



**Amadeus**  
Primary Academies Trust  
Limitless Learning Together

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# Holy Trinity Lamorbey CE Primary School Religious Education Policy

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## Our Vision

St Paul the Apostle wrote in his letter to the Romans;

*"Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God, what is good and acceptable and perfect."*

At Holy Trinity we aspire to transform the lives of our children by providing them with high quality religious education lessons and experiences so that they are better prepared for their futures in our multicultural pluralistic society; Our children will be in better position to engage with the public that are of faith or not of faith.

## Introduction

At Holy Trinity Lamorbey, Church of England Primary school pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Rochester Diocesan syllabus we learn about other religions and world views, fostering respect for their faith, values and beliefs. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Links with our Christian values and vision, and support for pupils spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

### Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values
- To develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- To develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis

## Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as minimum pupils are able to:

- give a theologically informed and thoughtful account of Christianity as a living and diverse faith
- show an informed and respectful attitude to religions and world views in their search for God and meaning
- engage in meaningful and informed dialogue with those of other faiths and none
- reflect critically and responsibly on their own spiritual, philosophical and ethical convictions

## Teaching and Learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

## **Differentiation and Special Educational Needs**

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

## **Breadth and Balance**

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other worldviews as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

## **Equal Opportunities**

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

## **Relevance**

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

## **Cross-Curricular Links**

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

## **Health and Safety**

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity
- Be directly related to the expectations of the *the Rochester Diocesan syllabus*
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identifies progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents
- Each learning question on pupil self-assessment grids should be assessed after each lesson by the student
- Whole class assessment grids need to be completed at the end of each half-term. Teachers are expected to fill in the names of children who are exceeding, expected and emerging in their respective columns. Teachers should also highlight the names of those children who are pupil premium (green), SEND (pink) and children that are both (yellow).
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## Planning

- Introduce the big question at the beginning of each topic (see overview)
- Use the questions from the assessment grids as your learning objectives for your lessons, and write them in child friendly speak. These are lifted straight from the Understanding Christianity documents
- Ensure that the task given matches the learning question asked
- At the end of each topic in Understanding Christianity, there is some information for teachers which is useful to read before planning. It supports the reasoning for teaching the topic, and an explanation of the texts being used
- You must have 2-3 pieces of written work each term and one of these should be a 'big write'.

- Each class should have a 'Big Book of RE' for evidence which is not recorded in books. Make sure the L.Q is displayed on pages and write any comments/explanations you wish to add
- Extend the children's learning through questions (see thinking skills document below for support)
- Use a variety of resources including photos (see index of pictures below), texts (see resources from Understanding Christianity) and artefacts
- When relevant, show the children where each topic fits into the big picture
- The Big Frieze must be displayed in all classrooms and can be found on the T Drive
- When marking, ensure feedback is RE based and not literacy based
- Create a title page for each new topic
- Understanding Christianity; log on: HTL, password: school1htl
- Each year group must do 1 RE trip a year (see yearly overviews)

## Role of the RE Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office) <http://www.rdbe.org.uk/uploads/pdf/Statement%20of%20entitlement%202016.pdf> )
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage
- Support colleagues and help develop their subject expertise
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards
- Liaise periodically with the HT and Governors
- Seek opportunities for professional development for themselves and other staff
- Order resources
- Monitor end of term assessments
- Observe the teaching of RE in school, providing support and guidance for teachers

## Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

## Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.













## Appendix

Example of pupil self-assessment grid






**Year 4 Autumn2**

**INCARNATION: What is the Trinity? (DIGGING DEEPER)**

Outcomes	Pupil assessment	Teacher assessment
How is Incarnation part of the 'Big Story' of the Bible? (T)	  	
How is the story of the birth of Jesus linked with Incarnation (Jesus is 'God on Earth')? (T)	  	
How do Christians use the nativity story in churches and at home? (I)	  	
What questions do I have about the Christmas story and what are the lessons I might learn from it? (C)	  	

### Assessment key



Teacher	How much do I understand?	Pupil
✓	I can do this very well	
✗	I can do some of this	
●	I found this difficult	

## Example of half-termly assessment

### Autumn2 RE Assessment- What is the trinity? (Digging Deeper)

Please highlight **SEND** and **Pupil Premium** children. **Yellow** if both SEN and PP

<b>Outcomes</b>			<b>Knowledge building block</b>		
<ul style="list-style-type: none"> <li>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</li> <li>Offer suggestions for what texts about God might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> <li>Describe how Christians show their beliefs about God the Trinity in the way they live.</li> <li>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</li> </ul>			<ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</li> <li>Understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>		
<b>Emerging</b>			<b>Expected</b>		
<u>List of children</u>			<u>List of children</u>		
Identify beliefs Recall and name recognise retell and suggest the meanings of stories			Describe some ways Ask questions and suggest some of their own responses suggest why identify how make connections between stories give examples of how and suggest reasons why discuss their own and others ideas explore and suggest ideas link up some questions and answers		
Identify some similarities and differences discuss and present their own ideas about why express their own understanding present their own ideas about attitudes make links between key concepts and the big story of the Bible consider and evaluate suggest how and why express ideas					
% emerging		% expected	% exceeding		
%		%	%		

## Yearly Overview

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<b>reception</b>	CREATION: Why is the word God so important to Christians?	INCARNATION Why do Christians perform Nativity Plays at Christmas?	Why am I special?	SALVATION Why do Christians put a cross in an Easter garden?	What can we learn from Old Testament stories?	What can we learn from New Testament stories?
<b>Year 1</b>	GOD: What do Christians believe that God is like?	INCARNATION: Why does Christmas matter to Christians? CORE LEARNING	GOSPEL: What is the good news that Jesus brings? CORE LEARNING	SALVATION: Why does Easter matter to Christians? CORE LEARNING	What are the stories that are told in other faith traditions?	What are the stories that are told in other faith traditions?
<b>Year 2</b>	CREATON: Who made the world?	INCARNATION: Why does Christmas matter to Christians? DIGGING DEEPER	GOSPEL: What is the good news that Jesus brings? DIGGING DEEPER	SALVATION: Why does Easter matter to Christians? DIGGING DEEPER	JUDAISM: How do Jewish people remember and celebrate?	JUDAISM Why are stories important for Jewish people?
<b>Year 3</b>	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? CORE LEARNING Christmas: 2 lessons	SIKHISM What is important for Sikh people?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	KINGDOM OF GOD When Jesus left what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?
<b>Year 4</b>	CREATION What do Christians learn from the creation story?	INCARNATION What is the Trinity? DIGGING DEEPER	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER	HINDUISM What Hindu people believe about God	HINDUISM How do Hindu people worship and celebrate?
<b>Year 5</b>	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? CORE LEARNING	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What do Muslims believe about the way they should live their lives and why?	ISLAM What do Muslims believe about the way they should live their lives and why?
<b>Year 6</b>	CREATION Creation and Science: conflicting or complementary ? In the wider context of 'Big Questions'	INCARNATION Was Jesus the Messiah? DIGGING DEEPER Christmas: 2 lessons	GOSPEL What would Jesus do?	SALVATION What difference does the resurrection make for Christians?	BUDDHISM What do Buddhists believe about the way they should live their lives and why?	KINGDOM OF GOD What kind of king is Jesus?

	Emerging	Expected	Exceeding
EYFS		<p>Talk about ... things, places, times, feelings, what people do.</p> <p>Think about ...</p> <p>Recognise some ...</p> <p>Identify some ...</p> <p>Say what ...</p> <p>Recall some simple stories</p> <p>Recall what happens</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings</p> <p>Give examples linked to their own lives</p> <p>Share and record occasions when things have happened in their lives</p>	<p>Say why something is special</p> <p>Retell a simple story</p>
Key stage 1	<p>Talk about the fact</p> <p>Recognise some simple facts</p> <p>Identify at least xxx objects</p>	<p>Talk about some simple ideas</p> <p>Retell a story</p> <p>Talk about issues</p> <p>Ask and suggest some good questions</p> <p>Offer ideas of their own</p> <p>Recognise some objects and suggest why these are important</p> <p>Identify some ways</p> <p>Identify ...</p> <p>Describe some ways</p> <p>Collect examples</p> <p>Give an account</p> <p>Use creative ways to express their own ideas</p>	<p>Make links between what xxx taught and what xxx believe.</p> <p>Respond thoughtfully</p> <p>Express own ideas about xxx in light of their learning</p> <p>Suggest their own ideas</p> <p>Suggest meanings</p> <p>Identify some similarities and differences</p> <p>Answer the title question thoughtfully</p> <p>Give examples of ways</p>
Lower Key stage 2	<p>Identify beliefs</p> <p>Retell and suggest the meanings of stories</p> <p>Recall and name</p> <p>Recognise</p>	<p>Describe some ways</p> <p>Ask questions and suggest some of their own responses</p> <p>Suggest why</p> <p>Identify how</p> <p>Make connections between stories</p> <p>Give examples of how and suggest reasons why</p> <p>Discuss their own and others ideas</p> <p>Explore and suggest ideas</p> <p>Link up some questions and answers</p>	<p>Identify some similarities and differences</p> <p>Discuss and present their own ideas about why</p> <p>Express their own understanding</p> <p>Present their own ideas about attitudes</p> <p>Make between key concepts and the big story of the Bible</p> <p>Consider and evaluate</p> <p>Suggest how and why</p> <p>Express ideas</p>

Upper Key stage 2	Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe	Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding Explain the impact Express ideas Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect	Explain how xxx disagree and interpret things differently Explain the links between ... giving reasons why Enquire into ... using evidence and examples Interpret a range of ... Investigate and explain ... expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate
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## Thinking skills

<b>Investigation</b> <ul style="list-style-type: none"> <li>Asking relevant questions.</li> <li>Knowing how to use a variety of sources.</li> <li>Taking into account the different points of view.</li> <li>Identifying good evidence and evidence that is irrelevant.</li> <li>Summarising evidence and drawing an appropriate conclusion.</li> </ul>	<b>Interpretation</b> <ul style="list-style-type: none"> <li>Identify meaning.</li> <li>Draw meaning from pictures, symbols, poetry and language.</li> <li>Understand religious language.</li> <li>Draw meaning from religious texts.</li> </ul>	<b>Reflection</b> <ul style="list-style-type: none"> <li>The ability to think about feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions (Who am I?) and</li> <li>relate them to personal experience and</li> <li>experience of others or impact on the world around.</li> </ul>
<b>Empathy</b> <ul style="list-style-type: none"> <li>Religious imagination.</li> <li>Power of imagination to identify feelings of love, wonder, forgiveness and sorrow.</li> </ul>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>Debate with reference to argument, evidence, opinions, and statements of faith.</li> <li>Identifying the merits of all sides of a discussion or a point of view.</li> </ul>	<b>Analysis</b> <ul style="list-style-type: none"> <li>Distinguish between belief, fact, opinion, and statements of faith.</li> <li>Weighing claims of self-interest against individual conscience etc.</li> </ul>
<b>Synthesis</b> <ul style="list-style-type: none"> <li>Linking significant features of religion and individual practice.</li> </ul>	<b>Application</b> <ul style="list-style-type: none"> <li>Using religious knowledge and skills to inform everyday thinking and practice.</li> </ul>	<b>Expression</b> <ul style="list-style-type: none"> <li>Articulate ideas and beliefs through a variety of media.</li> </ul>

## Index of Pictures

<b><u>Name of image</u></b>	<b><u>Relating concept</u></b>	<b><u>Scripture</u></b>
1)The explosion of the love of God.	God Creation	Genesis ch 1, vv.1-8
2)Garden of Eden	Creation Fall	Genesis ch. 2, vv. 7-18
3)The Holy Spirit window	God Gospel	Matthew ch. 3, vv. 13-17
4)Moses crossing the Red Sea	Fall Salvation People of God	Exodus ch. 14, vv. 21-25
5)Nigerian nativity	Incarnation People of God	Matthew ch. 2, vv. 1-11
6)Making baby Jesus.	Incarnation People of God	Colossians ch. 1, vv. 15-17
7)A Christingle service	God Gospel	John ch 1, vv. 1-5
8)King's College, Cambridge: the carol service	People of God Incarnation Salvation	Luke ch. 2, vv. 6-12
9) Believers' baptism in the River Jordan	God Salvation	Acts ch. 8, vv. 26-38
10)Easter prayers, New Delhi	People of God Kingdom of God	Ephesians ch. 6, vv. 18-20
11)Children's prayers, Rwanda	Fall People of God	Romans ch. 12, vv. 9-16

12)Bread and wine on the beach	Gospel Kingdom of God	John ch. 21, vv. 4-14
13)Eucharist for a little child	People of God Salvation	Mark ch. 14, vv. 22-26
14)The crucifixion of the Lord in the Oberammergau passion play	God Gospel Salvation	Luke ch. 23, vv. 33-38
15)The night before the resurrection, Manila, the Philippines	Gospel Salvation	Luke ch. 23, vv. 46-53
16)Visiting the Garden Tomb in Jerusalem	Gospel Salvation	John ch. 20, vv. 11-18
17)Rev. Dr Martin Luther King preaching in Memphis, 1968	Prophecy Kingdom of God	Zechariah ch. 4, v. 6; Isiah ch 40, vv. 3-5
18)Pope Francis prays at the Western Wall in Jerusalem	People of God Kingdom of God	Psalms ch. 122, vv. 6-8
19)Pope Francis prays at the security wall, Israel/Palestine	People of God Salvation	Isaiah ch 2, vv. 1-4
20)All Souls' Day, Bangladesh	People of God Salvation	1 Corinthians ch. 15, vv. 20-24
21)Christchurch Cathedral: after the earthquake	Fall People of God	Colossians ch. 1, vv. 11-13
22)Christchurch's Cardboard Cathedral	People of God Kingdom of God	Nehemiah ch. 2, vv. 17-20
23)The Tree Cathedral, Milton Keynes	Creation Kingdom of God	Psalms ch. 96, vv. 9-13
24)Christ in glory	God Creation	Revelation ch. 21, vv. 1-5; ch. 22, vv. 1-2