



Our shared vision for Christ Church and Holy Trinity Schools

We take inspiration from the Parable of the Sower (Matthew 13:3-23) teaching children to “See with their eyes, hear with their ears and understand with their hearts”.

Our schools are united in the Christian vision to educate children for life in all its fullness, working together so that each child may flourish with a delight in seeking wisdom and knowledge. We are learning to love God, one another and ourselves.

Our Federation Mission Statement

Christ Church and Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of our school.

As a Church of England school we are deeply committed to developing and enhancing the talents and potential of each child by providing an ethos that reflects Christian values and enables each child to develop spiritually.

We understand that all children have their own unique relationship with God, for some this has been nurtured and developed within the home, whilst others receive their first awareness of the Church community at school.

For all our children, core values will be the foundation of their entire educational experience. These values, it is hoped, will inspire and draw together every aspect of school life. We, as staff, are the role models for living by these values and explicitly

AIMS AND OBJECTIVES

- To give R.E, the same status and taught with the same rigour as the core subjects of the National Curriculum.
- Sharing the life and teaching of Jesus Christ.
- Fostering a sense of community where each person is respected valued and encouraged to feel confident and supported in their acquisition of core values.
- Developing skills of thinking critically, spiritually, ethically and theologically so that they are able to;
 - Forgive
 - Respect and value the views of others
 - Appreciate the uniqueness of each individual
 - Develop a sense of commitment and service
 - Develop a clear understanding of the links between different world faiths and the similarities and differences between these faiths.
 - Accept the responsibilities and challenges of living in a multicultural and multi-faith society.



We aim to enhance the children's spiritual development through:

- the Mission Statement, PSHE. Assemblies, Our Code of Conduct – we will help the children to develop a respect for themselves and others
- engendering a sense of empathy with others through fund raising activities
- creating an environment of trust, care and compassion
- enhancing the children's appreciation for love, goodness and wonder in our delivery of the curriculum as a whole
- seeking to help the children to understand how the impact of their feelings and emotions affects their behaviour and impacts on the feelings and emotions of others
- the Behaviour Policy and Anti Bullying Policy which provide a clear moral code that is promoted consistently throughout the school and is reinforced through classroom and playground expectations
- praise and reward for good behaviour and acts of kindness
- reinforcing the school's values through whole school and classroom displays and RE corners

TEACHING AND LEARNING

We use a variety of teaching and learning styles in RE including drama, working from a stimulus and use of film, music and bible texts. Where appropriate children often make a visit to a place of worship or other place if we feel that it will enhance or deepen the children's learning and experience (see Enrichment Folder).

Teachers regularly have input from a member of the clergy as part of a unit of work in RE, so the children are well used to discussing ideas and themes with the clergy as well as their teachers. There are always many opportunities to ask questions and the emphasis is on children coming to their own views and beliefs with the support of the adults and peers around them.

We follow the Solihull RE Scheme of work which we have adapted with key reflection questions.

Lessons are planned to incorporate learning about religion and from religion. There should be opportunities for children to relate any learning to their own lives and experiences wherever possible.

Time for reflection and revisiting learning is emphasised in all areas of the curriculum and is particularly important in RE lessons and children are in the habit of having time to reflect on key services and special assemblies that we have throughout the year.

Many times classes use the Special Mentions Assembly as a source of celebration and reflection on their learning in RE.

Our curriculum is carefully planned across all year groups to ensure that it develops the ideas and themes at core Christian times such as Christmas, Epiphany, Easter, Pentecost and Ascension Day.

PLANNING



The long term planning of religious education involves a whole school approach using the Solihull scheme that has been developed with the help of our Clergy on RE curriculum days to include key questions that are higher order in nature and requiring children to analyse and be creative (Blooms Taxonomy).

The medium term planning is led by the R.E. Co-ordinator.

Short term planning is the responsibility of the class teacher and these plans are shared with each teacher's professional friend.

ASSESSMENT

This is both informal and formative - through general observation of children - their involvement in activities - their contribution to discussion, and a formal/summative assessment at the end of each topic. Teachers then pass on copies of these assessments, once a term, to the RE Co-ordinator. These assessment records are passed onto the next teacher, at the end of the academic year. Teachers also hand on specific notes to the next class teacher which can give relevant comments on a child's approach and response to RE and their ability to take on core values.

Marking RE books is sensitive to the children's understanding and development. Children regard their RE books as special books and teacher's marking reflects this in their comments. They ask further questions where appropriate and these are discussed verbally or responded to by the children in green pen.

CHILDREN WITH SPECIAL NEEDS

We are a very inclusive school and the range of needs in the school is wide. Teaching is carefully differentiated to ensure that children with Special Needs can access as much of the religious education that their class learns as possible.

Much of the work in Religion involves discussion, drama and reflection and every child's contribution is valued.

Religious education offers a wonderful opportunity for all children to realise their 'equality' as children of God.

CHECKLIST FOR TEACHERS

Focal points for Prayer

- a) Is there a focal point for prayer in my classroom?
- b) Is it situated at eye level and available for whole and available for whole class prayer?
If not, can it be moved to a central area when required for whole class prayer? The focal point should always be visible in the classroom, an important reminder of the spiritual dimension of our lives.
- c) Does it incorporate good religious art (icon, picture) together with a candle? Are there bibles of appropriate complexity easily available to all children? Is the school prayer book easily available?

Children's work

- a) Do I offer a variety of tasks in keeping with skills and ability of all the children (eg for a child struggling with reading – a task involving very little reading)?
- b) Do I use a multimedia approach with tasks involving such art experiences, music, drama as well as written and oral work?



Tasks should be such as to enable children to succeed.

Display

- a) Do I afford prime wall space to RE work and so convey a powerful non-verbal message about the importance of RE in our class and in our school?
- b) Is this work well-presented and well-mounted?
- c) Do key words and vocabulary appear on display?

Assessment

In RE planning, have I built in a way of assessing:

- a) The experience provided for the children
- b) The response made by the children to these experiences
- c) What knowledge, values, attitudes, skills the children have acquired?
- d) How did the children assess their work?

MONITORING OF RE

This takes place regularly and is undertaken by the RE Co-ordinator and RE Governor and fed back through the Achievement Committee and Senior Leadership Team.

LITURGY AND WORSHIP

Prayer and reflection is central to school life and as a community we worship in a variety of ways.

- Through a daily assembly, where the children are made aware of the need for quiet contemplation, reflection and prayer time. This is also through singing religious songs and hymns with our music teacher three times a week. We join together for a whole school assembly including prayers led by the Rector in St Luke's on Fridays and in the school hall with prayers led by our Vicar Emma or other members of the Clergy on Mondays.
- In the classroom where a prayer area or altar is the focus for daily class worship. The children are encouraged to pray and are taught the traditional prayers of the Church. Children are encouraged to offer up personal prayers.
- The Grace is said before all meals.
- In addition to whole school assemblies the main events of the Liturgical year are celebrated by the whole school through music, drama and prayerful reflection. Children throughout the whole school contribute to these celebrations.
- We have three Eucharistic Assemblies a year (one per term) and these are held in either St Luke's or Christ Church churches. Parents and family members are encouraged to join in the celebration of these liturgies.

RELIGIOUS SERVICES AND SPECIAL ASSEMBLIES

Autumn Term: Harvest (Glass Door), Advent; Christmas

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Spring Term: Epiphany; Ash Wednesday / Lent; Holy Week and Easter

Summer Term: Ascension; Pentecost



OTHER RELIGIONS

We feel that it is very important that children learn about other world faiths and where possible, with the help of practising members of that faith so that children begin to see the many links between faiths and core beliefs. Year 3 learns about Judaism over the whole year. Year 4 learns about Islam in an extended unit. Year 5 learns about Sikhism and Year 6 Hinduism. Year 6 then ends the year with a project comparing all the key religions and presents this to the whole school in a special assembly.

SERVING THE WIDER COMMUNITY

Throughout the school year the children are made aware of their responsibility to care for one another and to be actively involved in helping those less fortunate than themselves. This is done through the following activities;

- Poppy Selling for Remembrance Day
- Children organising a Macmillan Coffee Morning.
- Collecting for the Glass Door Homeless charity at Harvest (many children and adults also do the yearly sleep out in Sloane Square). Year 6 do their own sleep out for the homeless in the summer.
- A 'Be Bright Be Seen' day for the Brake Charity.
- An international "World Beach Party" after Church on a Sunday is to be held at the end of the Spring Term to highlight and celebrate diversity of culture within our school community.
- Red Nose Day/ Christian Aid Week / Children in Need / Christmas Jumper Day are all events that the school always support and the children take a very active part in planning for these events.

HOME/SCHOOL/PARISH LINKS

There is a very close relationship between parents and the school and we are very proud of the communication channels between home and school. The weekly newsletter signposts key events for parents and there is a yearly diary for all parents so that they can plan to join in on all religious events throughout the calendar if they wish.

Children regularly complete homework related to the RE teaching and the Home School Agreement for each class makes very clear the role of home and school in developing the children spiritually.

Class teachers send a learning brief home, each week, informing parents and carers of the learning for this week and next and how they can assist their child, at home.

Class meetings with parents each term highlight the teaching in each class for the term and this includes the Religious Education and spiritual teaching.

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Our very close relationship with the Parish and its Priests helps foster and deepen children's understanding of belonging.

Monitoring and review

It is the role of a named school governor with responsibility for religious education and collective worship to monitor the policy and practice of RE teaching (Revd Nicholas Wheeler). The governor concerned liaises with the Head Teacher before reporting to the governors on religious education and collective worship.

Signed: *Avis Hawkins*

November 2019



Name of School	Christ Church & Holy Trinity CE Primary Schools
Policy review Date	November 2019
Date of next Review	November 2021
Who reviewed this policy? Ratified by the Full Governing Body	Full Governing Body, Achievement Committee and Avis Hawkins November 2019