

Policy: Religion and World Views
Education Policy
SACC approval: June 2024
Ratified FGB: July 2024
Review: July 2027

Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Religion and World Views Education Policy

SCHOOL VISION

Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe.

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

*"I know that there is nothing better for people than to be happy and to do good while they live."
Ecclesiastes 3:12.*

- we facilitate opportunities so every child can flourish in a place where they feel **safe, happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, **inspire** others and experience personal **fulfilment**.
- the school provides facilities that enables our pupils to reach their potential in an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to **safeguard** all children.

'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12

Policy Statement - Introduction

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.'

The Governors of Holy Trinity CE Primary School have set the RE curriculum to be delivered.

In Religious Education (RE), we demonstrate our vision as pupils in our school learn about and respect different worldviews and beliefs of people in our community and the wider world. We value every individual, helping them to engage with what different people believe and explore what they believe for themselves. RE has a very high profile within the Holy Trinity CE Primary school curriculum and makes a significant contribution to preparing pupils for life in Modern Britain. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen our understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teaching of Jesus and the Church alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

Our Christian Ethos

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at Parish and Diocesan level. The school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.'

Legal Requirements

Holy Trinity is a Church of England Voluntary Aided Primary School therefore the school has a responsibility to uphold its Trust Deed which exhorts the school to maintain a distinctive Christian ethos. The school uses the Discovery RE scheme of work, Understanding Christianity and a worldview enquiry unit from the Diocese as a guide, supplemented with additional material on Christianity from the Diocese and elsewhere, which follows the Pan Berkshire Locally Agreed Syllabus. Section 48 of the 2005 Education act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

AIMS OF RE

Holy Trinity CE Primary school recognise that RE makes a distinctive contribution to the development of spiritual, personal and moral education and understand that beliefs may influence personal and social behaviour. High quality RE will support children's religious literacy. This means the ability to hold balanced and well-informed conversations about religion and world views. Children will be able to make sense of religion and worldviews around them and begin to understand the world in which they live. RE is predominantly about enabling pupils to become free thinkers, crucial participants who can make academically informed judgements about important matters of religion and belief which shape the world we live in today.

Our curriculum

- enables pupils to know about and understand diverse religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- Enables pupils to express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.
- While distinctively Christian, our school seeks to promote an enquiry-based approach curriculum, so pupils acquire a rich, deep knowledge and understanding of six of the world's principal religions and address the fundamental questions in life. Children reflect on what it means to have a faith and to

develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about the following religions:

- Christianity
- Buddhism
- Sikhism
- Islam
- Hinduism
- Judaism

By following Discovery RE, Understanding Christianity and a world-view enquiry unit at school we intend that Religious Education will:

- Adopt an enquiry- based approach, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses in a respectful way.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others in our diverse society and help challenge prejudice.
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British Values

How is RE organised in this school?

Combining aspects of Discovery RE, Understanding Christianity and a worldview enquiry unit brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the aspect of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At Holy Trinity, it is expected that teachers teach religious education every week. Teachers can opt to teach certain themes as block teaching and in isolation, however, it is expected that religious education themes are included in other subjects and therefore threaded throughout the curriculum. Across the whole-school curriculum, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

In accordance with this structure, we have agreed that:

- At KS1 pupils study Christianity, Judaism, Islam and one worldview enquiry unit.
- At Lower KS2 pupils study Christianity, Judaism, Hinduism and a worldview enquiry unit.
- At Upper KS2 pupils study Christianity, Sikhism, Islam and a worldview enquiry unit.

To ensure this majority, Christianity is compared with the other religions covered, allowing children to identify similarities and differences between them. Also, the coverage of Christianity increases at the times of major Christian festivals. Religious education should make up 5%-10% of dedicated curriculum time; this does not include collective worship and prayer as per the RE Statement of Entitlement.

Adaptive Teaching

Our curriculum is designed for all children. Inclusivity is part of the philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt teaching for children in KS1 and 2 classes with special educational needs, each enquiry has an overview of learning outcomes for the full range likely for that age group, allowing children to evidence outcomes:

- Working Towards Age Related Expectations
- Working At Age Related Expectations
- Working Beyond Age Related Expectations

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has assessment opportunities to assess knowledge, critical thinking and ability to answer enquiry questions to reach a best-fit learning outcome.

Recording and Tracking Progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation. Towards the end of the academic year, teachers will agree a best fit outcome based on the national curriculum age related expectations. These will be transferred onto the school assessment system and shared with parents/carers.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Discovery RE and Understanding Christianity enquiries give teachers meaningful evidence to cite in reports. This is given to parents/carers as part of the written report at the end of the school academic year. Parents/Carers are welcome to enquire about religious education matters to the class teacher.

The Attainment Descriptors

The learning outcomes and expectations contained in Discovery RE and Understanding Christianity match the current nationally agreed attainment descriptors at the time of implementation. As the locally agreed syllabus is reviewed and changes are made to the national requirements, it may be necessary to move to a different method of measuring progress and attainment.

Monitoring and Evaluation

Governors and School leaders are responsible for monitoring the standards of RE, the children's work and the quality of the teaching in religious education. The RE Subject Leader will liaise with the Diocesan Advisor and attend local diocesan network meetings each term. They are also responsible for supporting colleagues in the teaching of religious education and being informed about the latest initiatives in the subject. The RE Leader will monitor in accordance with the annual cycle and the School Development Plan.

This includes monitoring:

- The delivery of the programme through observation and discussion with teaching staff,
- Discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Teacher Development Meetings to review and share experience

- Monitoring of assessment to ensure progression throughout the school.

External Contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Holy Trinity CE Primary School promotes a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

The legal position of Religious Education

Our school curriculum for religious education meets all legal requirements, which stipulate that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can also exercise their right to withdraw from teaching the subject.

Parents have the right to withdraw their child(ren) from religious education classes on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation.. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. When a request to withdraw is received by the school, the request will be granted without delay. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. The RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of teachings and practices of other major religions and worldviews.

This policy and RE Curriculum was adopted by Holy Trinity CE Primary School and agreed by the Standards and Curriculum Committee and ratified by the Full Governing Board.

Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

Holy Trinity Curriculum Overview for Religion and World Views from September 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	DISCOVERY Special People What makes people special? Christianity, Islam, Judaism	UC - Incarnation Why do Christians perform Nativity plays at Christmas? Christianity - Christmas	What do people celebrate and why? Worldview	UC - Salvation Why do Christians put a cross in an Easter garden? Christianity – Easter	DISCOVERY Stories What can we learn from stories? Buddhism, Christianity, Islam, Hinduism, Sikhism	DISCOVERY Special Places What makes places special? Christianity, Islam, Judaism
Year 1	UC - Creation Who made the world? Christianity	UC - Incarnation Why does Christmas matter to Christians? Christianity - Christmas	DISCOVERY Shabbat Is Shabbat important to Jewish children? Judaism	UC – Salvation Why does Easter matter to Christians? Christianity - Easter	DISCOVERY Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism	How do people know how to behave? Worldview
Year 2	DISCOVERY What did Jesus teach? Is it possible to be kind to everyone all the time? Christianity	UC – Gospel What is the good news that Jesus brings? Christianity – no link to Christmas in resources but could be done, why do we celebrate this baby's birth?	DISCOVERY Prayer at home Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam	UC - God What do Christians believe God is like? Christianity – no link to Easter but does use The lost Son / forgiveness and therefore could link to Easter	DISCOVERY Community and belonging Does going to the Mosque give Muslims a sense of belonging? Islam	What are the best reasons for following a leader? Pupils will begin to explore philosophical reasoning, testing whether ideas make sense Worldview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	UC – Creation / Fall What do Christians learn from the creation story? Christianity	UC – Incarnation What is Trinity? Christianity - links to Christmas in Digging Deeper	DISCOVERY Hindu Beliefs How can Brahman be everywhere and in everything? Hinduism	UC - Salvation Why do Christians call the day Jesus died 'Good Friday'? Christianity - Easter	DISCOVERY Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu? Hinduism	Does it matter if a story is true or not? This unit begins to introduce questions about truth and reality, focusing on story. It is an opportunity to introduce philosophical thinking. Worldview
Year 4	UC – Gospel What kind of world did Jesus want? Christianity	DISCOVERY Beliefs and Practices How special is the relationship Jews have with God? Judaism NO CHRISTMAS LINK	DISCOVERY Passover How important is it for Jewish people to do what God asks them to do? Judaism	DISCOVERY – Salvation Is forgiveness always possible? Christianity - Easter	UC – Kingdom of God When Jesus left, what was the impact of Pentecost? Christianity – Pentecost time of year	How and why do people argue that some places can be spiritual? Exploring the meaning of spirituality and place, this will bring in the concept of pilgrimage. Worldview
Year 5	UC – People of God How can following God bring Freedom and Justice? Christianity	UC – Incarnation Was Jesus the Messiah? Christianity - Christmas	What does it mean to live a good life? This unit introduces Humanist teaching and the Golden Rule Worldview	UC – Salvation What do Christians believe (what did) Jesus do to save Human Beings? Christianity - Easter	DISCOVERY Belief into action How far would a Sikh go for his/her religion? Sikhism	DISCOVERY Beliefs and moral values Are Sikh stories important today? Sikhism
Year 6	DISCOVERY Beliefs and Practices What is the best way for a Muslim to show commitment to God? Islam	DISC. Incarnation What is the significance of Mary's role in the Christmas story? Christianity	UC – Gospel What would Jesus do? Christianity	UC - Salvation What difference does the resurrection make for Christians? Christianity - Easter	How does a worldview help people decide what is important? Worldview	DISCOVERY Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead a good life? Islam