



HOLY TRINITY C of E PRIMARY SCHOOL

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

Executive Head: Mr J Hills

RELIGIOUS EDUCATION POLICY

Policy Type:	Statutory Policies required by Education Legislation
Policy Origin:	
Approved by:	LAB
Last Reviewed:	September 2023
LAB Accepted:	December 2023
Next Review:	September 2025
Summary of changes:	Review – addition of new syllabus date

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 2017-2022. In September 2023 we will be adopting the new Agreed Syllabus for Religious Education in Surrey Schools so document will be revised next year.

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. Learners also develop knowledge and understanding of other world faiths and beliefs.

RE in church schools should enable the children to receive the RE Statement of Entitlement for church schools (2019), which outlines that RE in Church schools aims to enable children:

- 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 of 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.

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.

Areas of Learning

Within the Surrey Agreed Syllabus, learning in RE is divided into two distinct but complementary areas: knowledge and understanding and expressing ideas, beliefs and insights.

The following will be studied:-

Early Years Foundation Stage: – For EYFS the approach is thematic – topics are based upon children’s own lives and experiences, and introduce pupils to Christianity and other religions and beliefs represented within their own class and / or school.

The RE syllabus for EYFS is presented as six ‘topics’ each exploring one of the key questions and building understanding of core concepts (specialness, celebration and belonging) from both the child’s and a religious point of view.

These topics will be taught in line with the DfE’s EYFS Profile (Development Matters): learning in RE should start from the child’s own experience & from within the EYFS curriculum and through planned, purposeful play, with a mix of adult-led and child-initiated activities.

Key Stage One: – Introducing the study of Christianity and aspects of Judaism and Islam and incorporating, where appropriate, consideration of non-religious worldviews.

Key Stage Two: - Pupils should extend their knowledge of Christianity, Judaism and Islam, and be introduced to aspects of Hinduism, Sikhism and Buddhism, recognising the impact of religion and belief locally (including within their own school), nationally and globally. Pupils will also begin to consider moral, ethical and philosophical issues, and encounter non-religious beliefs such as Humanism.

Skills, Processes and Attitudes

The development and application of the following skills and processes are an integral part of Religious Education:

Reflection	Empathy	Investigation	Interpretation
Analysis	Synthesis	Application	Expression

These attitudes are at the heart of Religious Education:

Fairness	Respect for all	Open-mindedness	Appreciation and wonder
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These terms are explained in the Syllabus (p.15)

Teaching and Learning

In EYFS, RE is taught through a themed topic approach. In KS1 & 2, RE is taught as a discrete subject. The RE whole school planning document shows progression, coverage and time allocation for each year group. RE is also found in other aspects of school life such as PSHE, Pause Days, celebrating festivals, collective worship, class discussions, visits to places of worship and circle times or stories with a moral or cultural theme.

Assessment

Assessment in RE 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.

In EYFS, assessments are made using the Early Years Foundation Stage Profile.

In KS 1 & 2, assessments are based on looking at the end of key stage expectations for knowledge and understanding and expressing ideas, beliefs and insights and measuring children's increasing understanding in these two areas of learning using end of key stage expectations (emerging, expected, exceeding).

The Right of Withdrawal

Parents have a legal right of withdraw their child from RE and from acts of collective worship on religious grounds. Should the school receive a request, close consultation with the parents as to the nature of religious education that would be acceptable would need to be sought and a mutual agreement reached.

Links to other policies

Collective Worship

PSHE

Teaching and Learning

Assessment

SMSC

D Counce/L Hardiman