

Religious Education Policy



'Growing Together' is our school vision; it reminds us that we must all work together to GROW into the very best versions of ourselves. We believe that there is no ceiling to what a child can achieve. All children deserve the opportunity to GROW into the very best version of themselves and our ambition is to support all children in our school to achieve this. Our vision is underpinned by the Parable of the Mustard Seed. **"The kingdom of heaven is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade. " Matthew 13: 31-32**

Intent

At Trinity All Saints Primary School our vision and values are at the heart of everything we do and are fundamental to our pupils' education, spiritual, moral, social and cultural development. We want children to thrive with a flourish **and live life in all its fullness (John 10:10)**

We intend for our children to:

Be armed with knowledge and debate so they can make informed choices in how they live their lives. **Wisdom strengthens the wise more than ten rulers of the city. Ecclesiastes 7:19**

We want them to:

1. know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical texts.
2. understand the "Big Story" (God's salvation plan) and big ideas in Christianity.
3. gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
4. engage with challenging questions of meaning and purpose raised by human existence and experience through skills of enquiry, reasoned argument and reflection.
5. recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
6. explore their own religious, spiritual and philosophical ways of living, believing and thinking

Implementation

At Trinity All Saints Primary School we design activities requiring our pupils to be:

(A) ctive participants of their learning journey; no child should be passive. **I can do all this through him who gives me strength. Philippians 4:13**

(C) ontented Souls We aspire for all our children to articulate their feelings and express themselves as individuals. **A heart at peace gives life to the body. Proverbs 14:30**

(T) houghtful Citizens All children will understand they have a part to play in improving the world we live in. **In everything, do to others what you would have them do to you. Matthew 7:12**

Through these activities pupils will:

1. Develop an understanding of religious traditions and an appreciation of the cultural differences in Britain and around the world today; and thus develop tolerance, respect and acceptance of others and their ideas. **I appeal to you, brothers, to watch out for those who cause divisions and create obstacles contrary to the doctrine that you have been taught. Romans 16:17**
2. Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. **Examine yourselves, to see whether you are in the faith. Test yourselves. 2 Corinthians 13:5**
3. Develop investigative and research skills to enable them to make reasoned judgements about religious issues, thinking deeply about the concepts presented and explaining their ideas. **Turn your ears to wisdom and apply your heart to understanding. Proverbs 2:2**
4. Develop a theologically informed and thoughtful account of Christianity as a living and diverse faith.

Our RE curriculum is inclusive for all learners, and we work to ensure children are supported, and challenged. We stretch our more able learners in many ways including: presenting them with bigger questions to reflect on, setting challenges which require creativity, posing theology debates, challenging learners to make connections with their own and other faiths and through feedback (See marking below). We give support to pupils who need further explanation, experience and differentiation to ensure they access the RE curriculum in its fullest form.

Curriculum Planning in Religious Education

We plan the Religious Education curriculum based on the Understanding Christianity and Leeds /York syllabuses. Curriculum time devoted to the teaching of RE is 60 minutes per week for Key Stage 1 and 75 minutes per week for Key Stage 2 (not including worship time). It is delivered through cross curricular links such as drama, music, art and technology and work linked with the major religious festivals.

The eight core concepts of Understanding Christianity are:

God Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit

Creation Christians believe the universe and human life are God's good creation. Humans are made in the image of God.

The Fall Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity

People of God The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.

Incarnation The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.

Gospel Christians believe Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.

Salvation Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.

Kingdom of God This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

The planning process:

1. Begin by reading the **essential information**. This will provide the subject knowledge required to teach the unit.
2. Read the **core learning outcomes** and **knowledge building blocks**. This will ensure you are informed of the intended outcomes for pupils and formulate assessment opportunities.
3. **Plan opportunities for pupils to demonstrate they are working at GD**. Use the GD indicators to support you with this (assessment folder RE 2021-2022).
4. Plan a **learning Sequence** through text, impact and making connections. Make appropriate selections from the unit that respond to the need of your children. You do not need to complete all suggested activities but do need to travel through all three aspects. Use WALTs to exemplify intended learning that will help pupils meet the outcomes and grasp the knowledge building blocks identified.
5. Plan opportunities for questions that are theological, philosophical and social throughout your unit.

6. Begin each unit by taking pupil's response to the '**big question**' This will be used to baseline the pupils for the unit of work.
7. Use the **concept cards** and the **big story frieze panels** to discuss where in the "big story of the bible" your Christian unit fits.
8. **Plan activities** engage and allow lower attainers to fully participate in the lesson.
9. **Adapt your planning in response** to the children as you progress through the unit.

Leeds/York Syllabus

1. Read the **learning outcomes**. This will ensure you are informed of the intended outcomes for pupils.
2. Plan a **learning Sequence** through making sense of belief, impact and making connections. Make appropriate selections from the unit that respond to the need of your children. You do not need to complete all suggested activities but do need to select from all three aspects of the unit.
3. Use **WALTs** to exemplify intended learning that will help pupils meet the outcomes and grasp the knowledge building blocks identified.
4. Begin each unit by taking pupil's response to the '**big question**' This will be used to baseline the pupils for the unit of work.
5. **Plan opportunities for pupils to demonstrate they are working at GD**. Use the GD indicators to support you with this (assessment folder RE 2021-2022).
6. **Plan activities** engage and allow lower attainers to fully participate in the lesson.
7. **Adapt your planning in response** to the children as you progress through the unit.

Floor Book Expectations

- Every unit will start with a new cover page identifying the unit. When the unit is a Christian unit it will begin with the unit title page This will be shared with the children to deepen understanding and make connections to the Christian faith. When it is not a Christian unit use the faith or Leeds unit pages. (See RE folder planning docs unit title pages).
- Every pupil will be represented in a unit but does not need to be present in every entry. A class list will be included in the front of the book and names will be ticked and dated when a pupil has been included.
- Every page entry will have a colour coded WALT. (text = purple, impact = red, making connections = green) and be dated. It will outline the learning activity. As in the example below.

5/5/22

WALT: Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.

The children made a stop start animation of the parable of the lost son.

- Pictures or text will be added to give context to the work/comments and give a clear picture of the learning taking place, justifying a response/choice and giving reasons for something. This will show deeper thinking and demonstrate challenge and connections being made.
- Pride should be taken in its construction, but work does not need to be backed.
- Handwriting must be neatly presented or printed. **No marker pens to be used.**
- Work from individual pupils' books does not need to be replicated in the big book.
- It will not include any Collective Worship.

Exercise Book Expectations

- Every piece of work will have a colour coded WALT. (text = purple, impact = red, making connections = green). (see example above).

- Books will show marking impacting on learning (see above).

IMPACT

Matthew 5:14-16 In the same way, let your light shine before others, so that they may see your good works. As a result of our Curriculum drivers (A.C.T.) and the explicit teaching of Christian concepts, pupils at Trinity All Saints Primary School will:

- Have a deeper understanding of Christianity.
- Be able to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.
- Celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history.
- Mature spiritually, academically, emotionally and morally to enable them to become well-rounded successful citizens in future life and have a positive impact on their friends, family, local and wider community.

Progress towards the above will be measured through:

- Discussion – How well pupils can express and listen to opinion
- Debate – How well children can express their opinion and back this up with reasoned and supported argument
- Knowledge - How well children can demonstrate their knowledge (This maybe through a written task, piece of art, drama, vocal expression) – Children can remember what they have learnt, identify different stories from the Bible, place them on the Christianity Timeline and talk about the learning that can be taken from each story, talk about the 8 concepts of the Understanding Christianity Timeline.
- Action – Acts that have a positive impact on themselves, their peers, family and the wider community.

Impact of marking pupils' work

Marking will act as a positive response to a pupil's work informing them of their achievement.

It will be used to:

- Assess the stage of understanding or development against the learning objective.
- Create opportunities for improving work with deeper thinking in RE.
- Address misconceptions.
- Provide opportunity for reflection upon and improvement of work through the polishing cycle.

Recording and Reporting.

The intended impact of the RE Curriculum is that the majority of children in each year group are working at or above the expected level for their age. Teachers assess learning in Religious Education at the end of each unit against the unit outcomes. A central tracking system is used to make judgements on children's progress and achievement through a unit and provide a whole year summary of a child's achievement.

We monitor the impact of our curriculum through, pupil voice exercises, work scrutiny and teaching and learning observations.

Update: September 2023

Review Date: April 2024

Signed: (Head teacher)

Signed: (on behalf of Governors)