

Leatherhead Trinity School and Nursery Religious Education Policy



Reviewed: Autumn 2022 by Hannah Gray

Date of next review: Autumn 2025

Context

Leatherhead Trinity School and Nursery is a voluntary controlled school in North Leatherhead. The trinity referred to in the name reflects the amalgamation of three schools in 2012 onto one modern site. It also reflects the links we have with three churches in Leatherhead. St Mary and St Nicholas Anglican Church, Leatherhead Methodist Church and the United Reform Church

'All things are possible for one who
believes...'

In this school, the Religious Education plays a major part in promoting the Christian vision, values and ethos of our school as expressed in the statements below

Our Vision

We inspire learning and unlock the future for ALL of our children in our school and throughout our community. We are built on our innovative and inclusive ethos, and our Christian values.

"All things are possible for one who believes."

Mark 9:23

Ethos

- Raise aspirations and academic OBJECTIVES through Quality First Teaching with a rich specialist curriculum for the diverse community in which Leatherhead Trinity School is located – music, languages, sports, creative arts, science, technology, engineering and outdoor learning.
- Celebrate all our children’s achievements through a growth mind set culture with positive risk-taking showcasing the talents of our children with new experiences throughout our community.
- Build our children’s strength and resilience, broadening future opportunities through a coaching style both for leaders, staff and children.
- Be a beacon of best practice for communication.
- Live our Christian values, nurture and love our children, grow their spirituality and continue to welcome our clergy and the church community into the life of the school.

Values

Our **Christian Values** shapes the schools Learning and fundamental British values.

<i>Respect</i>	<i>Truth</i>	<i>Love</i>	<i>Forgiveness</i>	<i>Commitment</i>
Reflectiveness Diversity Democracy Tolerance Rule of Law	Curiosity Empowerment Growth Mindset	Compassionate Leadership Coaching Style Individual Liberty	Reciprocity Mutual Respect	Resilience Quality First Teaching Perseverance

'All things are possible for one who believes...'

Responsibility for the policy

The management of RE is shared between the RE coordinator and the SLT. The schools governing body has three foundation governors who represent the Anglican, URC and Methodist churches. They play an active role in the monitoring of the RE policy. The policy is approved by the Governing body and should be reviewed every 3 years. The RE co-ordinator is responsible for implementation/co-ordination of the policy

Aims and Objectives

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Leatherhead Trinity we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- Give pupils a sound knowledge and understanding of the Christian faith
- Experience Christian faith and places of worship.
- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of other major world religions and the values found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- To be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- To have respect for other peoples' views and to celebrate the diversity of beliefs in society
- Develop an awareness of, and a sensitivity to the world in which we live through a better understanding of themselves, other people and the living world. To be able to reflect upon, and be able to communicate this, through feelings, thoughts, emotions and attitudes;
- To develop an understanding of right and wrong in relation to themselves, and of living within a community, developing attitudes and behaviour patterns to help make moral decisions about living in Britain today.

'All things are possible for one who believes...'

Content and approach

Leatherhead Trinity School and Nursery follows the Surrey Agreed Syllabus for teaching RE. This was drawn up in 2017 and was due for review Autumn 2022 however, this date has now been pushed back to Autumn 2023.

Surrey state that their aims for RE are to enable pupils to:

- demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions
- develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development
- develop the ability to make reasoned, informed and creative responses to religious and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Within the introductory pages of the syllabus are sections outlining key skills and attitudes that are at the heart of good religious education, as well as how RE supports pupils' spiritual, moral, social and cultural (SMSC) development, including British values.

Appreciating the different faiths of children attending the school and that of the community, the other faiths studied will be predominantly Islam, with Hinduism, Sikhism, Judaism and Buddhism as subsidiary areas following the Surrey Agreed Syllabus.

Elements of the RE syllabus may be reinforced through Collective Worship within the school, (reference being made to the Collective Worship Policy). Particular attention should be made to celebrate festivals from all the religions studied within Collective Worship.

Links with our three churches, are to be fostered where appropriate, as there are opportunities to develop relationships with holy places of other faiths in the community.

Progression and Monitoring

RE will be monitored by the co-ordinator on a termly cycle and with reference to the school improvement plan. To monitor standards and progression throughout the school, records will be kept according to the Diocesan guidance and list of expectations for children to have reached by the end of KS1 and KS2.

Special Education Needs provision

Teachers will plan activities according to the needs and abilities within the class, differentiation for the more-able and the less able appropriately. The needs of children on the SEND register will be accounted for and appropriate to their ISPs, with reference to the SEND policy.

Assessment

Teachers will assess RE with reference to the teaching and learning policy. Parents will be informed on their child's progress at regular parent evenings and a written report given at the end of the year as part of the child's annual written report. Pieces of work will be collated termly by the co-ordinator. The children's work will be assessed against the progression maps and a judgement made re whether the child is below, on track or exceeding expectations personally. These will be collated into whole school trackers in order to see progress made over time.

Spiritual Areas

RE LONG TERM PLAN FOR KEY STAGE 1

Term	Year One	Hours	Year Two	Hours
Autumn	What do Christians believe God is like?	5-6	ASU- What are your big questions?	5-6
	ASU- How do Christians follow Jesus?	5-6	Why is the Bible an important book for Christians?	5-6
	Christmas Y1: Why is Christmas important to Christians?	2-3	Christmas Y2: What does the Christmas story tell Christians about Jesus?	2-3

Spring	Who is Jesus?	5-6	Why is 'Church' important to Christians?	5-6
	Why did Jesus tell parables?	4-5	Why do Christians call Jesus 'Saviour'?	4-5
	Easter Y1: What do eggs have to do with Easter?	2-3	Easter Y2: Why is Easter important to Christians?	2-3
Summer	What is the Torah, and why is it important to Jews?	5-6	Is prayer important to everyone?	3-4
	Why do Jewish families celebrate Shabbat?	5-6	Who is Allah, and how do Muslims worship him?	5-6
	Why should we look after our world?	3-4	What is important to Muslim families?	5-6

RE LONG TERM PLAN FOR LOWER KEY STAGE 2

Term	Year Three	Hours	Year Four	Hours
Autumn	ASU- What is wisdom?	6-8	How can a synagogue help us understand the Jewish faith?	6-8
	How does the Bible reveal God's rescue plan?	5-6	Why do Christians call God father?	5-6
	Christmas Y3: Why are presents given at Christmas – and what might Jesus think?	3-4	Christmas Y4: How can artists help us understand Christmas?	3-4

'All things are possible for one who believes...'

Spring	What are important times for Jews?	6-8	Why is praying important for Christians?	5-6
	How did Jesus change lives?	5-6	ASU- How do we live together in the world?	6-8
	Easter Y3: What happened – and what matters most to Christians?	3-4	Easter Y4: How does Lent help Christians prepare for Easter?	3-4
Summer	How did the Church begin?	5-6	Is Christian worship the same all around the world?	6-8
	Why do Christians share communion?	3-4	What do Sikhs value?	6-8
	ASU- Why do Christians worship Jesus Christ?	6-8		

RE LONG TERM PLAN FOR UPPER KEY STAGE 2

Term	Year Five	Hours	Year Six	Hours
Autumn	What is the 'golden rule'? – and are they all the same?	6-8	What helps Hindus to worship?	6-8
	Who did Jesus say 'I AM'?	5-6	The Trinity: How is God three – and yet One?	5-6
	Christmas Y5: Why is light an important sign at Christmas?	3-4	Christmas Y6: What do the Gospels say about the birth of Jesus – and why is it 'good news'?	3-4

'All things are possible for one who believes...'

Spring	ASU- What would Jesus do?	6-8	ASU- What can we learn about the Christian faith from Narnia?	6-8
	How did Jesus' teaching challenge people?	5-6	Adam, Eve, Christmas, Easter: what are the connections?	5-6
	Easter Y5: How do Christians know what happened at Easter?	3-4	Easter Y6: Did Jesus have to die?	3-4
Summer	How do the pillars of Islam help Muslims live a good life?	6-8	What is the 'Buddhist way of life'?	6-8
	How can a mosque help us to understand the Muslim faith?	6-8	How can churches help us to understand Christian belief?	6-8

'All things are possible for one who believes...'