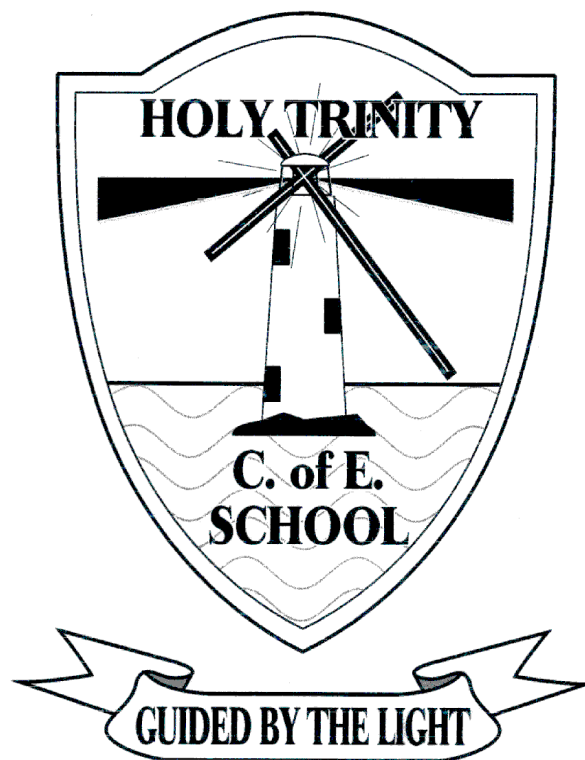


# HOLY TRINITY CE PRIMARY SCHOOL

## RELIGIOUS EDUCATION POLICY



Learning and caring together,  
building a firm foundation for the future

Last reviewed on:	April 2023
Next review due by:	April 2025

Respect    Honesty    Love

## Introduction

Religious Education must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998.

Religious Education (R.E.) is a core subject at Holy Trinity Church of England Primary School. It is taught in accordance with the Agreed Syllabus for Religious Education (R.E. act 2006), as we are required to do by law. Also by law, R.E. must focus mainly on Christianity, whilst taking account of the other principal religions in Great Britain. We use the Rochester Diocesan Scheme of Work to deliver this Agreed Syllabus and include aspects of Christianity appropriate to Primary Schools.

## Right of withdrawal from Religious Education

We firmly believe that R.E. is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognize the legal right of parents to withdraw their children from all or any part of R.E. on the grounds of conscience. We do encourage parents to contact the Head Teacher if they have any concerns about R.E. provision and practice at the school.

## Aims

Religious Education is an integral part of our school life and has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil. We aim to promote a caring and stimulating environment in which children are encouraged to develop a respect for themselves and others by learning from religions as well as about religions. We promote Christian values through the schools' religious character and in partnership with the Church at parish level.

High quality Religious Education within our church school will:

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- develop understanding of religious faith as the search for, and expression of, truth
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs
- identify, develop, understand and communicate ideas of ultimate questions and ethical issues

## Religious Education will:

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **Encourage students to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **Enable students to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society

- **Teach students to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **Prompt students to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe, wonder and mystery.**

#### **Religious Education contributes to student's spiritual development by:**

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and British values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Developing their own ideas and views on religious and spiritual issues.

#### **Religious Education contributes to moral development by:**

- By enabling students to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to students and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

#### **Religious Education contributes to student's social development by:**

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

#### **Religious Education contributes to student's cultural development by:**

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

### **Religious Education promotes community cohesion by:**

- Providing a key context in which to develop students' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in: the school community; the community within which the school is located; the UK community, the Global community.

### **Approaches to teaching Religious Education**

Religious Education is an exciting curriculum subject so we employ a variety of teaching methods. These include:

- Visiting places of worship and receiving visitors from faith communities
- Using art, drama, music to enrich students understanding
- Using regular times of quiet reflection for students to develop their own thoughts and ideas
- Using pictures, photographs and stories to enhance students learning
- Using artefacts to help students develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others

### **Adaptation and Special Educational Needs**

Teaching will be planned and adapted to enable all abilities of children to be challenged and make best progress according to their needs.

### **Time Allocation (in addition to worship)**

Reception – 30 minutes a week

KS1 (Years 1 & 2) – 1 hour and 5 minutes

KS2 (Years 3 – 6) – 1 hour and 15 minutes

### **Remote Learning**

During any time of National school closures, the R.E. curriculum will continue to be delivered through our remote learning platform (Google Classroom).

Lessons will be scheduled to take place for the same amount of time as in school teaching, using the same topics and syllabus.

Teachers will deliver part of this provision through a 'live' session with pupils in attendance remotely.

Work will be set in the form of assignments and these will receive feedback from the teacher.

## Assessment

Religious Education is assessed using the tools provided by the Diocese.

Each year group has specific targets in skills and knowledge that they are working towards at the end of a phase (Years Reception, 2, 4 & 6).

The teacher judges whether the pupils are working towards, expected or at greater depth in each area.

The skills build up through primary school in a spiral curriculum, with development each year.