Holy Trinity CofE Primary School

Religious Education Policy

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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Statement of intent

RE teaching at Holy Trinity C of E primary school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office (Feb 2019)

"Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together" (Statement of Entitlement)

Statement of entitlement for church schools

The locally agreed Sandwell SACRE syllabus for RE states that 'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

Our vision, working in partnership with the agreed syllabus, results in our **intent** for our curriculum. This is that children will experience life in all its fullness, by coming to a broad and varied knowledge of what different people believe. Through **questioning**, they will investigate how religious belief impacts the way that people live, in order to understand better the lives and actions of those in the world around them. They will learn to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.

They will be enabled to link these beliefs and actions to their own religious, spiritual and/or philosophical convictions and ways of living in order to more fully understand their place within the world, and their own **spirituality**.

As they gain and deploy the skills needed to evaluate texts, sources and wisdom and other evidence, they explore the **possibilities** that a lifelong engagement with the study of religions and beliefs holds in nurturing understanding, respect and open-mindedness. They learn to articulate their own personal beliefs, ideas, values and experiences, while respecting the right of others to differ.

As a Church of England school, we intend that children will gain a strong knowledge of the beliefs of the Christian faith based on grasping the big story of the Bible and its associated theological concepts. They will understand how this impacts the lives of Christians and be able to make links to their own experience and ideas. They will understand the importance of Christianity as a living world faith, and its impact on Britain's cultural heritage. In addition, they will also have a strong knowledge of the beliefs of Islam, Sikhism, Hinduism and Judaism, understand where these beliefs come from and the impact they have on society, culture and the lives of believers. They will make links with their own beliefs and ideas and how these beliefs relate to Christian ideas.

This knowledge and understanding will contribute to each child's flourishing as an individual, as they gain a strong academic basis in RE, as well as the skills, abilities and attributes to use this knowledge to make a positive contribution to their own lives and to wider society.

In living out our vision, our approach to teaching and learning in Religious Education encompasses developing children's wisdom, knowledge and skills, inspiring children's aspirations, encouraging a sense of community and promoting a culture of inclusion and respect. Rooted in a commitment to inclusion, we strive to ensure that every child is valued, supported and challenged within the curriculum. We seek to cultivate confident and resilient learners who are inspired to achieve, contribute thoughtfully and purposefully to the world around them and develop a growing awareness of their capacity to influence

positive change. Pupils are guided to develop and embody values such as Justice, Gratitude, Compassion, Service, Perseverance and Courage, building upon our established foundations of Hope, Honesty, Peace, Friendship, Respect and Forgiveness, all of which are firmly grounded in our Christian ethos.

Implementation

Teaching and learning

RE is taught as a discrete subject. Over each year, children will be taught six units. Four units focus on Christianity, using the Church Of England's *Understanding Christianity* resource, and two explore other major world religions using the SACRE locally agreed syllabus. Each unit is structured around a key "big question," which pupils respond to at the start through a pre-assessment task to inform teaching. Children will be encouraged to recall previous learning in the area of the big question and will know how this learning will be developed throughout the learning journey. As the unit proceeds, children will answer little questions in each lesson which contribute to answering the big question.

Throughout each learning journey, children will be given opportunities to engage with texts and beliefs, understand the impact of these on the lives of believers, and make thoughtful connections to their own experience. This is in line with the 3-fold aim of RE as outlined both in the SACRE locally agreed syllabus and the Church of England's Understanding Christianity resource.

Children will be given ample opportunity to ask and answer their own and others' questions to promote curiosity, engage in discussion and debate to develop their critical thinking and to respond to learning in a range of ways, including through drama, art, and written responses to support reflection and expression. Vocabulary relevant to each lesson will be taught, modelled and used to enable pupils to articulate their ideas with increasing confidence. As pupils progress through each lesson, regular low-stakes quizzes will be used to retrieve and reinforce prior learning and support the transfer of knowledge into long-term memory. Learning is carefully sequenced within the wider narrative of each faith, ensuring that pupils develop an increasingly coherent understanding as they move through the school. Experiences such as visits to places of worship and opportunities to engage with visitors of different faiths enrich learning by enabling pupils to strengthen their conceptual understanding, ask thoughtful questions, analyse different perspectives and make meaningful connections with their own experiences.

Towards the end of each unit, pupils draw on their learning to produce a final outcome that responds to the big question. This serves as a post-assessment, enabling teachers to evaluate whether pupils have met, exceeded or are still working towards the expected standard.

Assessment

Ongoing formative assessment is essential to good teaching in RE. Summative assessments will be made using R.E Teacher assessment framework (TAF). Each term, teachers will be expected to accurately assess each child's level of attainment in RE, and these will be recorded on the school's assessment data sheets, in order to monitor the progress of individuals, groups and cohorts in RE. Children's attainment in RE will be reported to parents at the end of the school year in line with other academic subjects.

RE outcomes for pupils at the end of their time at Holy Trinity C of E Primary school

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives

- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Have a developing ability to interpret and appreciate religious imagery and expression

Links to Spiritual, moral, social and cultural development (SMSC)

In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of beliefs about God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE), Relationship & Sex Education (RSE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

The RE subject leader is responsible for:

- producing and revising a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision

- ensuring Religious Education has status within the school
- keeping in touch with subject developments, and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes. This will be done through book looks, pupil voice conferencing and learning walks, and forms part of the RE action plan for the year.
- ensuring rigorous systems of assessment are in place and are in line with the Local Agreed Syllabus. This is done through the use of pre and post- assessments for each unit of learning, which feed into a termly assessment of children's attainment as being in line with, below or above age-related expectations.
- creating an RE action Plan, in line with the school improvement plan, and ensuring its regular review.
- accountability for RE standards in the school
- meeting with a member of the Diocesan RE advisory team when possible

Right of withdrawal

At Holy Trinity C of E Primary School, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the head teacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE, they will be supervised by an appropriate member of staff whilst doing work set by their parents, which will seek to further their knowledge and understanding of their parents' beliefs and values.

Monitoring and review

This policy will be reviewed by the headteacher and Religious Education lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2028.