



Trinity First School  
RE Policy  
2022

Flourishing together through  
kindness, curiosity, respect, resilience and teamwork.



This policy has been formally adopted by the governing body, in consultation with the Head teacher and staff. It should be used as part of Trinity First School's overall strategy and implemented within the context of our vision, aims and values (and is part of our prospectus).

At Trinity First School we follow the agreed syllabus 'Awareness, Mystery and Value' (AMV Somerset 2016) and 'Understanding Christianity' introduced autumn 2018.

### **Introduction:**

- Our school mission statement, 'Flourishing Together', is inspired by stories from the Bible.
- Our vision, 'Flourishing together through kindness, curiosity, respect, resilience and teamwork' is underpinned by our desire to create a school community that is cohesive, tolerant and loving.
- RE is fundamental in bringing about an awareness across the whole school of how to achieve this desire, through an understanding of the teachings of Christianity and a knowledge of the wisdom and insights of other world religions.
- We aim to encourage children to question and reflect on the ultimate meaning and purpose of life, on beliefs about God, on the nature of the self and of reality, on issues of right and wrong and on what it means to be human.
- We also aim to develop and deepen pupils' knowledge and understanding of Christianity, and to explore the beliefs of other world religions and cultures, enabling them to compare and contrast different world-views.
- We strive to offer as many opportunities as possible for personal reflection and spiritual development.
- We aim to enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- We encourage pupils to develop their own sense of identity and belonging, enabling them to grow and flourish within their community and as citizens in a diverse society and the world as a whole.
- We believe RE has a pivotal role in preparing pupils for adult life, employment and lifelong learning; as well as reinforcing their sense of self-worth, we believe RE enables pupils to develop respect for, and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice. (Adapted from 'Non-statutory framework for religious education, 2004, QCA')
- Throughout the school, each class teaches RE for between 60 and 75 minutes each week. Each class spends time both applying these teachings to their own lives, and setting these Christian teachings in the contexts of other world religions.

### **Aims and Objectives:**

- RE, in our school, is not simply a mandatory educational topic, but is actively integrated into the wider curriculum, particularly in the form of a rolling programme of core Christian values.
- Each class visits churches and places of worship as part of their RE learning.
- At least four times a year the whole school actively leads a service at our local Anglican Parish Church, Holy Trinity, (Harvest, Christmas, Easter and Leavers).
- We welcome visitors from other faiths and religions on the understanding that they adhere to our requirement for their beliefs to be of a tolerant, non-radical nature.
- Similarly, we actively organise visits to other non-Christian places of worship to help our children gain a balanced view of the wide range of faiths and beliefs that co-exist within British society.
- As well as deepening our children's understanding of the Christian faith, we encourage them to apply its fundamental beliefs to their own lives in the form of love, understanding and empathy, combined with a free and open exploration of other viewpoints, beliefs and cultures.
- We actively encourage investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression of religious themes and ideas.
- Our programme of RE develops our children's self-esteem, curiosity and sense of fairness, as well as embedding respect, care and concern for others.

### **Opportunities for RE**

- Our RE programme follows the agreed syllabus 'Awareness, Mystery and Value' (AMV Somerset 2016) and "Understanding Christianity" (2016) It is carefully planned to ensure units can be integrated within the whole school curriculum wherever possible.
- Our progression builds on previous learning and understanding.
- Our marking reflects the children's response to the key questions within the unit taught.
- Religious resources are important to us. Our RE leader regularly updates faith-box materials for the teaching of Christianity and other major world religions.

### **Monitoring**

- At the start of each unit of learning (termly), teaching staff assess the children in the areas of learning the unit will focus on, mainly through asking questions and initiating discussion.
- The assessment will be repeated at the end of the unit (termly) to measure progress against a key question for that unit.
- Children's knowledge and understanding is assessed against the topics in the Awareness, Mystery and Value document and also the Understanding Christianity outcomes.
- A representative of the ethos working group monitors RE teaching and learning throughout the school.
- Progress within RE is reported annually to parents in their child's annual report.

### **Rights to Withdraw**

- All parents have the right to request that their child is excused from all or part of the RE curriculum. If they wish to do this they must meet with the Head teacher and put their request in writing. Parents are informed that RE is taught in an objective way that is relevant to all pupils and respects their own personal beliefs.

### **Governance and Leadership**

- The Governors and Head teacher ensure that RE is provided as part of the school's basic curriculum, following the appropriate syllabus as listed above.
- The Governors and Head teacher ensure that all parents or carers receive an annual report which covers their child's progress and achievements in all subjects including RE (Regulation 6 of the Education (Pupil Information) (England) Regulations 2005, SI 2005/1437).
- The RE leader oversees the training of staff, co-ordinating this as required.
- All budgets are linked to areas of development within the SDP and as such the RE budget is based on a pre-identified needs basis.

This policy should be read in conjunction with the following policies:

- Collective Worship
- SMSC
- Equality
- SEN

### **Useful websites:**

<http://www.bathandwells.org.uk>

<http://amv.somerset.gov.uk/>

<http://www.understandingchristianity.org.uk/>

**Last reviewed: March 2022 by A Solway**