



### **Aims of Religious Education**

Religious Education has a significant profile in our school curriculum.

An aim of Religious Education at The Trinity Partnership, built on a deeply Christian foundation, is to provide high-quality learning to enable our children to flourish as citizens in a global community; to prevent extremism and radicalisation. Our Christian ethos, sensitive to those of other faiths and none, enables our children and the community we serve to flourish, as they experience religious education for knowledge, wisdom and understanding, hope and dignity.

Another aim is to have a Religious Education Curriculum that enables children to acquire a rich, deep knowledge and understanding of Christian beliefs and practices, as well as those of other world religions also.

We have built a curriculum that enables and ensures learning is embedded and equips children with knowledge and understanding of a range of religious and world views. In addition to promoting their spiritual, moral, social and cultural development, children begin to explore the meaning of their existence and purpose in life. Children explore core concepts and questions enabling them to develop confident religious literacy.

### **Teaching and Planning**

Our school's vision and ethos supports our Religious Education curriculum. We have a progressive, knowledge-based, explorative, and enquiring curriculum for our children, enabling them to understand and know Christianity and other major world religions and worldviews, to critically engage with the text. We give opportunities to reflect on their own religious, spiritual, and philosophical convictions in a safe, compassionate, and non-judgmental space, nurturing an enquiring mind, and helping to inspire growth mindset.

At The Trinity Partnership we believe that high quality religious education supports children's religious literacy. Being religiously literate means that children will have the ability to hold balanced and well-informed conversations about religions, their beliefs, and world views. Children will begin to make sense of religions and beliefs around them and begin to understand the complex world in which they live. We strive to teach children that a religious education is primarily about enabling them to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

### **Teaching and Practice**

**Follows an Enquiry Cycle** model within each unit (Engage; Enquire; Explore; Evaluate; Express). All the units expand the EXPLORE section into three areas (scriptural text or narrative / community practice / daily living) to ensure a balanced approach to religious material. This teaching and learning approach enables learners to look first at a religious text before moving on to looking at the impact of this concept in the religious community and on the life of the individual.

**Focuses on key beliefs / concepts** of six different faiths and a non-religious worldview as the driver to get to the heart of faith and link together stories, practices, festivals, and ways of life.



**Engaging starters** introduce children to the key beliefs and concepts at the start of the unit. This approach teaches that any key belief or concept can be understood as long as it is ‘cracked open’ in a way a child understands.

**Utilises a “big” question**, often including the key concept, as the title of the unit and more questions throughout to help structure the learning and activities. Plans are easy to follow with an introduction to key beliefs, and notes to help teachers learn alongside the children.

**Offers a wide variety of activities**, with teachers encouraged to think of each lesson as a whole and select the right activities, resources, and timing for their own class. Each unit includes detailed, yet accessible subject knowledge advice, for teachers around the key concept being explored. Detailed notes for the teacher also appear throughout each unit as well as suggested resources.

Religious Education in the Early Years Foundation Stage is captured in a class scrapbook and shows a range of outcomes from class discussions, practical activities and role play. All children in Key Stage 1 and Key Stage 2 have a Religious Education book, where there is evidence of some extended pieces of writing (narratives, letters, poetry, biographies, diaries), story-maps and illustrations with captions. Alongside this, each class has a Religious Education scrapbook which captures examples of group and class discussions and reflections. Each class has a Religious Education working wall which shows the progress of the Enquiry Cycle for each unit. In line with our Primary Knowledge Curriculum, children and teachers actively use and refer to a Knowledge Organiser to reflect on and revisit prior learning and make links between prior and new learning.

We believe that learning sits with the child, and class displays, individual children’s books/scrapbooks and children explaining their new knowledge, as well as making connections and explaining the impact the learning has on them, collectively provide an important insight into their progress and understanding.

### **Planning**

We use “The Emmanuel Project” that shows continuity and progression in both Christian content and other world religions. Where additional Christianity units are required, materials from “Understanding Christianity” have been selected.

In the Early Years Foundation Stage, children explore the three major Christian concepts of **creation**, **incarnation** and **salvation** in a way they can relate to and through experiences which are familiar. Children also have the opportunity to sample and compare other major world religions, within each of these, in order to extend their knowledge and understanding.

At Key Stage 1 and Key Stage 2, children build on these three Christian concepts to further develop their understanding as well as focusing on separate units based on the other major world religions. By planning a curriculum that allows children to explore and develop their understanding and knowledge of both Christianity and other major world religions, we are enabling our children to flourish as citizens in a global community, to have the ability to hold an informed conversation about religion and belief, and at the same time, equipping them with the knowledge and understanding of a range of religious and world views.

### **Right of Withdrawal**

Religious Education, as a subject, does not make assumptions about the personal commitments of children. As a subject, it is to inform, not influence. Religious Education can help children to explore beliefs and values, and promote the values of respect, tolerance and empathy, gain knowledge, understanding and skills to enable reflection on their own.



It is the right of parents to withdraw their children from Religious Education lessons. Requests to withdraw children from particular lessons can be discussed on an individual basis.

### **Assessment**

After each unit of work taught, learning is assessed using a set of SOLO (structure of observed learning outcomes) taxonomy prompts, based on key vocabulary and images. Maybe you can add extra hexagons to link to other RE units, other areas of the curriculum or even things outside school.

Children are supported to use these prompts in a variety of ways, such as explaining what individual vocabulary or images mean or represent; making links between vocabulary or images and explaining their reasons for joining these together or by joining all the prompts together to answer the “big” question. This inclusive approach enables children of all abilities to demonstrate their increased knowledge and the impact of learning.