

Religious Education Policy

Name of Policy	Religious Education Policy
Date ratified	October 2024
Committee Responsible for Policy	Faith Team
Date to be updated	October 2027
Headteacher Signature	
Chair of Governors/Committee Signature	

Growing together as children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished

Religious Education Policy

Aims

The aims and purpose of teaching Religious Education in our school are:

- To provide an opportunity for children to develop knowledge of Christianity and other major world religions;
- To enable children to consider spiritual and moral issues;
- To enable children to explore their own beliefs;
- To encourage children to explore spiritual and moral issues arising in their own lives;
- For the children to develop an understanding of religious traditions and to appreciate and respect cultural differences;
- To promote a common ethos, with shared values, and to reinforce positive attitudes;
- To teach children about religious issues and what it means to belong to a religious tradition;
- To celebrate the diversity within our own school community and that of wider society;
- To develop the ability to reflect on and communicate about issues of truth, belief and faith.

Intent

The curriculum intent of Religious Education at Holy Trinity is to promote pupils' spiritual, moral, social and cultural development, preparing all pupils for the opportunities, responsibilities and experiences of both the present and the future.

As a Church school, and in keeping with our ethos of *growing together as children of God*, it is our aim that children leave Holy Trinity with a clear understanding of Christian teachings and values. Pupils are encouraged to explore their own personal quest for meaning, applying their understanding of Christianity to make reasoned and informed responses to life issues and moral choices.

Our curriculum also ensures that children develop knowledge and understanding of other global religions, particularly those represented in the local and school community. In this way, pupils learn to reflect on and

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engage in respectful dialogue with others on matters of truth, belief and faith, fostering sensitivity and respect towards all people regardless of their beliefs. Religious Education enables stereotypes to be challenged and issues of injustice and prejudice to be considered thoughtfully and critically.

The curriculum provides every child with the opportunity to flourish as a learner, unhindered by barriers such as literacy difficulties, as RE learning is expressed through a variety of media including art, extended writing and drama. At Holy Trinity, Religious Education nurtures spirituality by engaging with life's big questions and encouraging all pupils to search for meaning as we continue *growing together as children of God*.

Definition of Religious Education

Our curriculum is based on the SDBE agreed syllabus. Two thirds of the curriculum looks at the teachings and practices of Christianity but also takes into account the teachings and practices from other major world faith religions. We believe that effective and high quality teaching in RE allows children to learn about religious traditions and also reflect on what they religious ideas and concepts mean to them personally. Our teaching should enable children to extend their own sense of values and promote their spiritual growth and development.

Parents have the right to withdraw their children from Religious Education and collective worship as identified in the Education Act 1944 and in subsequent legislation. Holy Trinity is a Church of England Voluntary Aided Primary School where Christian values and principles underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in the Religious Education and collective worship. Parents who have concerns about this should discuss them with the Chair of Governors, the Head teacher and the RE leader before their child is admitted to the school. In the case of a child being withdrawn from Religious Education and collective worship this decision will be re-assessed the following school year.

The role of the subject leader

The subject leader will create long term plan using the SDBE syllabus that is in line with the legal requirements of RE and follow the policy.

The subject leader will ensure that all classes are being taught RE for a sufficient amount of curriculum time.

The subject leader will ensure that all staff have the necessary training needed and will keep up to date with staff knowledge and understanding of Religions being taught.

The subject leader will be there to support all staff when teaching Religious Education or answering questions from parents or children.

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The role of all staff

All staff in our school are expected to teach religious education and take active part in staff training.

All members of staff should attend training, which equips them to confidently lead in religious discussions and to follow school policy and procedures with regards to religious education.

The role of parents/carers

Parents/carers are actively encouraged to participate in all open acts of worship by invitation from the school.

Parents/carers from other faith backgrounds are encouraged to come and share their beliefs and practices with the children, from their own child's class or more widely if they are happy to do so.

Parents/carers are kept informed about special services at Holy Trinity Parish Church and churches in the Merton Priory Team, and encouraged to attend.

The role of pupils

Children are expected to take part in Religious Education by having open and honest discussions in the classroom.

Children are given time to reflect on their own beliefs, values and traditions.

Assessment

Assessment within Religious Education is structured around three key lenses which guide both teaching and learning:

- **Believing** – Pupils identify and make sense of core religious and non-religious beliefs and concepts. They develop understanding of what these beliefs mean within their traditions, recognise how and why sources of authority (such as texts) are used and interpreted in different ways, and build skills of interpretation.
- **Thinking** – Pupils evaluate, reflect on and connect the beliefs and practices studied. They are encouraged to challenge ideas and allow those ideas to challenge their own thinking, making connections between what is studied and their own lives and worldviews.
- **Living** – Pupils examine how and why people put beliefs into practice in diverse ways, in their daily lives, their communities, and the wider world.

Assessment focuses on how children use their knowledge and understanding through these lenses, demonstrating their ability to interpret, reflect, evaluate, and apply learning across the different dimensions of religion and worldviews.

Monitoring and review



This policy will be reviewed annually. The subject leader will monitor and evaluate this policy in practice throughout the academic year and will complete the school's self-evaluation form regularly.

