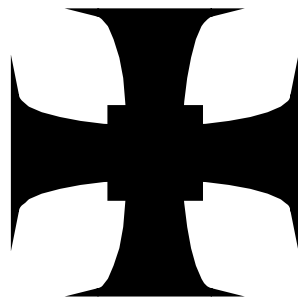


TRINITY SCHOOL CARLISLE



A CHURCH OF ENGLAND ACADEMY

RELIGIOUS EDUCATION (RE) POLICY

Church Foundation Committee

Reviewed: September 2023

Approved by the Church Foundation Committee: September 2023

Ratified by the full Governing Body: September 2023

Next review: September 2025

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 'Fundamental British Values' agenda). It supports the Church of England Vision for Education by offering a programme that is rooted in Trinity's vision to enable young people to flourish and to **live life in all its fullness**.

The purpose of RE in Trinity School is to:

- enable all students to develop an understanding of Christianity, other major religions and world views which is informed by tolerance, reason and sound knowledge;
- understand the impact that religion and world views have 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 at least 5% of curriculum time with the majority of the time focused on Christianity.
- does not seek to promote a particular faith or world view 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.

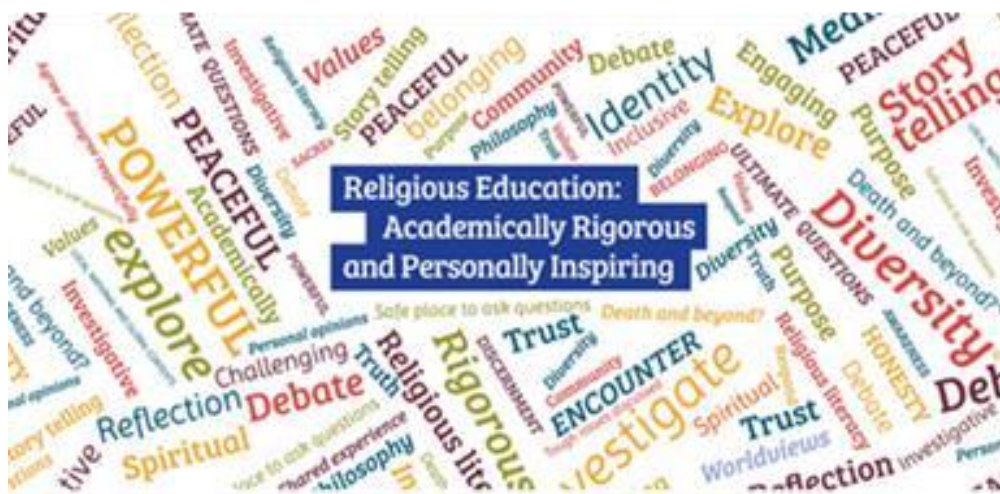
Governors share responsibility with the Diocese and the Headteacher for ensuring that the requirements for religious education are met in this school. The Church Foundation Committee monitors RE on behalf of the Governing Body.

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 RE 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:

Key Stage 3:

- In Key Stage 3 we follow the Cumbria Agreed Syllabus for RE. All students follow the school's own Schemes of Work.
- In Year 7 the topics covered throughout the year are: *An Introduction to Religion, beliefs and Worldviews; Judaism; Christianity – What makes Jesus Special; Islam and Humanism.*
- In Year 8 Students start the year looking at *Festivals*. Building on the knowledge and understanding from Year 7, we look at a range of religious and secular festivals. In the Spring Term students have an in-depth study into *Hindu Dharma*. This is followed in the Summer Term by a unit on *Women of Faith*, from the Old Testament to modern day.
- Students in Year 9 start the year with an *Introduction to Ethics*, covering topics such as war and pacifism, the rights of animals, and crime and punishment. In the Spring Term there is an Introduction to the *Philosophy of Religion*, getting to grips with some of the big questions in society: Is there a God? Is there life after death? And why does evil and suffering exist? We finish the year with another in-depth study into *Buddhism*.

Key Stage 4:

- In Year 10 and Year 11 all students follow a Religious Studies course that leads to a nationally recognised qualification. The Eduqas WJEC RS Short Course is followed for GCSE. This comprises of three papers: Component 1 - Religious, Philosophical and Ethical studies in the Modern World (Issues of Relationships & Issues of Life and Death); Component 2 - Study of Christianity (beliefs and teachings); Component 3 - Study of Islam (beliefs and teachings). These examinations are taken at the end of Year 11.
- Students also have the choice to study RS as one of their options. The Eduqas WJEC RS Full Course is followed. This comprises of three papers: Component 1 - Religious, Philosophical and Ethical studies in the Modern World (Issues of Relationships, Issues of Life and Death, Issues of Good and Evil and issues of 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.
- 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. Regular testing and reviews allow for systematic and cumulative knowledge acquisition.
- Home Learning tasks are set fortnightly for Key Stage 3 students, many of which are flipped learning and so form the basis of the following lesson allowing for greater depth and challenge. At Key Stage 4 home learning for the students following the Short Course is set prior to assessments and exams. Those following the Full Course option will also have regular weekly home learning.

Key Stage 5:

- The school offers an A Level RS 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 two-hour examinations at the end of Year 13. Student folders are regularly monitored for evidence of independent learning in addition to formal assessment and progress is tracked over the course. Other A level subjects also cover material that contributes to the religious education of their students.
- All students at Key Stage 5 follow the *Trinity Sixth Form Moral, World and Religious Views*. This is delivered during form time sessions once a week.

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 Headteacher. Parents who wish to withdraw their child from RE are asked to state this in writing to the Headteacher. Schools are not allowed to make alternative teaching available for the child and parents will need to discuss with the Headteacher suitable alternative arrangements.