



Trinity St. Peter's

Church of England Primary School

where children shine

Religious Education Policy

Trinity St. Peter's

School Mission Statement: 'Guided by our faith in everything that we do'.

School Vision: "Every child is a star."

School Bible Base: "Shine like the stars in the universe" – Philippians 2:15

School Core Christian values:

Serve (Service), Hope, Imagine (Creation), Nurture (Kindness) & Enjoy (Joy).

All Saints MAT Mission & Vision: Stronger Together for the Common Good

All Saints MAT Bible Base: "Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. If anyone speaks they should do as one who speaks the very words of God. If anyone serves, they should do so with the strength God provides" - 1 Peter 4:10-11

All Saints MAT Christian Values: Aspiration, Inclusion, Service

Vision and Intent

At Trinity St Peter's, we firmly believe that every child is a star and that we should work in partnership with all members of the local and wider community to provide each child with the skills and values they need to SHINE in the real world. We want all our children to enjoy their learning journey, to achieve their full potential and to become caring global citizens of the world with the motivation and confidence to be the best they can be.

The school's mission statement is: 'Guided by our faith in everything that we do'. The school's five core Christian values: **Serve** (Service), **Hope**, **Imagine** (Creation), **Nurture** (Kindness) & **Enjoy** (Joy) are embedded in all aspects of school life to ensure the vision and mission statement are a reality at Trinity St. Peter's. Our vision is to provide experiences for all children to have endless opportunities to '*shine like stars in the universe*'.

The teaching of Religious Education is of the highest standard and lies at the very heart of the curriculum. We are always striving for excellence and we ensure that everything we do reflects the school's distinctive Christian character.

At Trinity St. Peter's, Religious Education (RE) plays a central role in promoting our Christian vision, rooted in the teachings of Jesus and shaped by our core values. Our RE curriculum enables all children to flourish spiritually, morally, socially, and culturally.

Through an enquiry-based and reflective approach to RE, we encourage pupils to explore and respond to life's big questions, develop respect for different beliefs and worldviews, and grow in religious literacy. Our aim is for all children to leave Trinity St. Peter's with the ability to think theologically, live respectfully, and act compassionately in our diverse world.

British Values

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Church of England RE Statement of Entitlement (September 2026)

As a Church of England school, Trinity St. Peter's follows the Church of England Religious Education Statement of Entitlement for implementation from September 2026. RE is a high-profile academic subject, distinct from Collective Worship and non-confessional in nature. It is delivered in an objective, critical and pluralistic manner, while reflecting the Anglican foundation and theologically rooted Christian vision of the school.

Our RE provision ensures that:

- Christianity is the main religious worldview studied in each year group/phase and accounts for at least 50% of RE curriculum time;
- pupils study a range of religious and non-religious worldviews, including diversity, continuity and change within these worldviews;
- teaching draws explicitly on different disciplinary lenses, including theology, philosophy and the human and social sciences;
- Christianity is encountered as a diverse, global and living faith, through biblical texts, beliefs, practices and other sources of authority;
- pupils develop religious literacy and the skills of enquiry, analysis, interpretation, evaluation and reflection;
- pupils are given safe and supportive opportunities to explore and articulate their own personal worldviews and to engage in meaningful, respectful dialogue with others;
- all pupils, including those with SEND and those experiencing disadvantage, are supported and challenged to achieve highly in RE;
- dedicated curriculum time for RE is entirely separate from Collective Worship, aims to be close to 10% of curriculum time and is no less than 5% across Key Stages 1 and 2;
- curriculum planning is well-sequenced, ambitious and informed by the National Content Standard for RE, alongside diocesan guidance and the school's chosen curriculum resources;
- staff subject knowledge is supported through appropriate professional development, feedback and access to high-quality resources; and
- leaders and governors monitor and evaluate the quality, standards and impact of RE as a distinctive and important part of the school curriculum.

Curriculum Implementation

RE is taught as a distinct subject, at least weekly, across all Key Stages. We follow the Liverpool Diocesan recommended syllabus for RE, 'Questful RE'. We use this alongside the national resource, Understanding Christianity, where appropriate. These reflect the National Framework for RE.

The curriculum is designed to:

- Deepen knowledge of Christianity as a living faith;
- Explore principal world faiths and non-religious worldviews;
- Support spiritual development and reflection;
- Promote theological and philosophical thinking

We follow a long-term curriculum map which ensures progression and coverage. Units are adapted to suit the needs and context of our learners, making clear links to our Christian values, bespoke 4C Model, Thinking Skills approach and the wider curriculum.

We adopt an enquiry-based approach to give the pupils a sense of being on a quest of discovery about Christianity and other faiths. RE enables pupils to have informed conversations about religious beliefs and practices. Within lessons, we use our unique 4C questioning model so that pupils can actively reflect, investigate and make meaning of relationships, the world and God. We want our pupils to be informed, confident and 'Questful'.

As well as the significance placed on the teaching of the Christian faith, our school also encourages children to be aware that they live in a multi-cultural and multi-faith society. The children are given the opportunity to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Adaptive Teaching and Inclusive Practice in RE

At Trinity St. Peter's, we are committed to ensuring that all pupils, regardless of starting point, can access high-quality Religious Education. In line with our Christian vision and commitment to inclusion, teachers use adaptive teaching approaches to meet the diverse needs of all learners.

RE is taught using a range of strategies that provide both support and challenge. Teachers make thoughtful adaptations to teaching, resources, questioning and activities to ensure that pupils can engage meaningfully with theological and philosophical ideas. This includes using visuals, structured sentence stems, guided talk, scaffolded tasks and opportunities for deeper reflection and enquiry.

We recognise the importance of ensuring that every child's voice is heard in RE and that all pupils are enabled to make progress from their individual starting points. In some cases, this may involve small group work, use of tailored resources or additional adult support.

Each classroom displays the Christian cross. EYFS and KS1 classrooms also provide a designated reflection area or station as part of continuous provision.

Our aim is that all children, including those with SEND, feel safe to express their ideas, ask questions and explore belief in a respectful and nurturing environment, in line with

our school's Christian vision and values. This supports their spiritual development and enables all pupils to flourish.

Spiritual Development

At Trinity St Peter's, spiritual development is viewed as an integral and important part of school life. It is a key area in ensuring our distinctiveness. It is very important that we provide opportunities for our pupils' spiritual development. Through spiritual development we seek to promote our mission statement:

'Guided by our faith in everything that we do'.

Please also read this policy with the school's Collective Worship policy.

At Trinity St Peter's we believe there are four main concepts of spirituality:

- **Self:** Being a unique person and understanding self-perception.
- **Others:** Developing empathy, concern, compassion, and understanding the impact of values on relationships.
- **World and Beauty:** Responding to the physical and creative world through experiences of nature and art.
- **Beyond:** Exploring the transcendental, and seeking meaning and connection beyond the everyday.

The whole school definition of spirituality:

We see spirituality as an opportunity to connect to ourselves, others, the world and beyond through experience, reflection and transformation.

RE at Trinity St. Peter's supports children's spiritual development by providing space for reflection, awe and wonder. Pupils are encouraged to consider their own beliefs and values, as well as those of others, within a safe and inclusive classroom culture. Opportunities for stillness, prayer, creativity and open discussion are embedded across RE lessons.

The Role of SMSC in Religious Education

At Trinity St. Peter's, Religious Education plays a vital role in promoting pupils' spiritual, moral, social, and cultural development, in ways that are fully rooted in our distinctively Christian vision.

Spiritual development at Trinity St. Peter's enriches and encourages pupils' discovery of God the Creator, their own *innermost being*, their relationships and interactions with others, and their sense of awe and wonder at the world around them.

Moral development at Trinity St. Peter's is rooted in the teachings of Jesus Christ and the principle of *Following Jesus' Example*, a fundamental element of our core value of Serve. This aligns with our school motto: *Shine Brightly*. Together, these offer pupils a secure foundation on which to make wise decisions and build meaningful lives.

Social development at Trinity St. Peter's fosters pupils' understanding of *Koinonia* - what it means to live in a Christian community where Jesus' command to follow His example and love one another is actively put into practice.

Cultural development at Trinity St. Peter's provides opportunities for pupils to explore Christianity as a global, multicultural faith that influences the lives of millions around the world.

Assessment and Progression

The RE Subject Leader monitors the long-term curriculum overview map, which ensures progression and coverage. This includes each of the core year group units as compulsory throughout the academic year. These units are supplemented by supplementary units from 'Questful RE' and/or an 'Understanding Christianity' unit, where appropriate.

We assess RE through the Blackburn Diocesan ladder of expectation. Each pupil's progress is tracked through unit-based judgements. Evidence is gathered in various ways, e.g. discussion, writing, art, drama and more. Teachers record progress three times per year and use this data to inform planning and report outcomes. Assessment is accurate and inclusive, reflects different forms of knowledge and is used to identify what pupils know, understand and can do and the next steps in their learning.

Pupils in KS2 complete a self-assessment at the end of each unit using the school's 'Reflection and Evaluation' template. This is used as the final page of learning within each unit and supports pupils to reflect on their knowledge and understanding.

Class teachers are expected to follow the unit plans, as per the curriculum overview, incorporating the school's unique 4C Model. Evidence of children's learning is recorded in individual RE books in Years 2–6 and in a floorbook in EYFS and Year 1.

All class teachers are expected to mark children's work in line with the school's Marking & Feedback policy (see policy).

RE and Our Wider Curriculum

Although Religious Education and Collective Worship naturally complement and enrich one another, they are both given their own special time within the curriculum. Collective Worship takes place daily, either in class or as part of a whole school Collective Worship. Please refer to the Collective Worship Policy.

RE is complemented by, but not limited to:

- Our carefully planned Collective Worship calendar, exploring key Christian values and Picture News themes;
- Visits to places of worship, including St. Peter's Church and Holy Trinity Church;
- Opportunities to meet and learn from faith visitors;
- Cross-curricular links with PSHE, History, Geography, English and the wider curriculum.

RE supports our mission to grow children who are theologically reflective, socially responsible, and spiritually aware.

Withdrawal from RE

The Worship & Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and whole life of the community. Since the conduct of the school reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do so) cannot insulate them from the religious life of the school.

Parents have the right to withdraw their child from all or part of RE in accordance with legal requirements. However, as a Church of England school where RE is central to our Christian vision and whole-school ethos, we encourage full participation. Requests for withdrawal should be made in writing to the Headteacher.

If a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation as it may be that only some elements of Religious Education or Worship are objected to. The Headteacher will offer to discuss the request with parents to ensure they are fully informed, although parents are not required to give reasons for exercising this right.

Monitoring and Evaluation

RE is monitored primarily by the RE Subject Leader, Headteacher and Link Governor for RE and Collective Worship. Monitoring includes:

- Lesson observations;
- Book looks;
- Pupil voice;
- Planning scrutiny;
- Assessment analysis

Findings are used to inform the School Development Plan and shared with governors and staff, as appropriate. RE continues to be a key area for development and excellence, in alignment with SIAMS guidance. Governors are enabled to understand the distinctive role of RE and to monitor its standards and impact. Staff development needs identified through monitoring inform appropriate RE CPD and resourcing.

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and by providing a strategic lead and direction for this subject; evaluates the strengths and weaknesses in RE and indicates areas for further improvement and;
- reviews the policy annually, or in light of new statutory guidance, to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Autumn 2026