Christ Church & Holy Trinity CE Primary Schools Federation
Religious Education Policy
April 2026

Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds.

At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish.

Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Federation Mission Statement

Christ Church and Holy Trinity CofE Primary Schools are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of all we do.

As Church of England schools our vision and practice is shaped by our Christian values and virtues. For all our children, those core virtues of Love, Kindness, Hope, Justice, Forgiveness, Wisdom and Peace, will be the foundation of their educational experience and inspire and draw together every aspect of school life. Our staff team recognise their responsibility to model these virtues for others.

We understand that all children develop their own unique relationship with God. For some this is nurtured within the home, whilst others receive their first awareness of the Christian faith and the life of the Church at school.

We believe that our Christian identity asks of us a sensitivity to and respect for those of other faiths and none and shapes our understanding of what it means to be a community of hospitality and welcome.

AIMS AND OBJECTIVES

- To give R.E. the same status and be taught with the same rigour as the core subjects of the National Curriculum.
- To share the life and teachings of Jesus Christ and the Church.
- To foster the sense of an inclusive yet diverse community where each person is respected, valued and encouraged to feel confident and supported in their acquisition of core virtues

- To develop in our children skills of thinking critically, spiritually, ethically, and theologically so that they are able to:
    - Respect and appreciate the views, opinions, talents and beliefs of others
    - Appreciate the uniqueness of each individual as well as develop a sense of belonging to a local and a wider global community
    - Develop a sense of commitment and service to others, especially those less fortunate than ourselves at home and abroad
    - Develop a clear understanding of the links between different world faiths and beliefs and the similarities and differences between these faiths and beliefs.
    - Accept the responsibilities and challenges of living in a multicultural and multi-faith society and through a wide range of trips and visits, begin to appreciate the important contributions made by our diverse society, especially in the Arts and Sciences.
    - Develop a sense of responsibility towards the environment as future 'stewards of our planet' and understand what it means to look after and value the world we live in and every living thing in it. This is supported by the schools' enrichment programme and areas of the curriculum such as Geography and Science as well as our school gardens.

We aim to enhance the children's spiritual development through:

- the Vision Statement, our Virtues, PSHE, Assemblies, Behaviour for Learning and Zones of Regulation – we will help the children to develop a respect for themselves and others
- engendering a sense of empathy with others through fund raising activities
- creating an environment of trust, care and compassion
- enhancing the children's appreciation for love, goodness and wonder in our delivery of the curriculum as a whole
- seeking to help the children to understand how the impact of their feelings and emotions affects their behaviour and impacts on the feelings and emotions of others
- other school policies including the Behaviour Policy and Anti Bullying Policy which provide a clear moral code that is promoted consistently throughout the school and is reinforced through classroom and playground expectations
- praise and reward for good behaviour and acts of kindness
- reinforcing the school's virtues through whole school and classroom displays and prayer/RE corners

TEACHING AND LEARNING

We use a variety of teaching and learning styles in RE including engaging with key theological concepts and Bible texts, drama, looking at artefacts and use of film, art and music. Every year each class of children make at least one visit to a place of worship which enhances or deepens the children's learning and experience (see Enrichment Folder) and often linked to the other major religion they are studying that year. Children also visit other Christian places of worship such as a Roman Catholic Cathedral as well as our parish churches.

The clergy are available to support the staff in the teaching of the RE curriculum and regularly visit classrooms to discuss ideas and themes and answer children's questions. In Reception class a member of the clergy leads a weekly reading and discussion of stories from the Bible.

Pupils are encouraged to come to their own views and beliefs with the support of the adults and peers around them.

We follow the LDBS RE Curriculum which we have adapted for our schools, with an emphasis on learning about Christianity in YR and introducing the other major world religions from Y1 onwards.

Lessons are planned to incorporate learning about religion and from religion. There should be opportunities for children to relate any learning to their own lives and experiences wherever possible.

Time for reflection and revisiting learning is emphasised in all areas of the curriculum and is particularly important in RE lessons and children are in the habit of having time to reflect on key services and special assemblies that we have throughout the year.

Many times, classes use the Special Mentions Assembly normally held in the parish churches on Fridays as a source of celebration and reflection on their learning in RE.

Our curriculum is carefully planned across all year groups to ensure that it develops the ideas and themes at core Christian seasons such as Christmas, Epiphany, Ash Wednesday, Easter, Pentecost and Ascension Day.

PLANNING

- The long term planning of religious education involves a whole school approach using the LDBS Syllabus with the help of our Clergy and including an annual RE week. The intent of the curriculum reflects that of the LDBS:
  - To enable all children to become religiously literate.
  - To ensure RE enables all children to live life in all its fullness
  - To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
    - Ability to be critical thinkers
    - Ability to engage critically with texts
    - Ability to ask deep and meaningful questions

- Ability to make connections within and across religions and worldviews
- Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and world views, belief systems, values and practices.

The medium term planning is based on the LDBS Unit plans and led by the RE Co-ordinator.

Short term planning is the responsibility of the class teacher and these plans are shared with each teacher's professional friend.

ASSESSMENT

This is both informal and formative - through general observation of children - their involvement in activities - their contribution to discussion, and a formal/summative assessment at the end of each topic. Teachers then pass on copies of these assessments, once a term, to the RE Co-ordinator. These assessment records are passed onto the next teacher, at the end of the academic year. Teachers also hand on specific notes to the next class teacher which can give relevant comments on a child's approach and response to RE and their ability to take on core values.

Marking RE books is sensitive to the children's understanding and development. Children regard their RE books as special books and teacher's feedback marking reflects this in their comments. They ask further questions where appropriate and these are discussed verbally or responded to by the children in green pen.

CHILDREN WITH SPECIAL NEEDS

Our schools are very inclusive, and the range of needs is wide. Teaching is carefully differentiated to ensure that children with Special Needs can access as much of the Religious Education that their class learns as possible.

Much of the work in Religious Education involves discussion, art, drama and reflection and every child's contribution is valued.

RE offers a wonderful opportunity for all children to realise their 'equality' as children of God.

CHECKLIST FOR TEACHERS

Focal points for Prayer

a) Is there a focal point for prayer or reflection in my classroom?
b) Is it situated at eye level and available for whole class prayer? If not, can it be moved to a central area when required for whole class prayer? The focal point should always be visible in the classroom, an important reminder of the spiritual dimension of our lives.

c) Does it incorporate religious art (icon, picture) together with a candle? Are there Bibles and Bible stories of appropriate complexity easily available to all children? Is the school prayer book easily available?

Children's work

a) Do I offer a variety of tasks in keeping with skills and ability of all the children (e.g. for a child struggling with reading – a task involving very little reading)?
b) Do I use a multimedia approach with tasks involving art experiences, music, drama as well as written and oral work?

Tasks should be such as to enable all children to succeed.

Display

a) Do I afford space to RE work and so convey a powerful non-verbal message about the importance of RE in our class and in our school?
b) Is this work well-presented and well-mounted?
c) Do key words and vocabulary appear on display?

Assessment

In RE planning, have I built in a way of assessing:

a) The experience provided for the children
b) The response made by the children to these experiences
c) What knowledge, values, attitudes, skills the children have acquired?
d) How did the children assess their work?

MONITORING OF RE

This takes place regularly and is undertaken by the RE Co-ordinator and RE Governor and fed back through the Achievement Committee, Partnership Committee and Senior Leadership Team.

LITURGY AND WORSHIP

Prayer and reflection is central to school life and as a community we worship in a variety of ways reflecting the particular traditions and approaches of the parish churches to which each of our schools is connected:

- Through a daily assembly, where the children are made aware of the need for quiet contemplation, reflection and prayer time. This is also achieved through singing religious songs and hymns with our music teacher three times a week. Every Friday each school visits its parish church for a Special Mentions assembly including prayers led by the Clergy. Once a week the clergy lead assemblies in our school halls.

- In the classroom where a prayer area or corner is the focus for daily class worship. The children are encouraged to pray and are taught the traditional prayers of the Church. Children are encouraged to offer up personal prayers.

- The Grace is said before all meals.

- In addition to whole school assemblies the main events of the liturgical year are celebrated by the whole school through music, drama and prayerful reflection. Children throughout the whole school contribute to these celebrations.

- At Christ Church three Eucharistic Assemblies are held every year (one per term) in the parish church. At Holy Trinity, Liturgies of the Word are held either at Holy Trinity Church or in the school playground. Parents and family members are invited to join in the celebration of these liturgies where appropriate.

RELIGIOUS SERVICES AND SPECIAL ASSEMBLIES

Autumn Term: Harvest (Glass Door), Education Sunday, Christingle, Christmas

Spring Term: Epiphany; Ash Wednesday / Lent; Holy Week and Easter

Summer Term: Ascension; Pentecost

OTHER RELIGIONS

Because of our Christian principles we are committed to ensuring that children of other faiths and none are supported in their own spiritual journey. We are committed to enabling all our children to learn about other world faiths and, where possible, include visits to the places of worship of all major world faiths. This is often undertaken with the help of practising members of that faith from within our school community so that children begin to see the many links between faiths and core beliefs. Year 1 and Year 2 are introduced to Judaism and Islam, Y3 learn about Judaism and Buddhism and Year 4 learn about Hinduism in an extended unit. Year 5 learn about Sikhism and Year 6 learn more about Buddhism. Year 6 then end the year with a project comparing all the key religions.

SERVING THE WIDER COMMUNITY

Throughout the school year the children are made aware of their responsibility to care for one another and to be actively involved in helping those less fortunate than themselves. Examples of the many activities include:

- A whole school Macmillan Coffee Morning

- Poppy Selling for Remembrance Day and a special display on the school gates

- Collecting for the Glass Door Homeless charity at Harvest (many children and adults also do the yearly sleep out in Duke of York Square). Year 6 do their own sleep out for the homeless in the summer.

- We hold an International events each year and celebrate other world events such as Chinese New Year and Diwali.

- Charities such as Red Nose Day/ Christian Aid Week / Children in Need / WWF/Christmas Jumper Day are supported by our schools and the children take

a very active part in planning for these events. Many other charities are supported with cake sales and other fundraising activities.

HOME/SCHOOL/PARISH LINKS

There is a very close relationship between parents and the school, and we are very proud of the communication channels between home and school. The weekly newsletters signpost key events for parents and there is a yearly diary for all parents so that they can plan to join in all religious and charitable events throughout the calendar if they wish.

Children regularly complete homework related to the RE teaching and the Home School Agreement for each class makes very clear the role of home and school in developing the children's spiritually.

Class teachers send a learning brief home, each week, informing parents and carers of the learning for this week and next and how they can assist their child at home.

Class meetings with parents each term highlight the teaching in each class for the term and this includes the Religious Education and spiritual teaching.

Our very close relationship with the parishes of St. Luke and Christ Church, Chelsea, and Holy Trinity with St. Saviour, Upper Chelsea, help to foster and deepen children's understanding of belonging. The Christmas Fairs held in the churches are also key events in December and are organised with children and school staff working together with clergy and parishioners.

Monitoring and review

It is the role of two named school governors with responsibility for religious education and collective worship to monitor the policy and practice of RE teaching. The governors concerned liaise with the Federation Head Teacher before reporting to the governors on religious education and collective worship.

Signed: Avis Hawkins April 2026

Name of School	Christ Church & Holy Trinity CE Primary Schools
Policy review Date	May 2026
Date of next Review	May 2028
Who reviewed this policy? Ratified by the Full Governing Body	Avis Hawkins