

Religious Education Vision



MISSION STATEMENT

'To provide an excellent education in a Christian Environment'

SCHOOL AIMS

The ethos of Holy Trinity School is built upon love, 'Love your neighbour as yourself.' Matthew 22 vs3- 9.

We aim for all pupils to achieve their fullest potential. We enable them to develop their skills and talents through shared positive and realistic goals. We believe in good learning skills delivered through a broad, balance and enriched curriculum.

We have high expectations and celebrate excellent achievement and effort.

We encourage the principles of commitment, self-reliance, self- discipline, responsibility, trust and respect.

We are a thoughtful, reflective and collegiate school which seeks continued improvement.

We value the positive partnerships with the church, families and governors and extend these relationships into the wider community.

The vision of RE at Holy Trinity is one that values:

- The acquisition and development of knowledge and understanding of Christianity and other principal world faiths;
- The understanding of beliefs, practises and values of Christianity and other faiths;
- The ability to make reasoned and informed judgements about religious and moral issues.

To work towards this vision and ensure a consistent approach to high provision of Religious Education throughout the school we aim;

- To reflect theologically and explore the ultimate questions and challenges of life in today's society;
- To reflect critically on the truth claims of Christian belief;
- To see how the truth of Christianity is relevant today;
- To understand the challenge faced by Christians in today's pluralist and post-modern society;
- To develop the skills to handle the Bible text;
- To recognise that faith is based on commitment to a particular way of understanding God and the world;
- To begin to develop their own commitments, beliefs and values;
- To develop a sense of themselves as significant, unique and precious;
- To experience the breadth and variety of the Christian community;
- To engage in thoughtful dialogue with other faiths and traditions;
- To become active citizens, serving their neighbor;
- To find a reason for hope in a troubled world;
- To understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

Role of the Subject Leader

To ensure that all members of the school community **understand the vision of Religious Education** at Holy Trinity and to lead, challenge and support all in achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible;
- Maintaining clarity of expectations in relation to planning, assessment and teaching and learning;
- Monitoring, evaluating and developing standards in teaching and learning;
- Identifying and addressing strengths and areas for development;
- Informing, supporting and providing development opportunities for all.

Religious Education Vision and Policy

Religious Education in Holy Trinity C of E Primary School lies at the very heart of the curriculum and as a school we strictly follow the Diocesan guidance:

- Governors adopted the Dioceses of Durham and Newcastle Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS.
- At least 5% of curriculum time is devoted to RE
- Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available
- Appropriate teaching about other faiths and world views is included.

Teaching and Learning

The Religious Education curriculum maintains a balanced approach of Learning about Religion (previous Attainment Target 1) and Learning from Religion (previous Attainment Target 2).

This can be expressed distinctively as:

Learning about Religion

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from Religion

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it;
- Responding personally to the stories and teachings of Jesus Christ;
- Examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.

Therefore RE in Holy Trinity C of E Primary School also helps pupils to:

- Learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- Recognise and respect those of all faiths in their search for God;
- Recognise areas of common belief and practice between different faiths;
- Enrich and expand their understanding of truth while remaining faithful to their own tradition;
- Enrich their own faith through examples of holy living in other traditions.

Religious Education in Holy Trinity C of E Primary School enables:

- Pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- Pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- Pupils from other faith backgrounds to understand and be encouraged in their faith;
- Pupils with no religious background to be given an insight into what it means to be a person of faith;
- Pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Planning and Assessment

Planning of Religious Education follows guidance set out by Durham/Newcastle Diocese advisor, Lisa Fenton, and is based around **key questions** and **key experiences**. Progression and differentiation are evident throughout and relate to the 'Learning about Religion' and 'Learning from Religion' guidelines. Planning always includes references to the Bible and levels of understanding. Planning also offers opportunities for assessment throughout and highlights available resources to be used at specific times.

Teacher Assessment:

This form of assessment is viewed as a continuous process. Information is gathered continuously during evaluations of learning. Assessment information is taken as a snapshot, using 'I can' statements, after each topic and is defined as; Significantly Below, Below, Typical or Above.

Assessment judgements are decided by:

- Observations of children engaged in activity;
- Pupil self/peer assessment;
- Dialogue with individuals or groups;
- Dialogue with 'experts' and support staff;
- Evaluation from planning documents.

Target Setting:

The subject leader sets basic and challenging targets for all learners, every learner has a target of being typical in their current year group and many have aspirational targets to be above typical.

Teachers are responsible for setting ongoing targets for children in their guidance. Targets are communicated throughout the year and appear on the end of year report.

Progression:

At the end of each academic year a learning dialogue is opened between professionals to discuss the next steps for the beginning of the new academic year. The Religious Education book continues through school with the children, which tracks progression and achievements. At the front of each book each child has an assessment grid which is levelled, in line with the assessment vocabulary, and highlighted when understood (either through evidence in books or discussions).

Withdrawal:

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

Governors:

There is a named governor linked to Religious Education who plays a key role in monitoring and evaluating RE across the school through discussions and feedback from subject leader. The named governor is currently Father Philip Bullock.