



HOLY TRINITY CE PRIMARY SCHOOL
*Strength for today,
Bright hope for tomorrow*

Policy: Religious Education

Previous Review:

This Review: January 2025

Next Review: January 2026

Frequency of Review: Annually

Responsible Committee: Outcomes, Curriculum and
Assessment



Our Vision

But those who hope in the Lord
will renew their strength.
They will soar on wings like eagles;
they will run and not grow weary,
they will walk and not be faint.

Isaiah 40:31



Introduction

At Holy Trinity Church of England Primary School RE is taught according to the faith and tenets of the Church of England. We recognise and value the multi-racial and multi-faith community, which we serve. The school aims to reflect the local community while ensuring that its Christian foundations are still maintained

Raising Aspirations

Our RE curriculum promotes high aspirations for our whole learning community; for staff to find the strength to inspire children daily and for pupils to grow into active learners. At Holy Trinity we follow the LDBS curriculum which promotes the understanding of Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. We recognise and value the multi-racial and multi-faith community, which we serve through studying the six main world religions. Our RE curriculum enables pupils to recognise and focus on similarities between the religions, rather than the difference. We believe this promotes high aspirations as it prepares them to live in a multi-faith world beyond the doors of Holy Trinity. This is done through lessons and worship which provides knowledge, understanding and acceptance of everyone in society.

We take full advantage of living in the centre of cosmopolitan London, by exposing them to a variety of visits to different places of worship. This includes visits to the Synagogue, Temples, Mosques, Churches and the Gurdwara. We also offer opportunities for visitors to come in and talk to the children about their faith. This combined with trips to galleries, music and dance workshops to intrinsically link RE across the wider curriculum.

Reaching Our Potential

Religious education is enquiry led, question-based subject which allows pupils to explore and discuss religion and philosophy in a safe environment. This enables pupils to engage in discussions and debates on a variety of religious topics. Through offering pupils, the chance to participate in a plethora of rich, engaging activities; it allows pupils to link the knowledge to their



own personal experiences. This develops their understanding and employs skills that could be used in the wider world. We promote a number of key attitudes through our teaching of RE. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

Learning to Live Well Together

We aim for pupils to leave Holy Trinity religiously literate. This provides opportunities for pupils to learn from each other, learn about each other and grow in their understanding of how our faith shapes behaviours and the development of our society. Pupils are taught that although we might have different beliefs, they are all underpinned by the common themes of significance, peace, respect, compassion, forgiveness and courage. We build a community of acceptance and empathy towards each other, allowing the children to live life in all its fullness.

The importance of religious education in the curriculum

- Religious education is enquiry led, question-based subject which allows children to explore and discuss theology in a safe environment.
- RE develops children's knowledge and understanding of all six major world religions, focusing predominantly on Christianity.
- RE offers children opportunities for personal reflection and spiritual development.
- It considers the different ways people live and how they express their beliefs.
- RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

What is RE?

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and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in church schools are:

- 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.

Curriculum balance and time:

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and is at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is given and committed to the delivery of RE.

Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Head teacher if they have any concerns about RE provision and practice at the school.

How we teach RE:

RE at Holy Trinity CE Primary School is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision. It is taught weekly and taught by the class teacher. The long-term plan ensures that pupils build on prior learning. Medium term plans are adapted from the London Diocese Boards of Schools planning and the R.E leader regularly reviews and assess the implementation of the planning across the curriculum.

Intent:

- To enable all children to become religiously literate;
- To ensure RE enables all children to live life in all its fullness – Vision for Education (Church of England);
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
 - ability to be critical thinkers;
 - ability to engage critically with texts;
 - ability to ask deep and meaningful questions;
 - ability to make connections within and across religions and worldviews;
 - ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions;
 - ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- To offer units of learning that:



- are rooted in theological concepts, strong subject knowledge and content;
- offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences;
- offer sequential learning both in terms of knowledge and skills across the primary age range.
- offer motivating, engaging and creative lessons for all children;
- provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.
- To ensure the teaching of RE supports and enhances:
 - the Christian vision of the school;
 - contributes significantly to the spiritual, moral, social and cultural development of children;
 - takes note of the Religious Education Church of England Schools – Statement of Entitlement;
 - the Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

Holy Trinity RE Curriculum map

	Aut 1	Aut 2	Spring 1	Spring 2b	Summer 1	Summer 2
Reception	Creation - Who made the wonderful world? <i>Spiritual development: World and Beauty/ Others</i>	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	What makes a place special? <i>Spiritual development: Self</i>	How did Jesus rescue people? <i>Spiritual development: Self</i>
1	What responsibility has God given people about taking care of the world? <i>Spiritual development: World and Beauty/ Others</i> (6 sessions)	Why is each person important in the Nativity story? (4-6 sessions) <i>Spiritual development: Others</i>	Judaism What is it like to live as a Jewish Person? (6 sessions)	Why is Easter the most important festival for Christians? (6 sessions)	Islam What does it mean to be a Muslim? (6 sessions)	Why did Jesus tell stories? <i>Spiritual development: Self</i> (6 sessions)
2	Why did Jesus teach the Lord's Prayer as the way to pray? (6 sessions)	How does the symbol of light help us to understand the meaning of Christmas for Christians? <i>Spiritual development: World and Beauty/ Others</i> (4-6 sessions)	Judaism Why are they having a party? (6 sessions)	How do Easter symbols help us to understand the meaning of Easter for Christians? (6 sessions)	Islam How do the five pillars of Islam help a Muslim to show commitment to God (Allah)? (6 sessions)	Why do Christians make and keep promises before God? (6 sessions) <i>Spiritual development: Others</i>
3	What is the Bible's 'big story'? (6 sessions)	How does the season of Advent and Epiphany point towards the true meaning of Christmas? (4-6 sessions)	Judaism What does it mean to be Jewish? (6 sessions)	Who is the most important person in the Easter story? (6 sessions)	Buddhism What did The Buddha teach his followers about life? (6 sessions)	Who is Jesus? (I am ... statements) (6 sessions) <i>Spiritual development: Beyond</i>
4	How did belief in God affect the actions of people from the Old Testament? (6 sessions)	Is the Christmas message of peace still relevant to today's world? (4-6 sessions)	Hinduism How do Hindus worship? (6 sessions)	What is Holy Communion and how does it build a Christian community? (6 sessions)	Hinduism What does it mean to be Hindu? (6 sessions)	Liturgy Why is liturgy important to many Christians? (6 sessions) <i>Spiritual development: Others</i>
5	What do the miracles tell us about Jesus? (6 sessions)	How do art and music convey Christmas? (4-6 sessions)	Sikhi How did the first five gurus shape Sikhi? <i>Spiritual development: Others</i>	What happens in church during Lent, Holy Week and Easter Sunday? (6 sessions)	Sikhism How did the final five human Sikh Gurus shape Sikhi? (6 sessions)	How do Muslims live and embrace their faith in a diverse world? (6 sessions) <i>Spiritual development: Self</i>
6	What might the journey of life and death look like from a Christian perspective? <i>Spiritual development: Others</i> (6 sessions)	How would Christians advertise Christmas to show what Christmas means today? (4-6 sessions)	Buddhism What does it mean to be a Buddhist? (6 sessions)	How does the Christian festival of Easter offer hope? (6 sessions)	How has the Christian message survived for over 2000 years? (6 sessions)	Bridging Unit Who decides Version a or b <i>Spiritual development: Beyond</i> (6 sessions)



Implementation:

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions.

All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

- Investigate/ Explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:
 - interpreting and analysing sacred texts;
 - using challenging and controversial questions;
 - extended pieces of writing;
 - discussion which continually asks 'Have we gone deep enough yet?';
 - children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc);
 - grapple with complex theological concepts, questions and issues.
- Evaluate/ Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.
- Reflect on/ Express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Early Years Foundation Stage

R.E is taught as a stand-alone subject in EYFS. It is taught through a continuous provision approach, following the LDBS planning and adapted to suit the needs of the cohort. There are 5 units looking at Christianity to form a basis and understanding of the Christian religion at a Church school and one unit focusing on World Faith, looking at special places to them and also to other faiths. It is a key part to the EYFS framework of 'Understanding The World',

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Religious Education in Key Stage One

By the end of Key Stage One, we aim to ensure that all children:

- have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level;
- children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview;
- children will have a religious vocabulary appropriate to their age and be able to ask important questions about life;
- they will be able to recognise that others may have a different viewpoint to their own;
- some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.
 - In Key Stage One pupils study the Abrahamic religions to allow them to be able to begin to make links and connections.

Religious Education in Key Stage Two

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity.

Children will be given the opportunity to study three further world faiths.

By the end of Key Stage Two, our aim is that children will:

- be religiously literate at an age-appropriate level;
- able to use confidently a wide range of religious and philosophical vocabulary;
- have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life.

We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview.

We aim for our children by the end of Key Stage Two;

- to be able to express and justify their own views with confidence;
- to be critical thinkers and be able to engage critically with Biblical and other sacred texts;
- to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

Religious Education in SEND

At Holy Trinity CE Primary School we aim to minimise any barriers to learning and adapt and differentiate our curriculum so children with special educational needs are able to access the learning at a suitable level for them. All children are treated equally and given equal opportunity to thrive in order for us all to live well together and 'live life in all its fullness' *John 10-1:10*.

Impact:

- Children will be able to hold a balanced and well-informed conversation about



religion and worldviews (Religious literacy);

- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum;
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions;
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices;
- Children will have developed a deeper understanding of what it means to live life in all its fullness.
 - Children will leave Holy Trinity CE Primary School ready to be global citizens in an evolving society in which they understand the importance of mutual respect and tolerance within the wider world beyond school.

Environment and Resources

We aim to provide a rich, stimulating and engaging environment in which RE can take place, that fosters deep questioning and thinking. We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum. We enable children to know how to handle a range of artefacts. We value the importance of lived experience with a rich variety of real-life resources, including class trips to Places of Worship, galleries, museums and visitors helping to enrich the children's understanding. We take advantage of the offering of living in a diverse London. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community; often facilitating sessions where our Children's Pastor comes in and responds to rich questioning from the pupils, in line with their current Big Question.

Assessment and Monitoring

At Holy Trinity CE Primary School we assess learning through ongoing marking and assessment. We complete half termly assessments based on the previous unit of learning ensuring that substantive knowledge is secure. We assess disciplinary knowledge throughout and use both strands for our end of year final assessment.

Continued Professional Development

- Staff INSET days
- Work closely with our LDBS adviser
- PDM's run by Head Of School and R.E Leader
- R.E Leader attends network meetings at the diocese and provides feedback to colleagues



Parents and Carers

At Holy Trinity CE Primary School we value our parents and carers and recognise how essential they are in enabling our pupils to flourish. We welcome parents and carers in to our school and invite them to come and talk about their lived experiences and their understanding of faith.

Role of the RE subject leader

The subject leader will:

- ensure that all pupils receive their legal entitlement of Religious Education;
- ensure RE provision reflects the Church of England Statement of Entitlement;
- to keep up to date with developments in the area of RE through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools;
- to monitor and evaluate the planning, teaching and assessment of RE across the school in collaboration with the leadership team;
- to support staff in the teaching of RE across the school through team planning, teaching and moderation;
- to lead the review of the policies and impact of the syllabus on raising standards;
- to plan and lead INSET and CPD to build on the staff's knowledge and practice of effective RE teaching;
- to work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school;
- to regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document;
- oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary;
- ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Evaluation/Review

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every two years by the Governing Body.