



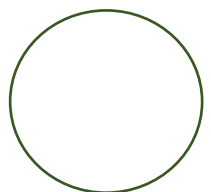
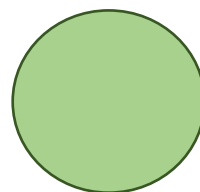
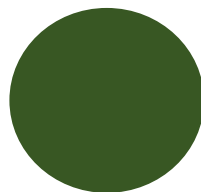
# Trinity and St. Michael's Religious Education Policy

I will instruct you and teach you in the way you should go; I will counsel  
you with my loving eye on you.  
Psalm 32 Verse 8

Do everything in



1 Corinthians 16:13-14



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## 1 - Intent

Religious Education at Trinity and St.Michael's has a profound effect on the social, moral, spiritual and cultural understanding of our pupils. Through regular and discrete lessons, children develop a deeper appreciation for the Christian faith, the impact it has had on the world and its links with other faiths. Through our unique connections with both the Church of England and the Methodist Church, children will learn the rites, practices and doctrines of both denominations creating a well-rounded and moral Christian character. **The principal aim of our RE lessons is to enthuse children with an inquisitive approach helping them to understand and appreciate the beliefs, cultural practices and impact of the Christian church and all the religions of the world while encouraging each individual within the school to reflect on their own personal beliefs.**

## 2 - Implementation

Religious Education is a unique subject that helps children understand the world around them while encouraging them to better understand themselves. At Trinity, as with all of our subjects, we look to **enthuse and engage pupils through well-planned lessons, engaging resources and active sessions.** All of this will be achieved through:

- Weekly, timetabled RE sessions that use the Blackburn Diocese planning as a basis for an engaging and enthusing curriculum.
- The language of spirituality being used and discussed across the wider curriculum.
- RE being used as a driver for other subjects combining regularly with Computing, Art, DT and English to create a well-rounded and balanced RE curriculum.
- Ensuring children regularly read the bible and study what we can learn from its stories.
- Regular worship and reflection that complements work going on in class and the Christian calendar.
- A good relationship with and regular visits to our local churches.
- Regularly looking at the rites and practices of other faiths, helping children develop the British value of tolerance and respect for people of other religions.
- Looking at challenging and thought-provoking questions based on theological and philosophical understanding such as: the nature of God, the meaning and purpose of life, issues of right and wrong and what it means to be human.
- Ensure Religious Education plays a crucial role in promoting the values and ethos of the school promoting a **'doing everything in love'** approach to our work and our learning.



## 3 - Impact

**Religious Education at Trinity allows children to understand their own faith, the importance and impact of the Christian church and better appreciate other faiths of the world.**

Through the implementation of Religious Education at Trinity, children will:

- better understand the Bible, Christian faith and its place in the world.
- understand who Jesus was, the stories he told and their importance.
- appreciate the importance of the Bible, how and why it was created and its similarities with other holy books.
- understand the importance of faith in the Croston community and the impact both churches have in the local community.
- learn to better communicate their thoughts on Christianity and other faiths through studying religious vocabulary and gaining an understanding of spirituality and morality.
- understand how spirituality can be found in every subject and how we learn about God and ourselves, not just through RE, but all of the curriculum.
- develop their ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs.
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- study and understand social and environmental issues throughout the world and appreciate what we can do as Christian citizens to help.
- develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society.

***For further information on what pupils will experience and learn in RE at Trinity and St Michael's please see appendix 1***



## 4 - Sticky Knowledge

### 4.1 - Key Stage One

By the end of Key Stage One, all children will retain this sticky knowledge:







## 4 - Sticky Knowledge

### 4.2 - Key Stage Two

By the end of Key Stage Two, all children will retain this sticky knowledge:





## 5 – Key Vocabulary

### 5.1 - Key Stage One

#### Year R

**Christians**  
**Christianity**  
**Jesus**  
**God**  
**Bible**  
**Christmas**  
**Easter**  
**Cross**  
**Prayer**  
**Church**

#### Year One

**Mary and Joseph**  
**Miracles**  
**Harvest**  
**Baptism**  
**Disciples**  
**Charity**  
**Bethlehem**  
**Nativity**  
**Noah (story)**

#### Year Two

**Old Testament**  
**New Testament**  
**Judaism** (associated language)  
**Last Supper**  
**Crucifix**  
**Holy Spirit**  
**Heaven**

### 5.2 - Key Stage Two

#### Year Three

**Ten Commandments**  
**Islam** (associated language)  
**Prophets**  
**Moses (story)**  
**Good Friday**  
**Easter Sunday**  
**Gospel**

#### Year Four

**Clergy**  
**Congregation**  
**Pulpit**  
**Psalms**  
**Shabbat/Sabbath**  
**Palm Sunday**  
**Parish**  
**Cathedral**  
**Advent**

#### Year Five

**Incarnation**  
**Biblical books** inc.  
 Genesis / Exodus etc.  
**Pentecost**  
**Ascension**  
**Sikhism** (associated language)  
**Pilgrimage**

#### Year Six

**Confirmation**  
**Messiah**  
**Eucharist**  
**Hinduism** (associated language)  
**Salvation**  
**Agape**



## 6 – Teaching and Learning

- We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both **to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them**. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We organise visits to local places of worship where possible, and invite representatives of local religious groups to come into school and talk to the children.
- R.E can engage children in rich multi-sensory experiences and therefore opportunities to use artefacts, sounds, images, foods and smells will be provided.
- Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as celebrations and festivals. Children investigate religious and moral issues and sometimes share these in assemblies

## 7 – RE Curriculum

- RE is a foundation subject in the National Curriculum. We plan our RE curriculum in accordance with the Blackburn Diocese Board of Education RE syllabus 2017. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. It is important that standards in RE match the high standards, which we set in every other area of the curriculum.
- 80% of curriculum time will be devoted to teaching of Christianity.





## 8 – Foundation Stage

- We teach RE to all children in the school, including those in the reception class.
- The Blackburn Diocese resource is followed in the Foundation Stage.
- Foundation Stage sessions are differentiated to engage younger children through a number of different techniques and resources including: Chatter Box (a box containing items to do with that day's session), role play, singing and artefacts.

## 9 – RE Curriculum Links

Teachers plan discreet lessons but also maximise opportunities for a cross-curricular and creative approach to enhance learning through links to other subjects including art and music.

- **English** - RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion. We also encourage the children to write letters, accounts, reflections and record information.
- **Art and Computing** – Religious Education topics give excellent opportunities for children to approach their learning in a creative and engaging way. Every effort should be made by teachers to ensure children are given opportunities to use both technology and a number of creative mediums to reflect and feedback on what they have learnt in RE.
- **Personal, Social, Relationship, Health, Economic (PSRHE) and citizenship** - Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. For example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the British values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.
- **Spiritual, moral, social and cultural development** – Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives



## 10 – RE and Inclusion

- We teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with special gifts and talents, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Inclusion.

- When progress falls significantly outside the expected range or exceeds significantly beyond the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

## 11 – Resources

RE resources are managed by the subject leader and are stored in the study area.

These include:

- Bibles
- Biblical support material
- Worship materials – stories, prayers, music etc.
- Godly play materials
- Posters
- Multimedia materials

Many resources have also been saved and can be accessed on the school network. These include pictures, photos and presentations on all the major religions.

Teachers are also encouraged to both make their own resources, pertinent to the topics they are teaching, and to look online for relevant resources.

It is important to remember visitors can also make an effective contribution to RE and Worship programmes and, at Trinity, we ensure a range of visitors from different faiths talk to the children.



## 12 – Monitoring, Evaluation and Review

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching and monitors and keeps informed about current developments in RE. The subject leader attends local network meetings and courses – mostly offered by Blackburn Diocese and the Methodist Circuit to keep up to date with resources and curriculum development.

The RE subject leader will monitor the effectiveness of the RE curriculum by:

- Reviewing RE curriculum to ensure progression and coverage.
- Regularly monitoring a sample of exercise books, Nearpod work, Blippit work & class reflection books (each term)
- Collating and updating an annotated and levelled school portfolio of RE work.
- Delivering training and support.
- Identifying and ordering resources.

This policy will be **reviewed every three years**.

## 13 – Parental Rights of Withdrawal from Religious Education

Parents and carers are legally entitled to withdraw their child from religious education classes if they so wish, although only after they have given written notice to school governors. The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

RE Subject Lead: Gwynan Hughes

Headteacher: Claire Procter

Date: September 2021

# Appendix 1 – Religious Education End Points





# End Points for Religious Education

## YEAR ONE

### Harvest

- Know that the food we eat comes from all around the world.
- Know that not everyone in the world enjoys a good harvest.
- Know about Christian charities that are helping people who live in poor countries.
- Know that the Jewish festival of harvest is called Sukkot.
- Think of ways in which I can help others.

### God and Creation

- Know how we believe that God created the world.
- Know the creation stories which are at the beginning of the Old Testament.
- talk about ways in which we can all help to take care of the world.
- talk about what I enjoy most in creation.
- talk about being creative and what I enjoy doing when I am creative.

### Christmas

- Know that the wise men visited Jesus after the shepherds.
- Know that we (Christians) believe Jesus is a gift from God.
- retell the nativity story.
- talk about giving and receiving gifts.
- talk about Jesus being God's son.

### Jesus was special

- Know that the stories of Jesus miracles are found in the Gospels in the Bible.
- Know we (Christians) believe that the miracles reveal Jesus as the Son of God.
- Retell some of the stories of Jesus (e.g. feeding of the 5000).
- Respond sensitively to questions about my own and others experiences and feelings.

### Easter

- Know some of the events of Easter (e.g. Good Friday, Palm Sunday).
- Know who the characters of the Easter story are.
- Know we (Christians) believe Jesus died and rose back to life.
- Begin to notice and wonder at the new life and changes in nature.
- Talk about new beginnings and changes.

### Why is baptism special?

- Know that Baptism is an occasion when promises are made to God and people are welcomed as a member of the church.
- Know that water is a symbol of baptism.
- Know that people can be baptised at any age, in the font at church, in a pool, a river or the sea.
- Know that people of faiths other than Christianity also welcome new babies in special ways.
- use religious vocabulary such as vicar, priest, font, baptism church and prayer to talk about baptism.
- Explain what happens when a baby is baptised.

## Greater Depth

- Know how other faiths welcome children into new faiths.
- Know that other faiths have important events just as Christians have Easter and Christmas.
  - Be able to recite in detail the stories studied e.g. the seven days of creation.
- Begin to link the stories they have learnt to the values discussed in school e.g. in worship.
  - Know details of how and where Christians worship.



# End Points for Religious Education

## YEAR TWO

### The Bible

- Know that the Bible is the Christian holy book.
- Know that the Bible is a library of books.
- Know that the Bible is the world's best seller.
- Know that people of other faiths have different holy books.
- Know some of the names of other holy books.
- Tell you about some the stories found in the Bible.

### Christmas Good News

- Know that we believe that the birth of Jesus is good news.
- Know that angels brought the good news to Zachariah, Mary and the shepherds.
- Tell the Christmas story.
- Talk about the message of the angels.
- describe the different ways artists portray angels.
- talk about the ways we share the good news at Christmas time.

### Jesus friend to everyone

- Know that the stories we have read can be found in the New Testament.
- Know that we believe the miracles reveal Jesus as the Son of God.
- Understand that Jesus was teaching us to be a friend to everyone.
- Retell some stories about Jesus e.g. Jesus and the children.
- Respond sensitively to questions about my own and others experiences and feelings.

### Easter signs and symbols

- Know some of the objects and symbols used to help explain and understand the meaning of Easter e.g. cross, bread, wine.
- Know why the Easter story is central to Christian belief.
- retell the Easter story.
- describe briefly why Christian people celebrate Easter.
- Talk about my own experiences of Easter celebrations.

### Churches

- Know that the church is a special place where Christians meet to worship and pray.
- Know the story of Moses and the people of God building the tabernacle (tent of meeting) to house the ark of the covenant.
- Know that people of other faiths have special holy places of worship.
- use religious vocabulary to name and describe the features of a church building e.g. altar, pulpit.

### Ascension and Pentecost

- Know that 40 days after the resurrection, Jesus ascended into heaven.
- Know that we (Christians) believe that God is three in one – Father, Son and Holy Spirit.
- Retell the stories of Jesus' ascension and the events of Pentecost.
- Talk about my ideas of heaven.
- Connect the gifts of the spirit with the school's Christian values.

## Greater Depth

- Describe the similarities and differences between the Bible and other holy books.
  - Make links between the way a person behaves and what that person believes.
- Explain what they feel is the most important element for the area studied (e.g. Easter, churches) and why.
  - Know the names of places of worship for other faiths and their similarities with a church.
    - Connect the features of a church to Bible stories.
    - Explain what the 'Trinity' is.



# End Points for Religious Education

## YEAR THREE

### Called by God

- Know that the Prophets were called by God to give his message to the people.
- tell the stories of (Moses, Abraham, Jonah...) being called by God.
- tell you modern examples of people who have been called by God and responded.
- tell you what I think prophets today would speak out for and against.
- Know that the message of the prophets is part of God's big salvation plan.

### Christmas God with us

- Know that Jesus is called Emmanuel and that means God with us.
- Know that we believe Jesus is God's son.
- Describe the ways in which the actions of Christians show Jesus' presence in the world.
- Know that we believe the presence of God changes lives.

### Jesus the man who changed lives

- Know that choosing to follow Jesus is not necessarily an easy way of life.
- Know that Christians believe Jesus has/had the power to change people's lives and some stories that demonstrate this.
- Talk about my experiences of change.
- Talk about the ways in which Jesus changed/changes people's lives.

### The sadness and joy of Easter

- Know that the events of Holy Week reveal what Jesus came to earth to do.
- Know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.
- Retell the stories of Palm Sunday, Holy Week and Easter.
- Describe and show understanding of the Christian practices linked with the Easter Story.

### Following rules

- Know that Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.
- Know that other faiths have rules to follow that have been given to them a long time ago.
- Name some of the rules followed by people of other faiths.
- Know that Christians try to live out the commandments given by God and Jesus.
- describe ways in which Christians live out Jesus command to love one another.

### Harvest

- Know that that the Bible records people harvesting and gives instruction that people should tithe.
- Know that harvest is celebrated by people of all faiths and none.
- describe what happens at Christian Harvest Festivals.
- Explain why Christians celebrate harvest.

## Greater Depth

- Know that the Prophets were telling the people to turn back to God and mend their relationship with him.
  - Learn of the importance of St. Peter and why Jesus called him the 'Rock'.
- describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.
  - Know that the commandments are the foundation of Christian and Jewish societies.
    - Describe and explain the Jewish celebration of the harvest.



# End Points for Religious Education

## YEAR FOUR

### God, David and the Psalms

- Know key stories in the life of David.
- Know that stories of David can be found in the Old Testament.
- Identify values that I think are important in the stories of David/Psalms.
- Ask important questions about the stories of David that improve my learning.

### Christmas and Light

- Know that we believe Jesus is the light of the world.
- Know that Hanukkah is a Jewish festival of light.
- Tell stories about Jesus bringing light into people's lives.
- Talk about the lives of people who bring Jesus light into the world.

### Jesus son of God

- Know that we believe Jesus is the Son of God.
- Know the stories of people who have campaigned for justice.
- Know that the Jewish holy day is Shabbat.
- Make links between the Bible stories and what Christians believe about Jesus.
- Talk about why sometimes people speak out against authority for justice.

### Easter betrayal and trust

- Know that trust and forgiveness are key Christian values.
- Know that the events of Holy Week and Easter are key to understanding what Jesus came to earth to do.
- Identify the incidents of betrayal and trust in the Easter story.
- Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity and in my own life.
- Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

### Different churches

- Know that Peter and the disciples 'built' the church after the events of Pentecost.
- Know that Christianity is a world-wide multi-cultural faith with different denominations.
- Know the features of churches found in all denominations.
- Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.

### What is prayer?

- Know that prayer is a way of communicating with God.
- Know that that prayer is an important part of the life of a believer.
- Talk using religious language about prayer in Christianity and other faiths.
- Talk about my own experiences of prayer.

## Greater Depth

- Know that Christians believe that the nature of God is revealed in the psalms (King, shepherd, protector, great, rock, merciful and shield etc.)
  - Tell you about the stories and traditions of Hanukkah.
- Talk, using religious language, about the traditions and rules of Jewish Shabbat.
  - Explain the incidents of betrayal and trust in the Easter story
  - Name other faiths places of worship and some of their features.
  - identify the Christian beliefs revealed in the language of prayer.





# End Points for Religious Education

## YEAR FIVE

### Christians and the Bible

- Know that there are many translations of the Bible.
- Know some of the different books in the Bible.
- Know that the Bible guides Christians and effects their daily lives.
- Know about holy books from other faiths.
- Know how and why the bible was written.

### Christmas, Matthew and Luke

- Know that the nativity story is found in the Gospels of Matthew and Luke.
- Identify which parts of the nativity story can be found in each Gospel.
- Identify the influence the two stories have on our Christmas celebrations.
- Describe the Christian beliefs revealed in the nativity story.
- Know what each element represents in the nativity and look at modern alternatives.

### Jesus the teacher

- Know that Jesus' teaching explains Christian beliefs.
- Know the elements of Jesus teaching that can be directly linked to our school Christian values and British values.
- Retell Bible parables such as the Good Samaritan and the Sower.
- Describe the Christian beliefs revealed in Jesus teaching.
- Explain how Jesus teaching is used to answer the big questions in life.
- Identify one of Jesus' parables that has a strong message for today and explain my choice.

### Easter a celebration of victory

- Know that we believe that Christ's resurrection is a victory over death.
- Know that Jesus' death and resurrection mended the relationship between God and people.
- Retell the Easter Story in detail and talk with understanding.
- Talk about and describe feelings in relation to situations of victory.
- Make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory.
- Explain why Christians believe Jesus' death and resurrection are a victory.

### Significant women in the Bible

- Know the stories of significant women found in the Old Testament.
- Know that being a person of faith isn't always easy.
- Make a link between our Christian values and the values and commitments of the women in the Bible.
- Describe what inspires me about the lives of the women in the Bible.
- Answers questions about belonging, commitment, truth and values.

### Loss, death and Hope

- Know that we believe that through the death and resurrection of Jesus we have the promise of eternal life with God in heaven.
- Express my own opinion about what I think happens when you die.
- Talk about what I think heaven is like.
- Make links between what the Bible says and what Christians believe. talk
- Know about what the Bible says heaven will be like.

## Greater Depth

- Know the similarities and differences between the Bible and other holy books e.g. Torah.
  - tell you about the audiences Matthew and Luke were writing for.
- Know that different denominations of Christianity hold differing views about Mary.
  - Know how parables differ to fables.
- Explain the impact of believing in Jesus' death and resurrection on a person's life
- Know that worship can be expressed through prayer, dance compassion and self-sacrifice.



# End Points for Religious Education

## YEAR SIX

### Life as a journey

- Know that pilgrimage is a special journey made by people of faith.
- Discuss my life journey so far.
- Discuss aspects of my life influenced by faith.
- Describe the impact that being a Christian has on a person's life.
- Recognise the similarities and differences between pilgrimage journeys in Christianity and other faiths.
- Know that some Christians are persecuted and a life of faith can be a challenge.

### How do Christians prepare for Christmas

- Know that Advent is a time of preparation and the season of hope.
- Know that Christians believe that Jesus is the promised Messiah, but Jewish people do not
- Explain how Jesus fulfilled the Old Testament prophecies.
- Describe the symbolism, practices, beliefs and themes of the season of Advent.
- Express my opinion about what I think the message of John the Baptist would be today.
- Talk about what my hopes and dreams are for the future.

### The Exodus

- Know that that the Exodus is a significant event in Jewish and Christian history.
- Know about Seder and Passover.
- Know some of the links between Christianity and Judaism and that Jesus was Jewish.
- Know that Christians remember the Passover and the Last Supper during the Eucharist.
- Retell the Exodus story.
- Express my opinions about freedom, what it is and what it is not.

### Easter – Who was Jesus?

- use the right words to describe what Christians believe about Jesus.
- express my own opinion about 'Who was Jesus?'
- use the Bible to find evidence to answer the question 'Who was Jesus?'
- Know the names that are given to Jesus to describe his character and purpose
- Know that we believe Jesus is the messiah and that he came to rescue all people

### Ideas about God

- Know that God is Father, Son and Holy Spirit, the Trinity.
- Know that there are similarities and differences between the names given to God by Christians and by members of non-Christian faiths.
- Retell Bible stories that reveal the nature and characteristics of God.
- Express my own opinion and ask big questions.

### People of faith

- Know that Christian people try to live out the teaching of the Bible and follow Jesus example.
- Know the names and life stories of a few extraordinary people of faith.
- Tell you who, from the people we have studied, inspires me and why.
- Discuss the characteristics of a person living out their Christian faith.
- Look at Bible stories that help explain what it means to have faith.

## Greater Depth

- Explain what inspires me about the life journey of a significant person.
- Explain how a person of another faith's life journey may differ from a Christian.
- Know that the themes of Advent tell the 'big story' of God's salvation plan.
- Tell you about the similarities and differences between the importance placed on the Passover by Jews and Christians.
  - Make links between the Passover, Last Supper and the Eucharist.
  - explain the connection between incarnation and salvation.
- Know some similarities and differences between the ways in which Christians live out their faith and the lives of people of other faiths.