

Elsecar Holy Trinity C.E. Primary Academy

Religious Education Policy



Context

- Elsecar Holy Trinity is a small primary school, serving children in the age range of 5-11 years.
- We deliver Religious Education (RE) in line with the Barnsley Locally Agreed Syllabus and Sheffield Diocesan guidelines.
- Elsecar Holy Trinity recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Elsecar Holy Trinity we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal requirements

RE at Elsecar Holy Trinity will meet legal requirements by:

- its inclusion in the curriculum of all registered pupils in Reception to Year 6.
- reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- teaching RE in accordance with Barnsley Locally Agreed Syllabus and Sheffield Diocesan guidelines.

Aims

Our aims of RE are that pupils will:

Through the provision of Religious Education at our school, we aim to:

- provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- foster personal reflection and spiritual development.
- encourage pupils to explore their own worldview and positionality, (whether religious or non-religious).
- 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, including people with different faiths and beliefs, and to help challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society.
- develop a sense of awe and wonder in the world in which our children live.
- to understand that freedom of religion or belief (FoRB) is a human right.

Intent Statement for Religious Education

We believe, at Elsecar Holy Trinity Primary School, in developing a positive attitude and a love of learning towards Religious Education. Through the delivery of Religious Education, we aim to:

- promote pupil's spiritual, moral, social and cultural development.
- prepare pupils for the opportunities, responsibilities and experiences of life.
- establish the principles for distinguishing the difference between right and wrong.
- developing knowledge, understanding and appreciation of pupil's own and other's beliefs and cultures.
- promote equality and empower pupils with the opportunity to challenge discrimination and stereotyping.
- support thoughtful debate and discussion around sensitive topics like the existence of God, life after death and the meaning of life, enable the pupils to think beyond their normal daily experiences.

Our approach follows the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Pupil Intent Statement

RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

The Teaching of RE

Content

The school's progression map for the teaching of RE can be found below, as a school we follow Understanding Christianity and use the locally agreed syllabus for Barnsley. Within all units of work, pupils will focus on developing substantive knowledge, different ways of knowing and personal knowledge.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>Creation</u> Why is the word God so important to Christians?	<u>Incarnation</u> Why do some Christians perform Nativity plays at Christmas?	<u>Thematic</u> Being special: where do we belong?	<u>Salvation</u> Why do some Christians put a cross on their Easter Garden?	<u>Thematic</u> Which places are special and why?	<u>Thematic</u> Which stories are special and why?
Year 1	<u>Creation</u> Who do Christians believe made the world?	<u>Incarnation</u> Why does Christmas matter to Christians?	<u>Judaism</u> Who is Jewish and how do they live?	<u>God</u> What do Christians believe God is like?	<u>Thematic</u> What does it mean to belong to a faith community?	<u>Thematic</u> How should we care for the world and why does it matter?
Year 2	<u>Gospel</u> What is the good news that Jesus brings?	<u>Judaism</u> Who is Jewish and how do they live? (part 2)	<u>Islam</u> Who is a Muslim and how do they live? (Part 1)	<u>Salvation</u> Why does Easter matter to Christians?	<u>Islam</u> Who is a Muslim and how do they live? (Part 2)	<u>Thematic</u> What makes some places special to believers?
Year 3	<u>People of God</u> What is it like to follow God?	<u>Incarnation/God</u> What is the Trinity?	<u>Islam</u> How do festivals and worship show what matters to a Muslim?	<u>Judaism</u> How do festivals and family life show what matters to Jewish people?	<u>Creation/Fall</u> What do Christians learn from the creation story?	<u>Thematic</u> How and why do people try to make the world a better place?
Year 4	<u>Gospel</u> What kind of world did Jesus want?	<u>Kingdom of God</u> When Jesus left; what was the impact of Pentecost?	<u>Hinduism</u> What do Hindus believe God is like?	<u>Salvation</u> Why do Christians call the day that Jesus died 'Good Friday'?	<u>Hinduism</u> What does it mean to be a Hindu in Britain today?	<u>Thematic</u> How and why do people mark the significant events of life?
Year 5	<u>God</u> What does it mean if God is Holy and loving?	<u>Islam</u> What does it mean to be a Muslim in Britain today?	<u>Judaism</u> Why is the Torah so important to Jewish people?	<u>Creation and Fall</u> Creation and science, conflicting or complimentary?	<u>People of God</u> How can following God bring freedom and justice?	<u>Thematic</u> What matters most to Humanists and Christians?
Year 6	<u>Gospel</u> What would Jesus do?	<u>Incarnation</u> Was Jesus the Messiah?	<u>Hinduism</u> Why do Hindus want to be good?	<u>Salvation</u> What difference does the resurrection make to Christians?	<u>Kingdom of God</u> What kind of king is Jesus?	<u>Thematic</u> Why do some people believe in God and some not? How does faith help people when life gets hard?

The Contribution RE makes to other areas of the curriculum

Personal development and Well-Being: RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. RE gives children the opportunities to discuss and reflect upon the big questions of meaning and purpose such as the origins of the universe, life after death and beliefs about God. At Elsecar Holy Trinity Primary School we aim to ensure that our curriculum intent offers children the opportunities to find out about these areas with respect to different faiths and non-religious worldviews so that they are able to enter the world with a level of understanding of 'what makes me, me and you, you'.

Place in the curriculum

The National Curriculum states the legal requirement that:

All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their curriculum by subject and academic year online.

(DfE, The National Curriculum in England: Framework Document, July 2013, p.4)

The *Curriculum Framework for RE* (2013) is the latest in a chain of documents to recognise RE as a core subject and it is regarded as such at Elsecar Holy Trinity C of E Primary Academy.

We recognise that RE can make a positive contribution to much of pupils' life in school. It can be linked especially well to Spiritual, Moral, Social and Cultural development, Citizenship (including social cohesion) and Personal, Social, Health and Economic education and we strive to make good links where we can.

In order to maximise the impact of RE sessions and pupils' progress in this subject, we teach a regular weekly RE lessons at Elsecar.

Timing

The RE syllabus that we follow recommends that RE should be taught for a minimum of 5% of curriculum time. This means in practice that schools are expected to allocate:

In Reception: 36 hours of tuition per year.

Key Stage 1: 36 hours of tuition per year.

Key Stage 2: 45 hours of tuition per year.

Learning and teaching in RE

We recognise that effective teaching and learning starts with an enquiry-based curriculum. Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school. As the children progress in RE they acquire a wider and more detailed knowledge and understanding of religious beliefs, practices, stories and symbols. The children will become more fluent and competent in their use of religious language and terminology and will develop skills in responding to questions of identity, meaning, purpose, values and commitment.

Elsecar Holy Trinity recognises that 'enquiry' can be instrumental to good learning in RE as referenced in recent Ofsted RE subject reports, and we aim to help pupils develop skills to enquire independently. Pupils should be given time to generate pertinent questions where appropriate and teachers of RE should ensure that the atmosphere in an RE session is conducive to question raising and reflective thought whenever appropriate.

We appreciate the positive impact that local communities and local faith communities can have on pupils' experiences in RE. Elsecar aims to cater for this by having a visit to a place of worship in each year group/key stage and inviting visitors from faith communities into RE lessons.

It is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

Religions and worldviews

Elsecar has followed the *recommendations* of the Barnsley Local Agreed Syllabus for RE and Sheffield Diocesan guidelines and has selected the following religions and worldviews for focused study in each key stage, Christianity, Judaism, Hinduism, Islam, Buddhism, and Sikhism. All key stages will consider people who do not have a religious belief where it is appropriate to do so.

Planning

Elsecar uses the NATRE syllabus to form the basis of its schemes of work.

All aims of RE are planned for throughout the units of work.

If teachers feel the need to develop their subject knowledge in order to teach these units, they can do so in a number of ways. For example: reading the information sheets created by NATRE, discussion with the Subject Leader and personal research. Additionally, the Subject Leader provides Continuing Professional Development (CPD) sessions for all members of staff based on a teacher knowledge.

Inclusion

Our whole school inclusion, English as an Additional Language (EAL) and Special Educational Needs and Disabilities (SEND) policies apply to RE.

Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils should be encouraged to progress to their full potential and a variety of teaching methods (e.g. use of art, drama, ICT) should be employed to ensure that this is possible. Pupils who are Gifted and Talented in RE are given opportunities to demonstrate and develop their strengths.

Some pupils have positive and deep experiences of religion from their lives outside of school. While there is no doubt that these experiences should be valued, they do not necessarily relate to pupils' ability in RE.

Assessment

In line with the school's policy for assessment, each teacher is expected to take responsibility for the regular assessment of RE; this is done through teacher marking against specific learning intentions as well as through pupil reflection. Pupils summative learning is assessed by the completion of mind maps at the start and end of each unit of work. Each term, teachers are expected to provide the RE Leader with end of unit assessment data for each child's RE attainment; this is then fed into the school's main data system and is used by the RE Leader to track specific children/cohorts as well as overall school attainment in RE. An annual over all judgement is made by the class teacher as to whether the child is below the expected standard, at the expected standards or whether they are working at greater depth.

The annual report to parents indicates the effort, progress and attainment made by pupils over the course of the year.

Resources

Resources are stored in top resources room. Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress. Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.

Visits and visitors

Elsecar understands the importance of visits and visitors to a pupil's experience of RE. We aim to arrange one visit for each KS1 and KS2 class. These visits are arranged by year group class teachers with the support of the RE Subject Leader.

Visitors from faith communities and the general community can make an important contribution to RE and appropriate visitors are invited to RE lessons at fitting points in schemes of work.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Elsecar.

This role includes:

- ensuring staff are familiar with our approach to RE and the requirements for planning
- supporting staff with planning and delivery of RE
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE and
- providing and sourcing in-service training (INSET) for staff where necessary.

Right of withdrawal

Pupils' families and faith communities have the right to encourage religious nurture of the children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.

Parents have the right to withdraw their children either partly or wholly from RE. Our approach to RE, however, has been constructed in the hope that parents will rarely, if ever, wish to exercise their right of withdrawal.

As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher by contacting the school office at their earliest convenience.

This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.

Date of approval by Governing Body ...

Date of review September 2027