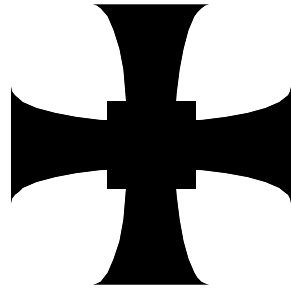


TRINITY SCHOOL



A CHURCH OF ENGLAND ACADEMY

RELIGIOUS EDUCATION (RE) POLICY

Church Foundation Committee

Reviewed: March 2017

Approved by the Church Foundation Committee: May 2017

Ratified by the full Governing Body: July 2017

Next review: March 2019

RATIONALE

Religious Education (RE), even more than other subjects, plays an essential role in promoting Trinity School's distinctive Christian values (which encompass the government's 'British' values agenda).

The purpose of RE in Trinity School is to:

- enable all students to develop an understanding of Christianity and other major religions (and belief systems) which is informed by tolerance, reason and sound knowledge.
- understand the impact that religion (and other belief systems) has on the life of individuals and communities and that these can be positive and negative.
- promote their own spiritual, moral, social and cultural development including their own personal beliefs, values and attitudes.

In drawing up this policy the governors have considered the guidance from the Carlisle Diocese, the National Society of the Church of England and the DFE.

The policy meets all statutory requirements. Therefore RE:

- comprises 5% of curriculum time with the majority of the time focused on Christianity.
- does not seek to promote a particular faith or belief system but respects all students whether of the Christian faith, other faiths or none.
- provides a rich and wide range of experiences inside and outside the classroom which enable students to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to express these with confidence and respect.

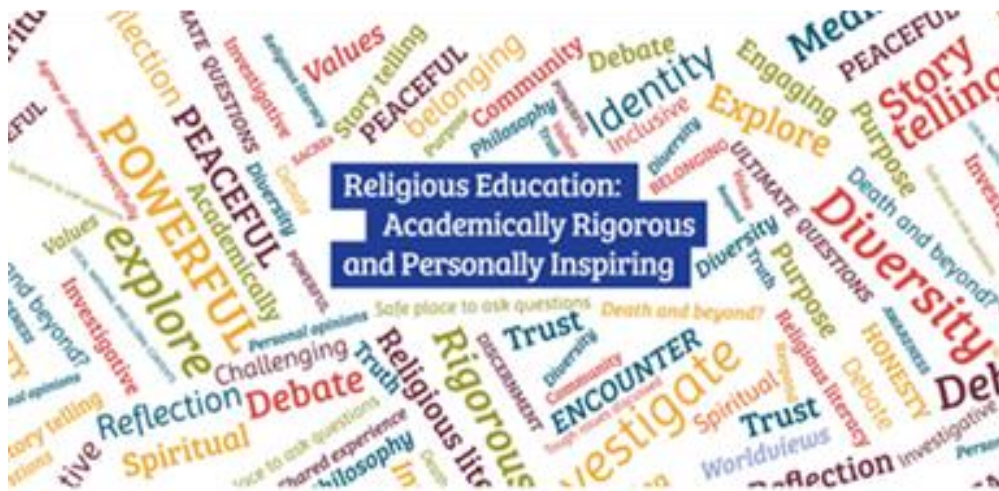
Governors share responsibility with the Diocese and the Co-Headteachers for ensuring that the requirements for religious education are met in this school. The Church Foundation Committee monitors RE on behalf of the Governing Body.

LEARNING OUTCOMES

To enable students to:

- Understand the nature of Christian belief and practices, the beliefs and practices of other world faiths, and non-religious beliefs, such as atheism and humanism. GCSE students focus on two religions.
- Develop understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying.
- Develop tolerance and respect and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of living in a multicultural, multi-faith and multi-lingual society, considering that Cumbria has a comparatively limited ethnic mix. Community cohesion will also be built and maintained in RS lessons.
- Prepare for life in a pluralistic society and global community.

- Reflect upon their own needs, experiences and questions and to confront 'ultimate questions.'
- Develop open minds to new and different concepts and practices and to form their own opinions based on evidence and reasoned argument.
- Gain knowledge of the Cathedral, local churches and other religious communities.
- Learn **from** religion and beliefs in addition to gaining knowledge and understanding **about** religion and beliefs.
- Be **informed** and **reflective, enquiring** and **expressive**.
Informed: selecting knowledge and understanding for active learning.
Reflective: providing opportunities for evaluating and responding.
Enquiring: identifying questions or concepts for investigation.
Expressing: planning for active involvement and response.
- Develop the ability to construct well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.



The Teaching Programme

RE is regularly reviewed and modified but at the time this policy was agreed:

- At Key Stage 3 students follow the school's own schemes of work.
- Students in Year 8 follow the Archbishop of York Young Leaders Award. The Archbishop of York Youth Trust exists to empower young people to '**be the change you want to see**' in their schools, communities and the world. The Award is accessed through a combination of taught modules: Faith and Hope and Community Action. The community activities involve personal volunteering work, in school charity work as well as wider community service.
- Students in Years 9, 10 and 11 follow a Religious Studies course based on the study of Christianity and Islam. The Eduqas RS course is followed for GCSE and commences in Y9. The course comprises of three papers: Component 1 - Religious, Philosophical and Ethical studies in the Modern World (Relationships/Life and death/Good and Evil/Human Rights). Component 2 - Study of Christianity (beliefs, teachings and practices). Component 3 - Study of Islam (beliefs, teachings and practices). These examinations are taken at the end of Year 11.

- A small number of students at KS4 who are unable to access the GCSE course follow the Archbishop of York Award.
- Diagnostic marking of selected pieces of work is a key feature of formative assessment. Feedback to students will require action to improve or correct work.
- Home Learning tasks are set weekly from Year 9 to Year 11 and in the Sixth Form and these form the basis of the following lesson. In Years 7 and 8 one extended piece is set per half term. Students are expected to spend cumulative time on this piece over the course of the half term.
- The school offers an A Level RE course following the OCR board, covering Philosophy of Religion, Religion and Ethics and Developments in Christian Thought. This entails critical enquiry into **Philosophical arguments** for God and the challenges this brings and **Ethical debate** by applying ethical theories to practical issues, as well as **Developments in Christian Thought** such as Augustine's teaching on Human Nature, Jesus Christ and Christian moral principles and actions. There are three 2 hour examinations at the end of Year 13. Other A level subjects also cover material that contributes to the religious education of their students.

WITHDRAWAL

Parents have the right to withdraw their child from Religious Education if they wish, but we hope that such a situation will not arise. Parents who have concerns about the provision or practice of RE should contact the Co-Headteachers. Parents who wish to withdraw their child from RE are asked to state this in writing to the Co-Headteachers. Schools are not allowed to make alternative teaching available for the child and parents will need to discuss with the Co-Headteachers suitable alternative arrangements.