



Trinity Church of England School, Belvedere

RE Policy

Issue Status: -

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	Signature	Name	Date
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Approved:	_____	_____	_____
	Chairman of Governors	Canon Herbert	_____



TRINITY SCHOOL

RELIGIOUS EDUCATION POLICY

LEGAL REQUIREMENTS

Religious Education is provided for all pupils in accordance with the law (i.e. the 2005 Education Act) and follows the Department for Education guidelines.

The content of Religious Education is in accordance with the Trust Deed of the school i.e. in accordance with the teachings of the Church of England.

A SIAMS inspection will look at the quality of RE teaching within the school.

The Governing body informs parents of the right of withdrawal on the school website. Parents dissatisfied with any aspect of Religious Education may use the school's published complaints procedure.

STATEMENT OF AIMS OF RELIGIOUS EDUCATION IN TRINITY SCHOOL

Religious Education in this Church of England school seeks to:

- Nurture the spiritual and moral development of all pupils.
- Acquaint pupils with the practices, teaching and language of the Christian faith.
- Encourage respect for and understanding of other faith communities, including teaching about Judaism, Islam and Sikhism.

STRATEGIES FOR THE ACHIEVEMENT OF AIMS

Trinity School's Governing Body, Principal and all teaching staff are committed to good educational practice in Religious Education. Some examples of how this is demonstrated are though:

- A Head of Department with sole responsibility for Religious Education and a second in department.
- Allocating the correct amount of the curriculum time in KS3 and KS4 to core RE lessons, with Post 16 pupils having Sixth Form Conferences and approximately 20 hours of RE scheduled lessons in addition to the A-Level option.
- The provision of resources for text books, library resources, artefacts, visual material, work Interactive White Boards and resources, DVDs, visits and visitors.
- Ensuring that the overall provision for Religious Education is planned in the same format as the National Curriculum with targets, monitoring of attainment, programmes of study which are balanced, coherent and progressive across the Key Stages.
- Overseeing a properly planned course which starts from the significant experience of pupils and shows how religious teaching and practice can relate to these: it seeks cross curricular links; it pays attention to the identified and differing ability of pupils.
- The School's Chaplain contributes to Religious Education teaching and extra-curricular activities, with good planning, preparation and monitoring of their work in cooperation with the regular teaching staff.

DEPARTMENTAL AIMS FOR RELIGIOUS EDUCATION

Department Bible verse is: *'There is no difference between Jews and Gentiles, between slaves and free people, between men and women; you are all one in union with Jesus Christ.'* (Galatians 3:28)

Intent: Religious Education at Trinity School encourages pupils to think about key world religions and ethical issues. This includes considering the range of different beliefs between and within religions as well as developing their own moral and ethical viewpoints on religious issues. This takes place through the studying of a religion's beliefs and practices as well as exploring social and cultural contemporary issues.

Implementation: The Religious Education department adopt the ethos that it is our responsibility to help pupils understand each other's beliefs and that human beings are all one under God's loving grace. This supports pupils in living in modern British society.

Impact: Pupils will develop the necessary foundation of knowledge and understanding to access the GCSE course. Pupils will be able to express and reflect upon key ethical and religious issues as well as listen to and respect viewpoints that are not their own.

The Religious Education Department should help pupils to:

- Acquire and develop knowledge and understanding of Christianity and the three other religions studied, Islam, Judaism and Sikhism.
- Develop an understanding of the influence of beliefs, values and traditions and moral issues.
- Develop the ability to make reasoned and informed judgements about religions and moral issues.
- Enhance their spiritual, moral, cultural and social development by:
 1. Developing awareness of the fundamental questions of life raised by human experiences and how religious teaching can relate to them.
 2. Responding to these questions by making reference to the teachings and practices of religions and their own understanding and experience.
 3. Reflecting on their own beliefs, values and experiences.
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

KEY STAGE THREE PROGRAMME OF STUDY

The programme of study for Years 7-9 is as follows:

Year 7

The 3 school values; Hope, Compassion & Forgiveness

Judaism; including God and the elements of Jewish belief, the Torah, the people and the land, the 10 Commandments and the Holocaust and antisemitism

Understanding Christianity - The Trinity

Understanding Christianity - God & Prophecy

Creativity and Spirituality – Spirited Arts and The Arts

Year 8

Understanding Christianity - Who is Jesus?

Sikhism; including beliefs and values, the Gurus and their teachings for contemporary society, worship and practices

Understanding Christianity – Creation

Religion in the 21st Century

Year 9

Islam; including Allah and the key beliefs of Islam, Worship and belief in action, the Qur'an, religion in the media

Pupils then begin looking at skills and topics that will lead them in preparing for the GCSE, including Christian beliefs

KEY STAGE FOUR PROGRAMME OF STUDY

The Religious Education department complete the Edexcel Specification B Full Course programme of study

Year 10

Christian Beliefs

Muslim Beliefs

Living the Christian Life

Living the Muslim Life

Year 11

Marriage & Family

Crime & Punishment

Matters of Life and Death

Peace & Conflict

POST 16

The RE Department offers AS and A2 Level Religious Studies courses following the Edexcel syllabus, studying Ethics, Philosophy of Religion and Buddhism.

In addition, all Sixth Form students follow a compulsory ASDAN course in Values and Beliefs Education, as well as having an annual Sixth Form Conference.

SKILLS AND PROCESSES IN RELIGIOUS EDUCATION

Skills which are central to Religious Education and which should be reflected in learning opportunities:

- a) Investigation – Asking relevant questions, using different types of sources for gathering information
- b) Interpretation – Ability to draw meaning from artefacts, works of art, poetry and symbolism. Ability to interpret religious language. Ability to suggest means of religious text.
- c) Reflection – Ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- d) Empathy – Ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. Develop the imagination to identify feelings such as love, wonder, forgiveness and sorrow. Develop the ability to see the world through the eyes of others, and to see issues from another's point of view.
- e) Evaluation – The ability to debate issues of religious significance. To show consideration for others, their religious teaching and natural conscience
- f) Analysis – To be able to distinguish between opinion, belief and fact. To be able to distinguish between the features of different religions.
- g) Synthesis – Linking significant features of religion together in a coherent pattern. To connect different aspects of life into a meaningful whole.
- h) Application – To make association between religions and individual community, national and international life. To be able to identify key religious values and how they can relate to secular ones.
- i) Expression – The ability to explain concepts, rituals and practices. The ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues.

ASSESSMENT

Key Stage Three

Teachers should seek to constantly monitor student understanding and progress through questioning, discussion and observation.

Formal Assessment at KS3

- Students' books should be marked every three weeks using the schools marking policy. Exceptional effort and attainment should be rewarded using ClassCharts.
- Staff may also phone home to feed back excellent and poor work to parents.
- Comments should be made on class work and homework.
- Every half-term, more detailed comments (QTM) should be made.
- Assessments should have QTM, highlighting what the student has done well, suggesting what needs improvement, and giving them a YSC to further improve their work.
- Moderation takes place after every assessment and findings recorded. All data should be logged on 4matrix and SIMS for analysis and to measure progress. An effort grade should also be provided.
- Teachers are responsible for recording marks or comments for students' work regularly, either electronically or on paper, to ensure that written evidence is available to inform discussions with parents.

Key Stages Four and Five

Formal Assessment at KS4/5

- Students' books should be marked every three weeks using the schools marking policy. Exceptional effort and attainment should be rewarded using ClassCharts.
- Staff may also phone or email home to feedback excellent and poor work and effort to parents.
- Students should be given regular verbal feedback on their progress and suggestions to improve.
- Staff should mark using assessment criteria set out in specifications to indicate the mark or grade which work at this level would be likely to gain.
- Assessments should have QTM, highlighting what the student has done well, suggesting what needs improvement, and giving them a YSC to further improve their work.
- Moderation takes place after every assessment and findings recorded. All data should be logged on 4matrix and SIMS for analysis and to measure progress. An effort grade should also be provided.
- Teachers are responsible for recording marks or comments for students' work regularly, either electronically or on paper, to ensure that written evidence is available to inform discussions with parents.

DIFFERENTIATION IN RELIGIOUS EDUCATION

Differentiation in Religious Education should be based on setting tasks that:

- Are clearly relevant to the needs of each pupil and appropriate to his/her abilities, whether a More Able and Talented student or a student with special educational needs.
- Offer scope for pupils to demonstrate achievement to her/his full potential, drawing on their own experiences so that teachers can differentiate according to outcome.

In differentiating, teachers of Religious Education should take account of the:

- Nature of any activity undertaken and the aims and objectives underpinning it
- Requirements for varied teaching and learning strategies and requirements of any support staff present;
- Opportunities for a full range of outcomes.

HOMEWORK

Years 7, 8 and 9 homework should be set regularly and should take between 15 and 30 minutes. Homework should take on a variety of forms – creative writing, artistic, worksheet or research-based, preparation for group work presentations or revision for an assessment. Homework for Years 10-11 should be set as required, not exceeding 1 hour, and should be worksheet or research-based, revision for assessments, past paper questions or preparations for classroom presentations.

MAINTAINING STANDARDS IN THE DEPARTMENT

The Department seeks to –

- 1) Encourage the pupils to work to their full potential.
- 2) Maintain a high standard in both written work in class and for homework.
- 3) Staff to create and maintain an orderly working environment.
- 4) Follow the MI5 rules.

Staff should ensure that:

- 1) All work, both class work and homework is completed, up-to-date and marked regularly.
- 2) Handwriting is legible. Application of English skills is equally important in Religious Education.
- 3) Students arrive to lessons on time, and attend regularly.
- 4) Students always remember to bring their Trinity 5.

BEHAVIOUR AND SANCTIONS

The Department believes that in order to enable teaching and learning to take place, teachers should seek to create an inclusive, caring, learning environment within lessons in Religious Education. They should seek to do this by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve

Staff should follow the school's behaviour policy in adopting the correct sanctions for poor behaviour, including use of the safe room for disruptive pupils, using ClassCharts to log both positive and negative behaviour, and referral to the Head of Department when necessary. Pupils may be given a 15 or 30 minute detention at the end of each day without prior notice to parents, but pupils must be given the opportunity to contact a parent before the detention begins. Persistent problems should be referred to the Head of Department, or the Head of Year for more serious offences.

DISPLAYING WORK

Pupils' sense of achievement should be encouraged by displays of their work in the classroom. The RE teaching rooms should have appropriate displays, to create an atmosphere and environment suitable for the teaching of RE. Pupils are encouraged to produce work of the highest standard for display purposes. Displays should include – pupils' work, visually stimulating information relevant to study (particularly about the life without levels system in RE), posters, texts and religious artefacts.

DEPARTMENTAL MEETINGS

Department meetings should take place when calendared (at least once a month and more frequently if necessary e.g. for moderation purposes). Minutes should be taken and agenda/ action points distributed. The Head of Department will attend all other Middle-Management meetings.

EQUAL OPPORTUNITIES POLICY

The Department reflects the school aims on Equal Opportunities, in that we believe that every person should be valued and respected equally, irrespective of their colour, race, gender, culture, religion, class disability or physical appearance.

HEALTH AND SAFETY

All staff are reminded to:

1. Lock the doors when leaving the room
2. Ensure wires are not a danger to pupils
3. Check equipment is switched off before leaving for the night and windows are closed
4. Ensure no pupils operate any electrical equipment unless instructed to do so by a member of staff.
5. Ensure no pupils are given the teacher's keys to unlock doors
6. Check computers are logged off when a member of staff leaves the room.
7. Take the necessary precautions to ensure the safety and well-being of not just themselves but of all pupils.

EVERY CHILD MATTERS

The non-statutory guidance states that schools should consider how RE contributes to the five outcomes of Every Child Matters by:

1. Offering information on and insights into the impact of beliefs, practices and values, and whether they might be healthy or unhealthy
2. Allowing pupils to explore the values of safety in relation to attitudes to authority, property, relationships and the impact of ideas, and to develop social skills and empathy for others in considering these issues
3. Challenging pupils in ways that stimulate them and give them an enjoyment of learning, a sense of achievement leading to better motivation, and a belief in their capacity to respond well to people and ideas
4. Fostering a sense of self-awareness, belonging and identity that manifests itself in positive participation in school and community life
5. Raising issues of immediate and future relevance to pupils' economic well-being, for example attitudes to wealth and poverty, skills for living and working in a diverse society, the ethics of war and peace, sustaining the planet, and the use of money.

EVERY CHILD MATTERS WITHIN TRINITY SCHOOL

All pupils are valued and respected at Trinity School, and this has grown from strong Christian foundations. Pupils learn that, for Christians:

- Every child matters in God's eyes, as He created them and made them in His image.
- God cares about every person. He cares about how we treat others and how they treat us.
- The main desire of the God, who created the universe and every human being, is to have a relationship with every person. Through the death and resurrection of Jesus this is possible. This shows how God cares for every one of His children and how we all matter to Him.

Be Healthy - 1 Corinthians 6:19 'Or do you not know that your body is the temple of the Holy Spirit'.

Pupils are encouraged to take care of their bodies. They are offered information on and insights into the impact of beliefs, practices and values, and whether they might be healthy or unhealthy.

Be Safe - Psalm 46:1 'God is our refuge and strength, a very pleasant help in trouble'

We aim to ensure pupils are taught in a safe environment, free from bullying and any kind of discrimination. Pupils will explore the value of safety in relation to attitudes to authority, property, relationships and the impact of ideas, and to develop social skills and empathy for others in considering these issues.

Enjoy and Achieve - Genesis 1: 31 'Then God saw everything that He had made, and indeed it was very good.'

We aim to challenge pupils, using a variety of resources and methods to stimulate and motivate them to actively engage in Religious Education.

Make a Positive Contribution - Genesis 1: 26 'Let them have dominion over the fish of the sea, over the birds of the air, and over the cattle and over all the earth'

Pupils are encouraged to take care of the world that Christians believe is God-given. In lessons we also aim to develop pupils self awareness and confidence, to enable them to fully contribute to school life.

Achieve Economic Well-Being - 'All things come from Thee oh Lord and of your own have we given Thee.'

In lessons we address issues that will have a long term effect on the life chances students, debating environmental, economic, sociological and political issues in relation to the teachings of Christianity.

COMMUNITY COHESION and FUNDAMENTAL BRITISH VALUES WITHIN RELIGIOUS EDUCATION

Religious Education makes an important contribution to the school's duty to promote community cohesion and British Values. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective Religious Education will promote community cohesion at each of the four levels outlined in DfE guidance.

Religious Education at Trinity should provide a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

- The community within which the school is located: RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community: A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community: RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

SCHOOL'S CHRISTIAN VALUES WITHIN RELIGIOUS EDUCATION

- **Compassion** - Matthew 25.38-40
When did we see you a stranger and invite you in, or needing clothes and clothe you? ³⁹ When did we see you sick or in prison and go to visit you?
"The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'
- **Forgiveness** - Luke 11.4
Forgive us our sins, as we also forgive everyone who sins against us.

- **Hope - Psalm 62.5-8**
Find rest, O my soul, in God alone: my hope comes from him. He alone is my rock and my salvation; he alone is my fortress, I will not be shaken. My salvation and my honour depend on God; he is my mighty rock, my refuge. Trust in him at all times, O people; pour out your hearts to him, for God is our refuge.
- The school's Christian values are embedded within all Religious Education Lessons and there is a unit of work in the Year 7 RE curriculum in to introduce these values to pupils when they join Trinity School.

SCHOOL'S ETHOS

God Working With Us, and Through Us