Mark 12:30 **'Love the Lord your God with all your heart, all your soul, all your mind, and all your strength.'**

Holy Trinity
CE Primary School

Religious Education Policy

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The Sycamore Church of England Trust

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CURRICULUM INTENT STATEMENT

Holy Trinity is a vibrant and inclusive community, enriched by children from many different cultures and backgrounds. Each child arrives with their own experiences, and our curriculum is carefully designed to build on these, giving them the knowledge and understanding they need to thrive in the wider world.

Through their learning, children will:

- Develop the language and vocabulary to express themselves clearly and talk confidently about their learning.
- Discover people, cultures, and experiences from across history, science, and the arts.
- Explore extraordinary places, both near and far, broadening their horizons and curiosity about the world.

- Secure the essential skills of reading, writing, and mathematics, laying strong foundations for life beyond our school.

We will:

- Make use of children's own experiences to anchor their learning in the familiar but also widen their experience.
- Give them a sense of place in Bury, in the UK and in the world.
- Weave our school ethos and Christian Values through the curriculum.
- Develop resilience in all children through the opportunities we provide for them.
- Develop children's ability and confidence to be active citizens, able to make a difference in the world.

Children will leave Holy Trinity as confident, competent learners who have the skills, knowledge, and language to contribute meaningfully to their community and to continue their learning successfully in high school and beyond.

This policy outlines the organisation, management and teaching of RE at Holy Trinity Primary School.

INTENT

Religious Education at Holy Trinity is of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character. This policy outlines the organisation, management and teaching of RE at Holy Trinity Primary School.
At Holy Trinity Religious Education is in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. At Holy Trinity the Governing Body is responsible for determining the nature of Religious Education provided in its school. We believe that Religious Education and Collective Worship naturally compliment and enrich one another.

Aims

The aims and purposes of religious education in this syllabus reflect those set out in the 2019 Statement of Entitlement. They are to enable 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.

Appropriate to their age at the end of their education in Church schools, the expectation is thatall pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Principal aim

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.

The curriculum for RE aims to ensure that all pupils:

1. **make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. **understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. **make connections between religious and non-religious beliefs, concepts,practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections withincreasing clarity and understanding

RE is for all pupils:

- Every pupil has an entitlement to religious education (RE).
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).

- The ‘basic’ school curriculum includes the national curriculum, RE and relationships and sex education.

RE is determined locally, not nationally:

- Holy Trinity CE School is a Voluntary Aided Church of England school. In a Voluntary Aided Church of England school, Local Governors are ultimately responsible for the subject and they must ensure that their Religious Education syllabus and provision is inaccordance with ‘the rites, practices and beliefs of the Church of England’.
- The RE curriculum drawn up by the Manchester Diocese, ‘shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain’.
- As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parentsfrom some or all of the RE curriculum.

Right of withdrawal

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil’s attendance.

Religious education in Voluntary Aided (VA) schools

For Voluntary Aided Schools with a religious character Religious Education is the responsibility of the governing body.

IMPLEMENTATION

Teaching and Learning

Inclusive Quality First Teaching, the effective inclusion of all children in high-quality everyday personalised teaching, is offered to all pupils. At Holy Trinity, we are currently implementing the Five-a-Day Principle developed by the Education Endowment Foundation in delivering Quality First Teaching.

At Holy Trinity we implement a curriculum that is progressive throughout the whole school. Starting with the Early Years Foundation Stage who lay the foundations for learning using the 'Statutory Framework for EYFS' supported with guidance from 'Development Matters'. This provides all children in Nursery and Reception the opportunity to explore different aspects of 'Understanding the World' including 'Past and Present', 'People, Culture and Communities' and 'The Natural World'. RE at Holy Trinity give the following opportunities.

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

At Holy Trinity RE is taught as part of a half termly unit of work, focusing on knowledge and skills stated in the National Curriculum. Through high quality planning and teaching our ultimate aim is to ensure as many children as possible achieve the expected standard in their learning. This is completed through adaptive teaching ensuring learners are supported in line with the school's commitment to inclusion. Outcomes are regularly reviewed to ensure that they reflect a sound understanding of the key identified knowledge and skills

Curriculum

Manchester Diocesan Board of Education strongly recommends their syllabus for adoption.

Time for religious education

In order to deliver the aims and expected standards of the syllabus, the Manchester Diocesan Board of Education strongly recommends a minimum allocation of curriculum time for RE based upon the law and the statement of entitlement from the Church of England Education Office·

4-5s Reception	36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5-7s KS1	36 hours of RE per year (e.g. an hour a week, or less than an hour a week plus themed days)
7-11s KS2	45 hours of RE per year (e.g. 75 minutes a week, or an hour a week plus themed days)

What religions are to be taught?

The Manchester Diocesan Syllabus requires schools to help pupils develop an overall understanding of Christianity and of some of the other principal religions and worldviews in the UK. The balance between depth of understanding and the coverage of material in these religions is important, so the syllabus lays down the recommended religions to be taught at each key stage. This is in line with the Statement of Entitlement of Religious Education in Church Schools 2019, which says:

'Reflecting the school's trust deed or academy funding agreement parents and pupils are entitledto expect that in Church schools Christianity should be the majority religion studied in each year group.'

- KS1 – KS2: Christianity should be at least 50% of curriculum time.

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self,their own community and their place within it.	Consideration of otherreligions and non- religious worldviews can occur at any key stage, as appropriateto the school context.
5-7s KS1	Christians, Jews and Muslims.	
7-11s KS2	Christians, Muslims, Hindus and Jews.	

The RE teaching and learning approach in Manchester Diocese

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The

elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

Contribution of RE to teaching and learning in other curriculum areas

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Spiritual development within RE at Holy Trinity enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Children consider and respond to questions concerning the meaning and purpose of life. Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to

make decisions and build their lives. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

RE and Inclusion

Religious Education is a subject that is rich in opportunities to provide positive images of race, religion, culture, ethnicity and gender for all children at Holy Trinity Primary School. It is also a subject that allows our children to understand that some people have / have had negative attitudes towards those who are / were different from themselves. Through teaching and the careful use of resources, we will challenge such attitudes and allow boys and girls of all races, religions, cultures and background to acquire a sense of self- worth and self-belief.

Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies.

SEND

The Religious Education curriculum is designed to be inclusive and accessible for all children, ensuring children with additional needs have every opportunity to succeed regardless of their barriers to learning. The development of the curriculum considers these barriers and how these can be addressed through the planning and delivery of lessons that build on skills and knowledge from previous years.

We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Learning environment and display

At Holy Trinity we aim to create and provide rich and stimulating environments and create displays which stimulate discussion and curiosity, stimulate a response as well as providing a tool for reference and reinforcement. At Holy Trinity we stipulate that all classes must have a 'Reflection' working wall. This should reflect the learning process rather than just the end product. The Big Frieze should be on display so that it can be easily referred to each lesson.

Each classroom also has a reflection area. This area encourages and promotes the children's spiritual development. Within the week there are planned opportunities for prayer and reflection linked to the Christian Value and the focus of Collective Worship but the children are also encouraged to use this area independently. The Reflection Area gives the children to explore using

their senses.

IMPACT

Marking and Feedback

Outcomes in the children's books evidence a broad and balanced RE curriculum and demonstrates the children's acquisition of identified key knowledge and skills. Children have opportunities and are encouraged to address their misconceptions at the end of each session whilst also reviewing and celebrating their own successes.

Assessment for learning

At Holy Trinity we allow for assessment to be made during the course of a RE lesson using discussion, question and answer techniques and in encouraging children to communicate findings to others. We also record the achievement of children using our school assessment sheets. These identify the expectations for each unit of work and children who are working towards, working at or above expected standards. Children's progress and achievement in RE is reported to parents and carers at the end of each year as part of the annual school report. The RE Progression document keeps examples of children's work for each topic, within each year group.

Monitoring and review

The RE subject leader is responsible for the standard of the children's work and the quality of teaching in RE. The RE lead will monitor progress and attainment in RE across the school, including strengths and weaknesses for further development. The work of the subject leader also involves supporting staff in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for RE in the school. This will be communicated with relevant stakeholders, including children.