



POLICY	Religious Education
APPROVED BY	FGB
ADOPTED	December 2024
REVIEW DATE	December 2025

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)*

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Introduction

At Holy Trinity school, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using Understanding Christianity (the Rochester Diocesan syllabus) we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

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

- 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 of living, believing and thinking.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all 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 world views 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.
- Curriculum for Religious Education

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.
- Produce and regularly review a subject policy to ensure that it remains up to date.

- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the Headteacher and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- 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.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for Senior Leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy.
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, PSHE, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

Parents and pupils are entitled to expect that, in Church schools, Christianity is the majority religion studied in each year group. Each year group studies a different faith either in Term 5 or Term 6 enabling pupils to deepen their knowledge and understanding of world faiths and make connections between differing faiths. We have also included Humanism as an introduction to worldviews, as well as Universal units to broaden our RE curriculum and reveal pupils to a wider range of beliefs and views.

RE has dedicated curriculum time across the school, it is taught after worship every Monday in all year groups.

In Key Stage 1, RE is expected to be explicitly taught for a minimum of one hour a week.

In Key Stage 2, RE is expected to be explicitly taught for a minimum of 75 minutes a week.

Please see our curriculum overview on pages 10 and 11.

The RE entitlement is totally separate from requirements for collective worship. Collective worship is not considered curriculum time for RE or the teaching of RE.

Teaching and learning

Our curriculum offers a spiral approach where key units and key concepts are revisited in various year groups but at a deeper level.

Our teaching and learning approach is about developing skills to help pupils 'think theologically' alongside learning lots of knowledge about the Bible, Christian belief and practice.

In our teaching, we aim to address key questions by encouraging pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

Making sense of the text – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

Understanding the impact – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

Making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.



Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Units of teaching are specifically organised to reflect the chronology of the Big Story of the Bible helping pupils to understand the place their learning has in the religious timeline of events.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Adaptive Teaching and Special Educational Needs

Policy and practice in Religious Education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping.

Equally, there is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

We have adopted the motto of RE being, 'a subject for thinkers, not writers.' Teachers are encouraged to incorporate a wide range of activity types so those who find writing a challenge, are not deterred from enjoying their RE lessons.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, Art, Drama and History, Geography, Computing, Music as well as Personal, Social and Emotional education (PSHE) and Citizenship.

Assessment, Recording and Reporting

Assessment in Religious Education is in the form of teacher assessment, which takes place each term on each unit. Teachers do so by completing our Assessment Record Sheets that detail the intended outcomes for each unit. These are directly related to the expectations of the Diocesan

syllabus of Understanding Christianity. Pupils will also have opportunities to self-assess their work where appropriate.

On this document should be noted names/initials of pupils who are working below the statement, working towards the statement or exceeding the expectations of the statement.

If pupils are not named on this document, it should be because they are working at the expected level. These should be filled in during or straight after an RE lesson to capture an accurate assessment.

Pupils are provided with a cover page to start each unit. On this, the pupils fill out their ideas/knowledge/understanding of the key question for the term before their first lesson. The pupils then revisit this at the end of their last lesson of the term. This can then also be used to help teachers make their judgements.

As pupils work through the term, it is hoped they will move across the record as their ability and understanding increases. At the end of the term this document is to be used to fill in 1, 2 or 3 on the WHOLE SCHOOL ASSESSMENT excel document.

0 = below. (B)

1 = emerging. (WTS)

2 = expected. (EXS)

3 = greater depth. (GD)

Each class teacher is responsible for entering the children's names in this document and ensuring this is updated by end of the first week of each following term at the latest.

This system has been put in place to enable teachers to effectively track pupil progress and identify areas for development. It should also be used to inform class teachers of how to pitch their RE lessons and how much of the digging deeper materials should be used in Years 2,4 and 6. As a result, pupils have greater opportunity to make progress.

The assessment data above will be used for internal moderation of RE by Senior Leaders whereby books and pupil voice will be gathered to check accuracy against teacher judgements.

It is expected that RE is recorded in pupils' individual books or in the class's big book. The ideal split between recording in these books is 60:40. All pupils have individual RE books from Year 1-Year 6. Year 1 begin using their individual books in Term 3.

Pupils should record the long date along with the lesson question. Work recorded should match the learning question and should be carefully planned so pupils have ample opportunity to show if they are able to achieve the learning question.

For each piece of work, indicate whether they received support of any kind. If WS some detail should be provided: adult initials, ratio etc.

When, pupils give insightful verbal comments during discussions, verbal response slips should be filled out (by the pupil themselves, an adult or a pupil sitting nearby). These should be immediately stuck in books as evidence.

Achievement in RE will be reported to parents on the Mid-Year Reports, at Parents' Evenings and End of Year Reports.

Marking

The expectations for marking RE are separate to those of other subjects.

The expectations are:

- Every lesson should be at the very least acknowledged.

- The learning question should be ticked in pink pen if the teacher feels the pupil has provided enough evidence that they have achieved the question.
- Spellings of religious vocabulary should be picked up on, depending on the ability of the child, the teacher should either write use the sp code in the margin or write the word correctly and ask the child to rewrite it three times themselves.
- A thought provoking, challenging green question should be provided where pupils need to demonstrate further understanding or knowledge to help them achieve the learning question.

Classroom Environments

All classrooms must have an RE board which should be updated during or after each lesson so it reflects current learning. This will also keep the learning present for pupils during the following lessons helping with recall; furthermore, it shows how each lesson helps with the progression towards fully answering the key question of the term.

RE boards should also include relevant religious vocabulary, the key question for the term and any material that the pupils may find helpful to assist them in their learning.

The big frieze should also be displayed as this illustrates seven of the eight core concepts that are explored in the Understanding Christianity materials. Effectively, this presents a view of the 'big story' of the Bible.

The Big Frieze information booklet (saved in the subject file) takes you through each panel of the frieze, making connections with the core concepts, along with a rough timeline to help you show pupils where the frieze fits with the Bible texts. Some features are pointed out, along with some discussion points and age-related questions for use in the classroom. The frieze can be used along with annotations for display boards, expanding on the learning in lessons.

Each classroom and learning space should also have a Prayer Station where a cross is visible, a singing bowl is present, there is recognition of other faiths, there is an interactive opportunity for pupils to share their prayers, our lunchtime and end of day prayers are displayed and there is a green colour theme for all times of the year, except Lent and Advent when it should be purple. Prayer Stations should be actively used by pupils.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters and artefacts.

The school makes use of guidance material produced by the Diocese.

Funding will also allow, where possible, visits to different places of worship and provide training for staff.

All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Legal Requirements

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 law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child 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 Headteacher before making this decision.

We benefit from our close ties with the parish church of Holy Trinity, Dartford for RE visits and visitors to the lessons.

RE is expected to comply with the whole school policy on teaching and learning and to contribute to cross-curricular work in an appropriate way.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Unit: Creation Key Question: Why is the word 'God' so important to Christians? <i>Understanding Christianity</i>	Unit: Incarnation Key Question: Why do Christians perform Nativity plays? <i>Understanding Christianity</i>	New Testament Stories Key Question: What do Christians believe is special about Jesus and the message he brings?	Unit: Salvation Key Question: Why do Christians put a cross in their garden? <i>Understanding Christianity</i>	Unit: Old Testament Stories Key Question: What stories are special and why?	Unit: World Faith stories Key Question: Which stories are special and why?
Year 1	Unit: God Key Question: What do Christians believe that God is like? <i>Core Learning - Understanding Christianity</i>	Unit: Incarnation Key Question: Why does Christmas matter to Christians? <i>Core Learning - Understanding Christianity</i>	Unit: Gospel Key Question: What is the good news Jesus brings? <i>Core Learning - Understanding Christianity</i>	Unit: Salvation Key Question: Why does Easter matter to Christians? <i>Core Learning - Understanding Christianity</i>	Unit: Islam Who is a Muslim and what do they believe? (Part 1)	Unit: Islam Who is a Muslim and what do they believe? (Part 2)
Year 2	Unit: Creation Key Question: Who made the world? <i>Core Learning - Understanding Christianity</i>	Unit: Universal Key Question: How should we care for others and the world and why does it matter?	Unit: Humanism Key Question: What is Humanism?	Unit: Salvation Key Question: Why does Easter matter to Christians? <i>Digging Deeper - Understanding Christianity</i>	Unit: Judaism Key Question: How do Jewish people remember and celebrate?	Unit: Judaism Key Question: What special times and people do Jewish people remember and celebrate?
Year 3	Unit: People of God (Key Question: What is it like to follow God? <i>Core Learning - Understanding Christianity</i>	Unit: Incarnation Key Question: What is the Trinity? <i>Core Learning - Understanding Christianity</i>	Unit: Humanism Key Question: What is Humanism?	Unit: Kingdom of God Key Question: What was the impact of Pentecost? <i>Core Learning - Understanding Christianity</i>	Unit: Sikhi Key Question: What is important for Sikh people?	Unit: Sikhi Key Question: How do Sikh people worship and celebrate?

Year 4	Unit: Creation Key Question: What do Christians learn from the Creation story? <i>Core Learning - Understanding Christianity</i>	Unit: Incarnation Key Question: What is the Trinity? <i>Digging Deeper - Understanding Christianity</i>	Unit: Gospel Key Question: What kind of a world did Jesus want? <i>Core and Digging Deeper - Understanding Christianity</i>	Unit: Salvation Key Question: Why do Christians call the day Jesus died 'Good Friday'? <i>Core and Digging Deeper - Understanding Christianity</i>	Unit: Hindu Dharma Key Question: What do Hindu people believe about God?	Unit: Hindu Dharma Key Question: How do Hindu people worship and celebrate?
Year 5	Unit: God Key Question: What does it mean if God is loving and Holy? <i>Core Learning - Understanding Christianity</i>	Unit: People of God Key Question: How can following God bring freedom and justice? <i>Core Learning - Understanding Christianity</i>	Unit: Incarnation Key Question: Was Jesus the Messiah? <i>Core Learning - Understanding Christianity</i>	Unit: Salvation Key Question: What did Jesus do to save human beings? <i>Core Learning - Understanding Christianity</i>	Unit: Islam Key Question: What do Muslims believe about the way they should live their lives and why?	Unit: Islam Key Question: What does it mean to be a Muslim in Britain today?
Year 6	Unit: Creation Key Question: Creation and Science: conflicting or complementary? <i>Core Learning - Understanding Christianity</i>	Unit: Gospel Key Question: What would Jesus do? <i>Core Learning - Understanding Christianity</i>	Unit: Universal Key Question: What can be done to reduce racism? Can religion help?	Unit: Humanism Key Question: What is Humanism?	Unit: Buddhism Dhamma Key Question: What do Buddhists believe about the way they should live their lives and why?	Unit: Kingdom of God Key Question: What kind of king is Jesus? <i>Core Learning - Understanding Christianity</i>