

Religious Education Policy February 2020

Vision and Values

'A cord of three strands is not easily broken' Ecclesiastes 4:12

The Trinity Partnership embodies the strength and unity of three schools working as one. The Trinity Partnership aims to engage across schools, churches and communities, working in partnership with DEMAT, governors, parents and school leaders to ensure that life is lived in all its fullness as unique children of God.

Aims

As three Church of England primary schools within the Diocese of Ely Multi Academy Trust (DEMAT), The Trinity Partnership aims to provide high quality, challenging and engaging Religious Education (RE) for all pupils. Although Christianity is central to our teaching and learning in RE, we seek to enable our children to develop their knowledge and understanding of religious beliefs, practices and cultures around the world, as well as theological awareness and spiritual thinking.

This policy is linked with the Trinity Partnership Curriculum Overview as well as policies for Collective Worship, and Teaching, Learning and Assessment.

RE Curriculum

Intent

The Trinity Partnership follows all units of the Understanding Christianity, to develop pupils' thinking and understanding of Christianity as part of their knowledge and understanding of the world.

In addition to the Understanding Christianity scheme, all pupils study an inter-faith unit and a focused faith unit over two half terms during each academic year. Long term objectives and medium term planning for these units are carried out by RE leads.

RE teaching and learning is supported by:

- Daily Collective Worship
- opportunities to visit the local church (e.g. for services) and other places of worship.

Implementation

Leaders have suitably high expectations for the quality of teaching and learning in RE. Teachers are expected to apply the Trinity Partnership *Teaching and Learning Essentials*, and should ensure:

- Planning is sequenced and informed by previous learning, covering the whole [RE] curriculum.

- Learning objectives are recorded for each piece of learning and clear success criteria identified.
- All adults monitor pupil outcomes and provide feedback during lessons. Teaching is responsive, and lessons include in the moment marking, verbal feedback, pupil editing, pupil corrections and challenge.
- Marking and feedback identifies next steps and opportunities for pupils to respond are given.
- Pupils respond to marking and feedback using purple pen.
- Pace of the lesson enables learning from the start of the lesson.
- High expectations for quality, quantity and presentation are consistent across all lessons, including handwriting.

Impact

Pupils should be motivated by RE, embrace challenge and develop a life-long interest in their knowledge and understanding of religious beliefs, practices and cultures around the world, as well as theological awareness and spiritual thinking.

Inclusion

Teachers and Teaching Assistants are expected to have high expectations for all pupils, including those with special educational needs and disabilities at all times.

The SEN Code of Practice states: 'All pupils should have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'

Monitoring

As a church school, RE work scrutiny is carried out separately by the Senior Leadership Team (SLT) and developmental feedback provided to teachers.