HOLY TRINITY PEWLEY DOWN

A Federation of Holy Trinity Junior & Pewley Down Infant Schools, Guildford

Religious Education Policy

The essential place of religious education (RE) in a Church school flows from the deep commitment to the flourishing of every child articulated in the *Church of England Vision for Education*. This document sets out the aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual.

(Religious Education Statement of Entitlement, from September 2026)

Vision

Our school values come from Jesus' words, "I have come that you may have life in all its fullness" John 10, v10. This inspires us to put into practice our vision of ensuring all pupils flourish and truly "Learn to Live".

Our school values:

- Zest for learning and a love of life
- Embracing the future with hope and confidence
- Seeing heaven in the moment
- Imagining the journey in another's footsteps; nurturing understanding, respecting all
- Everyone knowing that they are treasured and loved as a unique child of God

Our school values underpin all of our RE teaching and these values are embedded in all the experiences we strive to give the children. Children are spiritual beings who often think deeply and hold serious convictions.

We regard it as a privilege to work with young people to ponder the more profound questions of life and faith. In our school, spirituality is seen in joyful singing and dance, and in silent meditation and prayer. As a Church School we seek to nurture in the heart and minds of our children the knowledge and love of God. We provide them with an experience of Christian Community which will influence and shape the rest of their lives.

Religious Education

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an '**objective, critical and pluralistic'** manner *(Religious Education Statement of Entitlement from Sept. 2026)*, and meets the requirements of the *Church of England Statement of Entitlement.*

Religious Education contributes dynamically to pupils' and students' education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of

others to differ. Religious Education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education (2026), our school aims for all pupils:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

Religious Education Curriculum

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education 2023-2028.

For our RE Curriculum Overview, please seehttps://www.htpd.surrey.sch.uk/page/?title=Religious+Education&pid=49

Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education (2026), parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and accounts for at least 50% of curriculum time. A minimum of 5% of weekly curriculum time, and ideally more, is dedicated to the teaching of Religious Education and the achievement of explicit RE objectives.

Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time.

Teaching and Learning in Religious Education

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- **'God':** relating to theological approaches;
- **'Community':** relating to sociological approaches.
- **'Identity':** relating to more philosophical approaches;



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Religious Education in EYFS

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point. In our school, RE is delivered through the school's EYFS provision, using six key enquiry questions. These questions are explored through topic-based learning and continuous provision, enabling children to encounter Christianity and other worldviews in meaningful and age-appropriate ways. Learning is enriched through stories, play, discussion, creative activities and celebrations that deepen their understanding and encourage reflection on their own experiences and beliefs.

Religious Education in Key Stage One

Pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and some non-religious people.

Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills.

Religious Education in Lower Key Stage Two

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.

Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

Religious Education in Upper Key Stage Two

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.

Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

Assessment, Recording and Reporting

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

Monitoring

The Religious Education subject leader is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education.

The Children and Learning Committee of Governors monitor the standards of the children's learning and the quality of teaching in religious education.

Role of the RE subject leader

The subject leader will:

- support colleagues in the teaching of Religious Education.
- be informed about any current developments in the subject, locally and nationally.
- provide a strategic lead and direction for the subject in the school.
- attend termly RE network meetings at Guildford Diocese.
- 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 Key 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.

Resources

RE resources are kept in the PPA rooms on both sites. Resources specific to a year group are kept in year group areas. Staff can also access resources form the Guildford Cathedral Resources Library.

Legal Requirements & Right of Withdrawal

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)*

In view of the Christian ethos and distinctive Christian character of our school, we would hope that children admitted will participate fully in RE; however, the school **must comply with any request from a parent to withdraw their child from all, or part of, Religious Education, and parents are not required to give their reasons for wanting to do so.** This request may also be changed by parents at any time. A school remains responsible for the supervision of any child withdrawn from RE (unless the child is lawfully taking part in RE elsewhere), though not to provide additional teaching or to incur extra costs.

Date of validation…… Signed……..

Chair of Governors

Date of review……. Signed……..

Chair of Governors