HOLY TRINITY C of E PRIMARY SCHOOL

Benner Lane, West End, Woking, Surrey, GU24 9JQ

Headteacher: Mrs E Ambrose

RELIGIOUS EDUCATION POLICY

Policy Type:	Statutory Policies required by Education Legislation
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Summary of changes:	

Religious Education 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. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. *(Religious Education Statement of Entitlement February 2019)*

Holy Trinity C of E Primary School is a voluntary controlled school with close links to Holy Trinity church. As a controlled school we study the Agreed Syllabus for Religious Education in Surrey Schools 2023 - 2028. As a church school, we value the place of RE in the school curriculum very highly and we aim to provide a rich and varied RE curriculum that enables learners to acquire a thorough knowledge of the Christian faith, alongside developing their knowledge and understanding of other world faiths and beliefs.

Vision

At Holy Trinity we have high expectations of all and our aim is that everyone is loved, inspired, nurtured, and empowered within a caring and inclusive Christian community. We teach our children Christian values and promote positive attitudes to learning to ensure that they have all they need to become life long learners who reach their full potential and become good global citizens.

'Love your neighbour as yourself'

Jesus said: “There is no other commandment greater than these – you shall love the Lord your God with all your heart…...you shall love your neighbour as yourself.”

Mark 12 v30, 31

Religious Education

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. *(Religious Education Statement of Entitlement February 2019)*

Religious Education contributes dynamically to pupils’ and students’ education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently

their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

Statement of Entitlement

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.

- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

- To engage with challenging questions of meaning and purpose raised by human existence and experience.

- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Religious Education gives children in our school a unique opportunity to reflect on and learn from the faiths and beliefs of those around them. World and local events reported through the media engage the curiosity of all children and cause them to question how such events can happen: in these days we are all too well aware of the migration of people who make our country their new home, and the many complex and varied reasons for this. Effective Religious Education has much to offer our children as they prepare for life in this rapidly changing world, where critical thinking and discernment will be ever more important and valuable.

The teaching of RE enhances pupils' spiritual moral and cultural development and we recognise the importance of helping children learn to respect religious faiths and gain a broader understanding of the moral and spiritual world.

Aims

Our aims for RE are to enable pupils to:

- Demonstrate an appreciation of both nature and belief and the important contribution of religious and spiritual insights and values to the individual's search for the meaning of life, whilst acknowledging that this may also come from a non-religious perspective.
- Develop knowledge and understanding of Christianity and of the other principal religions and beliefs represented in Great Britain.

- Develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development.
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues.
- Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Teaching and Learning

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

'God': relating to theological approaches;

'Identity': relating to more philosophical approaches;

'Community': relating to sociological approaches.

These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Religious Education in EYFS

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point. At Holy Trinity, we weave the RE topics into the EYFS curriculum, linking the key questions to relevant aspects of daily life.

Religious Education in Key Stage One

Pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and some non-religious people.

Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills. At Holy Trinity, pupils will cover Islam in Year 1 and Judaism in Year 2.

Religious Education in Lower Key Stage Two

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists (Year 4), recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.

Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

Religious Education in Upper Key Stage Two

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.

Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. A minimum 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE. At Holy Trinity, we hold 'Pause Day's' twice a year to supplement our curriculum time. Religious Education, and themes covered are also found in other aspects of school life such as PSHE, celebrating festivals, collective worship, class discussions, visits to places of worship and circle times or stories with a moral or cultural theme.

Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time.

Assessment

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus.
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

Assessment in Religious Education is concerned with pupils' growing knowledge and understanding and their application of skills. It is NOT used to make judgements about personal beliefs, views or behaviour.

Resources

All RE resources are stored in the back of the hall. Resource books are in the metal cabinet, whilst artefacts are stored in the specific religion boxes in the racks. Additional resources can be borrowed from Guildford Cathedral Resources Library. Visitors are considered one of our greatest resources and are invited to RE lessons to enhance our learning experiences. The RE lead will ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

The Right of Withdrawal

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision. A mutual agreement would be reached as to the nature of religious education that would be acceptable.

Links to other policies

Collective Worship

PSHE

Teaching and Learning

Assessment

SMSC