

## HOLY TRINITY PEWLEY DOWN

A Federation of Holy Trinity CoE Junior & Pewley Down CoE Infant Schools, Guildford

# Religious Education Policy

### Our school values:

Zest for learning and a love of life

Embracing the future with hope and confidence

Seeing heaven in the moment

Imagining the journey in another's footsteps; nurturing understanding, respecting all

Everyone knowing that they are treasured and loved as a unique child of God

Our school values underpin all of our RE teaching and these values are embedded in all the experiences we strive to give the children. Children are spiritual beings who often think deeply and hold serious convictions.

We regard it as a privilege to work with young people to ponder the more profound questions of life and faith. In our school, spirituality is seen in joyful singing and dance, and in silent meditation and prayer. As a Church School we seek to nurture in the heart and minds of our children the knowledge and love of God. We provide them with an experience of Christian Community which will influence and shape the rest of their lives.

### **The provision of Religious Education at HTPD**

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

HTPD is a Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deed of the School.

As a church school we deliver RE as an academic subject in line with the Locally Agreed Syllabus, Guidelines for Religious Education, The Church of England, Diocese of Guildford. These guidelines whilst being focused in the majority on Christianity, include regular opportunities for teaching of other faiths. This is always approached in an inclusive and respectful manner.

Whilst we believe passionately that RE and Collective Worship are central to the life of HTPD and in very many respects are inextricably connected, naturally complementing and enriching one another, they should however be managed separately.

### **The Aims of Religious Education**

The RE curriculum strives to be rich and creative, providing a whole range of opportunities for pupils to think about religion and belief, investigate and connect ideas and then have the ability to reflect and evaluate all they have shared and learnt.

#### **We aim to:**

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. RE develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. We endeavour to foster:

**“Zest for learning and a love of life”**

- **encourage children to explore their own beliefs** (whether those children are 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.
- **enable children to develop their sense of identity and belonging**, which will help them to flourish within their communities and as citizens in a multicultural and diverse society. In so doing we esteem every individual and instil our ethos of:

**“Everyone knowing that they are treasured and loved as a unique child of God.”**

- **teach children to develop respect for others**, including people with different faiths and beliefs, which will help them to challenge prejudice.
- **prompt children to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. We encourage empathy, generosity and compassion. Through RE and across our wider curriculum we encourage children to:

**“Imagine the journey in another's footsteps; nurturing understanding, respecting all.”**

- **provide children with opportunities to think theologically**, inspiring in them a sense of awe, wonder and mystery, thereby:

**“Seeing Heaven in the moment”**

- **help children find reasons for hope in a troubled world**, understanding how religious faith can sustain them in difficult circumstances and in the face of opposition; in so doing we enable children to:

**“Embrace the future with hope and confidence”**

## **The teaching of Religious Education**

The majority of RE is taught through a cross curricular topic based approach or in line with the religious calendar.

The scheme of work is based on the guidelines from the Guildford Board of Education, the new ASUs (Alternative Study Units) and our internal school planning and provision.

We endeavour to underpin each RE topic by 'big questions' that provide a high level of challenge for children. The scheme is designed to ensure clear and obvious progression in what is taught and learnt.

RE lessons are generally taught on a weekly basis but there are many times where a topic is based around a whole week's work or may well be a day's worth of activities. For example Yr 3 children spend 2 days on a project learning about Christian places of worship, visiting 3 very different churches, identifying some of the similarities and differences and starting to make sense of why people express their faith in different ways. At Christmas and Easter each year group is involved in projects covering several days, looking at different aspects of the festivals.

Different religions are studied in more depth in Key Stage 2. Obviously visitors, trips and artefacts play a fundamental role in these topics.

All work is planned to ensure very good coverage with careful differentiated planning to challenge all abilities. The scheme of work pays particular attention to clearly defined Learning Outcomes which continue to challenge and encourage children to investigate and evaluate their learning.

All children from Year 2-Year 6 have been given their own Bibles which they use regularly in lessons. This initiative has been a great success, with the children continually developing skills to handle the text, gaining a clearer picture of chronology and most importantly really enjoying reading and discussing the stories.

In order to make Religious Education a lively, active and creative subject we employ a variety of teaching methods. In any RE lesson you may expect to see a whole variety of 'learning experiences'; group and paired discussion, research, home group/specialist group feedback, art work, drama, poetry, research, outside work, handling artefacts, listening to guests, hot-seating, ICT use, music, comprehension activities and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

## **Resources**

All children from Year 2 onwards have their own Bibles, there is an extensive school library, there are a small number of artefacts located at school and artefacts and books are loaned from the Education Centre at Guildford Cathedral.

## **SEN Provision**

As a highly inclusive church school all RE resources and lessons are suitably differentiated to meet the needs of children with a range of SEND eg resources enlarged for visually impaired pupils, less written work involved for children with fine motor control problems, easily accessed and planned tasks for children with learning difficulties etc. Wherever possible the children remain in their class groups, benefitting from increased teacher input, TA support and beneficial pairings and group work.

## **Assessment, Recording and Monitoring of RE**

RE lessons are observed by the RE coordinator and by members of the SLT. All year groups are observed during the academic year.

All recorded written work by the children is effectively marked and then becomes part of their topic work for that term.

Through effective marking, planning and assessment procedures, staff are able to meet the needs of all children and plan future lessons. The school has a clear system in place to track assessment data in order to monitor progress both of the whole cohort and specific groups. As in all areas of the curriculum, staff are marking work in a way that will enable the children to respond to their comments and then reflect and improve on their work. Teachers record ongoing assessments in their individual markbooks.

All staff are very familiar with the Diocesan assessment descriptors for RE and use these in the assessment process. We have adapted these to determine end of year expectations, and teachers make a summative judgement annually as to whether each child is working towards these expectations, meeting these expectations, or working at greater depth within these expectations.

## **The right of Withdrawal from RE lessons**

At HTPD School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education on the grounds of beliefs and conscience.

We would ask any parent considering this option, to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of RE. It may be that after due discussion, there are just 'some' elements that are objected to, and in which case, withdrawal may not need to be continuous.

## **Review**

The Governing Body of HTPD first adopted this policy in 2017. The authors are CB /CF. It will be reviewed annually by the Governing Body and will be revised as often as may be required.

**Date last reviewed: January 2021**

**Date for next review: January 2022**

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**Signed:**

**Clare Brunet**

**Headteacher HTPD**

| EYFS | Term   | Units   | Link to School Value                           |
|------|--------|---|--|
|      | Autumn | Harvest: it's good to share   | Zest for Learning and love of life             |
|      |        | Why do we have celebrations?  | Zest for Learning and love of life             |
|      |        | Christmas: Who travelled to Bethlehem?                                | Imagining the journey in another's footsteps   |
|      | Spring | Our church school: why do we have assembly?                           | Everyone is treasured as a unique child of God |
|      |        | Why do we visit the church? *Is this the Y1 unit 'What is a church'?* | Embracing the future with hope and confidence  |
|      |        | Easter: New life all around   | Seeing heaven in the moment                    |
|      | Summer | This is the world that God made                                       | Embracing the future with hope and confidence  |
|      |        | Who did Jesus spend time with?  | Everyone is treasured as a unique child of God |
|      |        | Who was a friend of God?  | Seeing heaven in the moment                    |

| Year 1 | Term   | Units   | Link to School Value  |
|--------|--------|---|---|
|        | Autumn | Au1: What is the Bible about? (Old Testament Bible Heroes)  | Imagining the journey in another's footsteps  |
|        |        | Au2: Who is God? (No topic link)  | Zest for Learning and love of life  |
|        |        | Au2: Why do people give presents at Christmas? (toys/presents)  | Being treasured and loved as a unique child of God  |
|        | Spring | Sp1: Is the world a fair place? (OSU) (Fairy tales – mortals/doing the right thing)   | Imagining the journey in another's footsteps  |
|        |        | Sp2: Who is Jesus?  | Learn to live   |
|        |        | Pause Day: Why do Christians pray?  |   |
|        |        | Easter: Is Easter happy or sad?   | Embracing the future with hope and confidence   |
|        | Summer | Su1: How can we care for God's world? (OSU) (Growing – caring for the environment)  | Seeing heaven in the moment   |
|        |        | Su2: What is the Torah and why is it important to Jews? <i>And</i> Why do Jewish families celebrate Sabbath (Pirates – focus on people around the world – similarities/differences) | Imagining the journey in another's footsteps<br>Embracing the future with hope and confidence<br>Being treasured and loved as a unique child of God |

| Year 2 | Term   | Units  | Link to School Value                         |
|--------|--------|--|--|
|        | Autumn | Au1: Why did Jesus tell parables?                | Imagining the journey in another's footsteps |
|        |        | Au1: What are <i>your</i> big questions? (OSU)   | Zest for Learning                            |
|        |        | Au2: Why is the Bible an important book?         | Seeing heaven in the moment                  |
|        |        | Au2: Why did angels announce the birth of Jesus? | Seeing heaven in the moment                  |
|        | Spring | Sp1: What is a Christian?                        | Embrace the future with hope and confidence  |

|  |        |   |  |
|--|--------|---|--|
|  |        | Sp1: Why do Christians go to church?        | Everyone is treasured and loved as a unique child of God         |
|  |        | Sp2: What is Easter <i>really</i> about     | Everyone is treasured and loved as a unique child of God         |
|  | Summer | Su1: How do Christians worship God?         | Embrace the future with hope and confidence<br>Zest for learning |
|  |        | Su2: What is important for Muslim children? | Imagining the journey in another's footsteps                     |

| Year 3 | Term         | Units  | Link to School Value                                  |
|--------|--------------|--|---|
|        | Autumn       | Au1: How does the Bible reveal God's plan?                                   | Everyone treasured and loved as a unique child of God |
|        |              | Au2: How did Jesus change lives?   | Embracing the future with hope and confidence.        |
|        |              | Au2: What might Jesus think of Christmas today?                              | Imagining the journey in another's footsteps          |
|        | Spanish Link | Is Christian worship the same all over the world?                            | Imagining the journey in another's footsteps          |
|        | Spring       | Sp1: What are important times for Jews?                                      | Imagining the journey in another's footsteps          |
|        |              | Sp2: Why do Christians share communion?                                      | Seeing heaven in the moment                           |
|        |              | Sp2: What happened during 'Holy Week' – and what matters most to Christians? | Seeing heaven in the moment                           |
|        | Spanish Link | Is Christian worship the same all over the world?                            | Imagining the journey in another's footsteps          |
|        | Summer       | Su1: How did the church begin?   | Everyone treasured and loved as a unique child of God |
|        |              | Su2: What do Christians believe God is like?                                 | Zest for learning and love of life                    |

| Year 4 | Term   | Units  | Link to School Value  |
|--------|--------|--|---|
|        | Autumn | Au1: Why do Christians worship Jesus Christ?                     | Imagining the journey in another's footsteps  |
|        |        | Au2: Why do Christians still pray the Lord's prayer?             | Imagining the journey in another's footsteps  |
|        |        | Au2: How can artists help us understand Christmas?               | Seeing heaven in the moment   |
|        | Spring | Sp1: How can a synagogue help us to understand the Jewish faith? | Imagining the journey in another's footsteps<br>Everyone treasured and loved as a unique child of God |
|        |        | Sp2: What is 'wisdom'?   | Zest for learning and love of life<br>Embracing the future with hope and confidence                   |
|        |        | Sp2: How does lent help Christians prepare for Easter?           | Imagining the journey in another's footsteps  |
|        | Summer | Su1: How have Christians changed the world?                      | Zest for learning and love of life<br>Embracing the future  |
|        |        | Su2: Why should we care for God's world? (OSU)                   | Embracing the future with hope and confidence   |

| <b>Year 5</b> | <b>Term</b> | <b>Units</b>  | <b>Link to School Value</b>   |
|---------------|-------------|---|---|
|               | Autumn      | Au1: How did Jesus' teaching challenge people?  | Zest for learning and love of life<br>Embracing the future with hope and confidence |
|               |             | Au2: What are Christians waiting for? (OSU)   | Embracing the future  |
|               |             | Au2: Why is light an important sign at Christmas?                                     | Everyone treasured and loved as a unique child of God                               |
|               | Spring      | Sp1: What helps Hindus to worship?  | Imagining the journey in another's footsteps  |
|               |             | Sp2: What does it mean to be a Hindu? (OSU)   | Zest for learning and love of life  |
|               |             | Sp2: How do we know what happened at Easter?  | Embracing the future with hope and confidence                                       |
|               | Summer      | Su1: What does the Bible say about friendships and relationships?                     | Everyone treasured and loved as a unique child of God                               |
|               |             | Su2: How can churches help us to understand Christian belief?                         | Zest for learning and love of life  |
|               |             | Su2: What would Jesus do? (How do the beliefs of Christians influence their actions?) | Learn to live<br>Imagining the journey in another's footsteps                       |

| <b>Year 6</b> | <b>Term</b> | <b>Units</b>   | <b>Link to School Value</b>   |
|---------------|-------------|--|---|
|               | Autumn      | Au1: Why did Jesus say 'I AM'?   | Everyone treasured and loved as a unique child of God   |
|               |             | Au1: How is God three <u>and</u> one?  | Imagining the journey in another's footsteps  |
|               |             | Au2: What do the Gospels say about the birth of Jesus and why is it good news?         | Heaven in the moment  |
|               | Spring      | Sp1: What is a creed?  | Imagining the journey in another's footsteps<br>Everyone treasured and loved as a unique child of God |
|               |             | Sp1: How can we learn about the Christian faith from 'The Chronicles of Narnia'? (OSU) | Imagining the journey in another's footsteps  |
|               |             | Sp2: What is the Buddhist way of life?   | Imagining the journey in another's footsteps  |
|               |             | Sp2: Adam, Eve, Christmas and Easter – what are the connections?                       | Everyone treasured and loved as a unique child of God   |
|               | Summer      | Su1: What are the pillars of Islam?  | Imagining the journey in another's footsteps  |
|               |             | Su1: How can a Mosque help us to understand the Muslim faith?                          | Imagining the journey in another's footsteps  |
|               |             | Su2: What does the Bible say about moving on?  | Embracing the future with hope and confidence   |

