



Religious Education



Intent

At The Federation of Holy Trinity, the key purpose of RE, as a Church of England school, is for all our pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice which engages with biblical text and theological ideas.

We understand RE to be about developing a religious and theological literacy so that pupils will be able to engage with some of the big questions of meaning and purpose in life and develop an understanding of what followers of a religion believe and how those beliefs shape the lives of individuals, communities and wider society. Our RE curriculum aims to provide pupils with the knowledge, understanding and empathy to confidently hold informed and balanced conversations about different religions and beliefs.

Our RE curriculum provides pupils with the opportunity to understand what it means to be a religious believer in the world today, helping our pupils to understand the different ways in which people around the world express their religious beliefs. It also supports pupils in understanding the challenges and opportunities that religious believers face in the modern world.

We believe that Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10), to educate for dignity and respect encouraging all to live well together. Our RE curriculum is intrinsic to the outworking of our Christian vision and our commitment to creating a welcoming community of faith where we learn and flourish together.

'Loved by God and one another, Holy Trinity is a welcoming community of faith, where we learn and flourish together.'

Each day opens up horizons of hope, aspiration and joy!

We created our vision from the theological roots taken from 1 John 4:11-12 alongside our deeply rooted belief that we are 'Loved by God and one another.' These biblical roots are woven throughout our collective worship provision and curriculum. Our RE curriculum is designed to provide pupils with a rich, deep knowledge and understanding of Christian belief and practice which engages with biblical text and theological ideas. At Holy Trinity we believe this will enrich our daily lives known that we are loved by God and another inspiring us to be empathetic, respectful and caring towards other.

At Holy Trinity, we believe each day brings great hope and joy! Each child is made in the image of God; we celebrate our differences and the ethical choices we make. Our RE curriculum is designed to instil pupils' understanding and of religions and worldviews making these relevant and real, helping them to learn about diversity and connect with their wider community. Our RE curriculum is integral to our British values and spiritual moral social and cultural development



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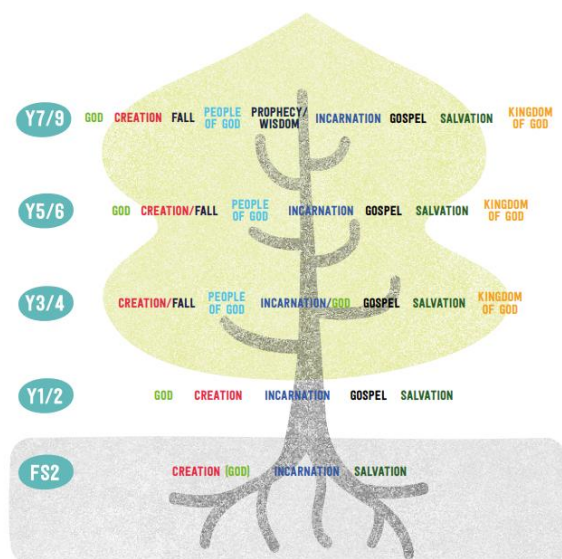
Coverage

At The Federation of Holy Trinity we ensure that we are meeting the expectations of the Church of England Education Office in relation to Religious Education [Statement of Entitlement](#) through a high-quality sequential RE curriculum which blends the big story of Christianity, through the Understanding Christianity Syllabus, with in depth studies of other world religions and thematic approaches across religions using the Diocesan Syllabus for Religious Education in the Dioceses of Leeds and York.

Our curriculum design in Religious Education reflects our commitment to learning through faith. Using the Understanding Christianity scheme allows us to revisit concepts and themes in a cyclical pattern, enabling pupils to develop their knowledge and understanding in Religious Education. An integral part of our learning is drawn from learning about world faiths. Opportunities to learn about a range of world faiths are presented from Foundation Stage all the way through to the end of Key Stage Two to ensure all pupils develop their knowledge and appreciation of world faiths that they may encounter in their lives. All teaching units are conceptual in their base, engaging children by working to answer an overarching conceptual question through their learning. Through Religious Education, our pupils are helped to understand the meaning of personal faith and the ways in which this is reflected in the lives of believers. We believe that we enable pupils to understand the way in which religious faith shapes the lives of believers and their approach to personal morality and social responsibility (with links to our school values). We recognise that everyone's personal experiences are valuable and aim to take pupils from their individual starting points.

Progression

Understanding Christianity offers a coherent approach to teaching and learning about Christianity, in the wider RE curriculum.



Understanding Christianity has identified eight core concepts at the heart of mainstream Christian belief. It sets out some knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.

Understanding Christianity's approach to teaching about Christianity builds up pupils'

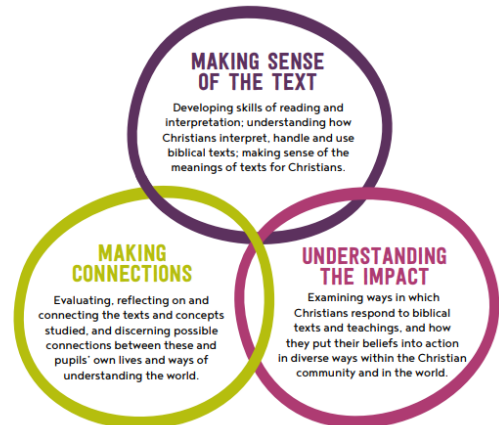


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encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements below:

- **Making sense of the text:** developing pupils' 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.



Pupils' achievement can be assessed against the knowledge building blocks and against end of phase outcomes related to the elements above. This approach offers coherence and progression in terms of pupils' knowledge, skills and understanding. It supports pupils' abilities to handle texts, as well as understanding how and why Christians interpret biblical texts differently. It takes seriously the role of the pupil as reader, bringing their own world to the text whilst giving them the opportunity to allow the text to enlarge their understanding of the world.



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How is RE taught?

RE is planned as a discreet subject and where appropriate is included in Learning Means The World units. It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. At Holy Trinity this time is arranged as discrete lessons per week for each class.

RE forms part of the planning at EYFS although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include collective worship or assembly.

Parental right of withdrawal

- Parents (or pupils themselves if they are aged 18 or over) have the right to request that the pupil be withdrawn from all or part of the RE provided.
- There is no requirement to provide reasons for the request, but the Federation will appreciate the opportunity to discuss the RE curriculum and arrangements for the withdrawal with parents.
- The Federation may also wish to review such a request each year, in discussion with the parents.
- The right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship

Where will you see evidence of RE at The Federation of Holy Trinity Church of England Schools?

- ✓ Pupils' RE books - learning objectives are clearly identified by Reverend Theo
- ✓ Class RE displays. Displays must include Understanding Christianity relevant resources big questions and questions and key subject-specific vocabulary and examples of pupils' work
- ✓ Pupil voice



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✓ pupils' work and discussing with pupils what they have learned and understood.

✓ Subject Leader folders

How do we assess and monitor RE?

We use a variety of methods to assess and monitor RE at Holy Trinity. Teachers use strategies from The Federation Four to recall prior learning at the beginning of lessons. The RE Lead carries out monitoring tasks every half term to ensure that the curriculum is being delivered and that there is evidence of the learning in pupil books and the class floor book.

How we support SEN

All pupils at the Federation of Holy Trinity Church of England Primary Schools receive high quality teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Impact

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their RE learning. Pupils talk confidently about their beliefs with an understanding and respect for those who think differently from themselves. Pupils can articulate first-hand experience of a range of religions and worldviews making these relevant and real, helping them to learn about diversity and connect with their wider community.



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EVIDENCE IN KNOWLEDGE Pupils have a rich, deep knowledge and understanding of Christian belief and practice which engages with biblical text and theological ideas. Pupils understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews with the opportunity to explore how these may change in different times, places and cultures.

EVIDENCE IN SKILLS Pupils can confidently talk about their beliefs with an understanding and respect for those who think differently from themselves.

BREADTH AND DEPTH Teachers plan a range of opportunities create a sense of awe and wonder, developing pupils' curiosity as they beginning to understand the world in which they live.

The Subject Leader has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review

The subject leader has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.

When monitoring my subject I expect to see:

Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards.

The Subject Leader has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review

The subject leader has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.