

SIAMS SEF

2025-2026

Growing together as children of God





Holy Trinity's Theologically Rooted Christian Vision

Mission Statement:

Growing together as children of God.

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

Our vision is rooted in theology, as explained below:

Vision	Theological roots	Bible references
Growing together as children of God	1 John 3 speaks of God, the Father's love for each one of us – his love is so great that he calls us all children of God, and gives us the right to become children of God (John 1:12). Growing together, and growing stronger, together, is frequently referred to in the bible, but is explicitly spoken of in Ephesians 4:16.	1 John 3:1-10 John 1:12 Ephesians 4:16
We want our pupils to grow in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.	Becoming the people God made us to be is a key concept in the bible. At Holy Trinity, we translate this as allowing all to achieve their potential. We enable our pupils to spend their lives doing the good things that God has prepared for them in advance to do. We are secure in the knowledge that God has good plans for each of the children he has entrusted into our care in the school.	Ephesians 2:10 Jeremiah 29:11
We work together with families, community and church to model positive	Working together with our school community is modelled on the Body of Christ, seeing the importance of every person. We believe that God has given gifts to each person, and these gifts are used to make the body of Christ stronger.	1 Corinthians 12:12-27 Ephesians 4:11-12



relationships, supporting each other and acknowledging that we are stronger when we work together.		
We are growing together as children of God , strengthening our faith, secure in the knowledge we are unique, loved and cherished.	Each child is taught that they are special, and are created uniquely by God – the one who knit us together in our mother’s womb. Children are taught that they are of such worth, that God even knows how many hairs are on their head.	Psalm 139:14-18 Matthew 10: 29-31

If there was one bible passage that summed up our Christian vision it would be the healing of the paralysed man from Matthew 9:1-8/Luke 5:17-26

- Nurture and friendship – the friends cared deeply about the paralysed man
- Relying on Jesus – the friends and the paralysed man recognised their need for Jesus
- Teaching – our collective worship centres on the life and teaching of Jesus
- Thankfulness – the paralysed man left thankful for Jesus

Inspection Conversations: Context

Context 1: Who are we?

School type: Holy Trinity is a Voluntary Aided Church of England Primary School. We are a maintained school.

Links: Holy Trinity is in the London Borough of Merton, and Southwark Diocese. We are actively involved in the Merton Trailblazer Mental Health in Schools Cluster, the Merton Church Cluster, and the Wimbledon Central Cluster – the headteacher leads each of these groups. We are involved in the Wandle Maths Hubs with a focus on maths mastery; Merton School Sports Partnership, and Merton Music Foundation. We are a lead music school in the South West London Music Hub. The school has strong links with Holy Trinity Church, St Andrew’s Church and the other church schools in Merton.

Area served: Our school serves the changing community around South Park Gardens in Wimbledon, SW19. The area has a rich diverse community with residents from a wide range of cultures and faiths. Approximately 50% of the community are White British, with 42% Christian, and a higher than average of 39% with no religion. 33% of the area are in the 20-39 age category, accounting for the high number of families in the area. 33% of the local population are families, with 45% either single, or families with no children.



	<p>The population of primary aged pupils in the area is decreasing, meaning that there are surplus school places in most schools.</p> <p>The majority of parents/carers are highly engaged in the life of the school, accounting for the very active HOTS group (PTA). Attendance at parent/teacher meetings is high, with parents keen to be involved in the educational life of their child/children.</p> <p>Size: 2 form entry school with nursery – 456 pupils when full, currently 426 pupils.</p> <p>Proportion of EAL 24.8% (107 pupils)</p> <p>Proportion of SEN 12 % (51 pupils)</p> <p>Eligible for Pupil Premium 9.4% (40 pupils)</p> <p>Awards: Gold Healthy School, School Sports Partnership Silver, Music Mark (we are a lead Music school), Gold Anti-bullying, Eco Schools (distinction)</p> <p>Attendance: Our attendance is consistently above national and Merton averages. Absence is in the lowest 20% of all schools (see IDSR)</p> <p>Leadership Structure: The school has a Headteacher, Deputy Headteacher, 3 Phase Leaders, SENDCo and a School Business Manager, who make up the Senior Leadership Team.</p> <p>Other information: We are currently graded by Ofsted as outstanding (July 2024) and SIAMS (February 2018).</p>								
<p>Context 2: What are we doing here?</p> <p><i>(This information enables inspectors to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships. This information contributes to the judgements that the inspector makes.)</i></p>	<p>Our vision is rooted in theology, as explained below:</p> <table border="1" data-bbox="533 887 2119 1125"> <thead> <tr> <th data-bbox="533 887 842 967">Vision</th> <th data-bbox="842 887 1895 967">Theological roots</th> <th data-bbox="1895 887 2119 967">Bible references</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 967 842 1125">Growing together as children of God</td> <td data-bbox="842 967 1895 1125"> <p>1 John 3 speaks of God, the Father's love for each one of us – his love is so great that he calls us all children of God, and gives us the right to become children of God (John 1:12).</p> <p>Growing together, and growing stronger, together, is frequently referred to in the bible, but is explicitly spoken of in Ephesians 4:16.</p> </td> <td data-bbox="1895 967 2119 1125"> <p>1 John 3:1-10</p> <p>John 1:12</p> <p>Ephesians 4:16</p> </td> </tr> </tbody> </table>			Vision	Theological roots	Bible references	Growing together as children of God	<p>1 John 3 speaks of God, the Father's love for each one of us – his love is so great that he calls us all children of God, and gives us the right to become children of God (John 1:12).</p> <p>Growing together, and growing stronger, together, is frequently referred to in the bible, but is explicitly spoken of in Ephesians 4:16.</p>	<p>1 John 3:1-10</p> <p>John 1:12</p> <p>Ephesians 4:16</p>
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<p>a. Considering the answers under ‘Who are we?’, what is the vision of the school and of the trust?</p> <p>b. How is the school’s vision a clearly-articulated, theologically rooted Christian vision? How is the trust’s vision resonate with this?</p> <p>b. How do the specific needs of the school community inform the theologically-rooted Christian vision? In other words, do leaders understand the school’s context, and do they know how to respond to it theologically?</p> <p>c. Why have school leaders decided to be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school?</p>	<p>We want our pupils to grow in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.</p>	<p>Becoming the people God made us to be is a key concept in the bible. At Holy Trinity, we translate this as allowing all to achieve their potential. We enable our pupils to spend their lives doing the good things that God has prepared for them in advance to do. We are secure in the knowledge that God has good plans for each of the children he has entrusted into our care in the school.</p>	<p>Ephesians 2:10 Jeremiah 29:11</p>
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	<p>We are growing together as children of God, strengthening our faith, secure in the knowledge we are unique, loved and cherished.</p>	<p>Each child is taught that they are special, and are created uniquely by God – the one who knit us together in our mother’s womb. Children are taught that they are of such worth, that God even knows how many hairs are on their head.</p>	<p>Psalms 139:14-18 Matthew 10: 29-31</p>
	<p>If there was one bible passage that summed up our Christian vision it would be the healing of the paralysed man from Matthew 9:1-8:</p> <ul style="list-style-type: none"> • Nurture and friendship – the friends cared deeply about the paralysed man • Relying on Jesus – the friends and the paralysed man recognised their need for Jesus • Teaching – our collective worship centres on the life and teaching of Jesus • Thankfulness – the paralysed man left thankful for Jesus <p>The make-up of the Governing Body is broadly representative of our school community, although governors are keen for wider male and East Asian representation. The make-up represents our church foundation, with the majority being foundation governors elected by the PCC.</p> <p>6 x Foundation/PCC representatives</p>		



<p>d. As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?</p> <p>e. How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?</p> <p>f. What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>g. How is religious education structured and organised? Why have these decisions been made?</p> <p>h. What is the relationship between the school/trust and the DBE and/or MAST? How do these</p>	<p>3 x parents 1 x staff 1 x LA 2 x SDBE 2 x Ex-Officio (Rector/Headteacher)</p> <p>Through Governor visits, receiving reports from members of SLT and through involvement in the life of the school, the governors act as critical friends, offering support and challenge. Governor meeting minutes record the challenge given by the governors.</p> <p>Collective worship is held at the start of each day, and takes priority in the timetable of the school:</p> <ul style="list-style-type: none">• Monday – the Headteacher sets the theme for the week• Tuesday – clergy follow-on with the same theme• Wednesday – the music teacher leads the whole school in Praise Worship, singing praises to God• Thursday – class worship (usually recorded by the Headteacher, or another member of staff) – this enables smaller, class-based discussions and reflection time• Friday – Celebration worship – an opportunity for the whole school to celebrate the gifts God has given to them – children are encouraged to share what they have been doing in and out of school. <p>These arrangements ensure that the bible is central to our worship. Collective worship is inclusive, invitational and inspiring, allowing the children the opportunity to develop their own spirituality, and progress on their own spiritual journey. Children are involved through planning and participating, including: lighting the candle, saying the opening liturgy, acting, singing, doing actions to worship songs, praying, playing musical instruments, or working the technology.</p> <p>Worship is planned on a termly basis, together with the clergy from the church, and headteachers/RE leads from 2 other local church schools. Themes are set for the week, which often follow the church calendar. See examples of the termly plans in the evidence folder.</p> <p>The school visits the church for Harvest, Christmas, Easter and at the end of the academic year. Termly whole-school Eucharists are held in school, with the Growing Together in Spirit team planning these with the clergy. The Growing Together in Spirit team plan the church services, with many other children being involved in reading, praying, acting, playing instruments and singing.</p> <p>The Growing Together in Spirit team monitor worship on a regular basis, as do the Governor Faith Team, who regularly attend worship.</p> <p>Religious Education is prioritised in the timetable, ensuring that each child is taught between 60-75 minutes of RE each week (up to 10% of the timetable). Each class has a weekly RE lesson, and times during the school week where they focus on a big spiritual question, recording their responses in their class Growing Big Minds book. The RE lead oversees the teaching of RE, and monitors plans, teaching, books and pupil voice, to ensure consistency of quality across the school.</p>
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relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

- i. What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

The school has adopted SDBE's new RE syllabus from Christmas 2024. Holy Trinity makes use of the wealth of resources in the local area, including different places of worship available in the surrounding area.

We were involved in piloting the new SDBE Scheme of Work and contributing feedback to the Diocese.

Relationship with SDBE

The school has close relationships with the SDBE and frequently attend CPD opportunities. The headteacher represents the Merton Cluster on the Southwark Diocesan Headteacher Association, and is the committee's secretary. She is heavily involved in planning the annual headteacher conference at Canterbury Cathedral Lodge. This close relationship with the Diocese strengthens our Christian vision, as we learn from others who share this vision. The headteacher is currently seconded to another SDBE school one day a week, to support their leadership team, and drive forward improvement. The headteacher frequently mentors other church headteachers, acts as a sounding board and offers pastoral support.

Relationship with local churches

The clergy from Holy Trinity Church visit the school each week to lead worship. Termly worship planning meetings take place, together with other local church schools, and, in the past, with clergy from other local churches. School visits church regularly for services and as part of the RE curriculum. School participates in the 'Thy Kingdom Come' event with other churches and organisations. These strong relationships help us to live out our Christian vision and to share our faith with others. Each year, a special Schools Sunday service is held at Holy Trinity Church, to celebrate education within the parish. Members of clergy from St Andrew's Church, Wimbledon, also visit the school.

Relationships with local organisations

The school has developed links with the DONS (a local charity), Evolve (Housing Charity), Faith in Action, Merton Citizens (a local listening organisation), local care homes and South Park Gardens. The school has international links with The Lunchbowl Network charity, serving orphans in Kibera, and the Good Hope Orphanage in Zimbabwe.

The 2 areas for development from the last inspection in February 2018 were:

Develop opportunities for global studies so that pupils increase their awareness and understanding of Christianity as a world-wide multi-cultural faith.

- Worship series on A-Cross the World – Easter traditions from around the world
- Worship series on A World of Difference – looking at people from history, from across the world, whose lives changed the world
- Worship series on Global Citizenship
- Barnabas workshops in Christianity as a world-wide multi-cultural faith
- Adopted SDBE RE curriculum – able to incorporate global aspects into some of the units e.g. pilgrimage- looks at global pilgrimage; monastic traditions – looks at orders from around the world



Embed the new assessment arrangements in religious education (RE) so that teachers can continue to have an accurate understanding of the progress and attainment their pupils are making.

- RE assessment is embedded in the school assessment system – staff upload attainment and progress to SIMS Assessment Manager. School can monitor the progress in RE compared with other core subjects.

Inspection Questions (IQ) : How then shall we live?

INSPECTION QUESTION (IQ)

IMPACT OF PROVISION AND SOURCES OF EVIDENCE

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

a) How is the Christian vision expressed, for example, through policies and character education/values that are faithful to the Anglican/Methodist foundation of the school?

b) What other strategies might leaders employ to ensure that the theologically rooted Christian vision is a living reality that

Our Christian Vision, *Growing together as children of God*, is intertwined in everything that we do. **Our vision is at the heart of our school**, examples of this include:

- How we care for and nurture our children through our Nurture Curriculum, Chameleon Corner, ELSA, MHST and our positive relationships with the children
- Our Belonging and Behaviour Policy has the forgiveness of Jesus at its' centre, is non-shaming, and encourages the repair of relationships
- Our Growing Together Rules come directly from our vision, and have Matthew 7:12 as their basis for living well together.
- Our Staff Appraisal process focuses on the professional growth of our staff, encouraging them to flourish
- We don't take lettings on a Sunday, so that our site team are able to have at least one day off for their Sabbath day rest
- We take pride in our building and outside areas, recognising all that God has given to us, and our stewardship of it
- How we spend our money and our stewardship of it, or who we receive money from (we would not apply for lottery funding)
- We recognise the value of all of our staff, and ensure that they are paid fairly. The governors recently agreed to support our Cleaning Company's suggestion that their staff be paid the London Living Wage.
- Prayer is central to our school through staff prayer meetings, prayer in class at lunchtime and the end of the day, opportunities to pray in worship and to pray using the creative prayer tables in class and in the communal area in the school. We encourage families to pray, and have an active Parent/Carer Prayer Group that meets regularly.
- Our policies are underpinned by theology.
- Worship themes are biblically based and presented in an inclusive, inspirational way, which gives children the invitation to reflect and apply the learning to their lives.
- Worship themes include aspects of the Anglican Church Calendar, which are celebrated in school.
- All staff model the Christian ethos, from the welcome received at the office, to the caretaker who serves sacrificially. Unconditional positive regard is at the heart of our school.
- The school celebrates the uniqueness of each child, part of our vision, through Celebration Worship, everyday actions, specific days/weeks e.g. Diversity Day
- We value the contributions of our pupils and encourage them to be involved in the life of the school through different pupil leadership groups, which include: House Captains, PE Ambassadors, Reading Ambassadors, Language Ambassadors, Music Ambassadors, Eco



enables pupils and adults to flourish?

- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

Warriors, Junior Leadership Team, Office Aides, Digital Leads and the Growing Together in Spirit Team. These groups enable to children to flourish as leaders in the school community.

- 100% of parents in the survey said that their child feels safe at school
- Our children achieve well (**see outcomes** below) as a result of carefully targeted interventions as required
- Our school received a letter from the Secretary of State for Education (January 2026) commending us for the progress our disadvantaged pupils make, placing us among the very best nationally.
- Staff turn-over is low, with staff quoting that the Christian family environment is what keeps them at the school

Evidence from staff, pupil and parent surveys – “The Christian ethos is weaved into everything they do” (Parent Survey). “Christian values are modelled for the children in the school community.” (Parent Survey).

Parent feedback is frequently received which expresses positively the Christian ethos and values seen at the school.

Feedback is received from ex-pupils and secondary schools – “We know when a pupil has attended Holy Trinity.” Several of our pupils have gone on to have positions of leadership in their secondary schools.

Feedback from a prospective parent – “What great ambassadors the Year Six pupils were to the school throughout the Open Day. They were confident, polite and enthusiastic, and gave a wonderful impression of the school community- a real credit to both the staff and their families!”

Our regular supply agency commented that his supply staff always comment about the ethos of our school, and frequently ask to return to our school to teach.

In 2023-2024 and 2024-2025 our school was awarded the most **REFspect awards** – these are voted for by other schools and are awarded to the school showing the best sportsmanship and kindness during the competitions.

OUTCOMES 2024-2025

EYFS

80% of children have achieved a Good Level of Development (67.2% National)

	Communication and Language	PSED	Physical Development	Literacy	Maths
Holy Trinity	93.3	91.7	90.0	83.3	86.7
National	82.2	88.4	86.0	69.9	78.6

Phonics Check



93% (37.5/40 Average Point Score) of Year 1 children achieved the phonics threshold (90% in 2023-2024)
70% (30.6 Average Point Score) of Year 2 children who re-took/took for the first time achieved the threshold.

KS2

Subject	Grammar, Punctuation and Spelling	Reading	Writing	Maths	RWM	Science
Holy Trinity						
Expected	87.5	89.5	79.2	87.5	75	85.4
Greater Depth	45.8	54	20.8	43.7	20.4	N/A
Average Scaled Score	108	108	N/A	107.8	N/A	N/A

Data above is unvalidated and excludes 5/6 children who will be able to be disapplied.

KS2 Progress data from end of KS1

There is no progress data for 2024-2025, as this cohort did not undertake end of KS1 assessments due to COVID.

Results for children at Holy Trinity for their entire primary school experience are as follows:

Subject	% achieving ARE
Grammar, punctuation and spelling	91%
Reading	91%
Writing	79%
Maths	88%
Science	94%



<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p> <p>a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?</p> <p>b) How is spiritual development an intrinsic part of the curriculum?</p> <p>c) How do leaders know that the curriculum is having the intended effect for pupils?</p> <p>d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?</p> <p>e) How does being part of the trust enhance the school's curriculum?</p>	<p>Our Christian vision (<i>Growing together as children of God</i>) is at the core of our curriculum intent statement below:</p> <p>Psalm 32:8 says 'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.' Our vision empowers and inspires the community we serve to be the best person they can be, both academically and pastorally. We accomplish this through our unwavering Christian ethos of Growing Together as Children of God, which permeates all we do, as we value and celebrate every member of our school community regardless of age, gender, ethnicity or faith.</p> <p>All children learn best when they feel safe, valued and successful. We have designed our language rich curriculum to meet the needs and aspirations of our children considering their social, economic, and cultural background. Although the range of backgrounds may be less significant than other London schools, we are committed to ensuring that learning opportunities provided are accessible, purposeful and inspiring for all learners. We actively encourage the children to connect to the past, different cultures, our community and the wider world while ensuring they are well prepared for life in modern Britain.</p> <p>A primary focus of Holy Trinity's curriculum is to foster a lifelong love of learning; create a sense of personal pride in achievement through a growth mindset; develop proactive thinkers; create resilient and independent learners and ultimately to help every child find their strengths and interests. Our curriculum promotes high quality teaching and learning experiences which are carefully designed in small steps to ensure coverage and progression. Engaging visits and visitors are chosen to enhance the curriculum and create a sense of 'awe and wonder' about the subjects and topics. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review where impact and outcomes for all children are always central.</p> <p>Holy Trinity provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential. Those who are most able are challenged and encouraged to expand their skills and knowledge through varied curriculum opportunities. These opportunities are based on Bloom's Taxonomy and ask the children to use the higher order skills of analysing, evaluating and creating. Those who find learning more difficult are provided with scaffolded opportunities and given targeted support to embed skills; to develop at their own pace and to learn in a style that best suits their individual needs. We are passionate about the concept of 'interrupting the forgetting'; regularly revising previous knowledge and practising skills so that all children can embed these and build on them.</p> <p>As a Church school RE has a high profile within our curriculum; core concepts and questions are explored and we provide opportunities for our learners to make links between the beliefs and practices of a range of faiths. Our pupils are inspired by the subject, are keen to develop a range of higher level skills and we find many of our pupils use their own time to foster the skill of reflection and use it to deepen their understanding of religion.</p> <p>In recognising the development of the whole child, the pastoral support given to children so they can access the curriculum is strong. Supporting children's emotional and mental well-being sits at the heart of our school; programmes such as ELSA, Lego Therapy, Lighthouse and Chameleon Corner allow vulnerable children to access their learning and curriculum entitlement.</p>
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We recognise the place testing has in the education system, both statutory and school entrance testing, and we believe that by designing a **broad, challenging and forward thinking curriculum** that focuses on deepening knowledge it is not necessary to 'teach to the test' or put testing over teaching. We believe that consistently providing **high-quality learning opportunities** we are **developing confident and skilled pupils** who are able to apply their learning in a range of situations.

Physical health has a high profile at Holy Trinity as physical activity ultimately impacts other areas of learning. Pupils are introduced to a huge variety of activities to promote physical health and wellbeing and a wide range of clubs gives learners an opportunity to access a wide variety of activities after school hours and during lunch times. Traditional sports such as netball and football are complimented by running, athletics, tag rugby, street-dance and swimming sessions. There is an emphasis on both competitive and inclusive sport at Holy Trinity, teaching children the importance of participation and sportsmanship and giving all the opportunity to take part.

Enjoyment of the curriculum promotes achievement, confidence and excellent behaviour where children feel safe to explore and try out new experiences, and in doing so they discover their **unique potential given to them by God. We want every child to flourish and to live life in all its fullness (John 10:10).**

At the heart of the curriculum is the desire to see all **children flourish and achieve their potential**. This is borne out in comprehensive pupil progress meetings which discuss the needs of every child, as individuals, working out the best way for each child to make as much progress as possible. This may be through interventions, FAB folders (sent home), extra challenge, 1:1 support or small group support.

Our curriculum encourages questioning, allows for times of reflection and celebrates the good mistakes that we all make, which act as a learning point.

The school values a curriculum for the whole child. While I want my child to be successful academically, being kind, polite, thoughtful as that will help him find his place in the world. (Parent/Carer Survey)

We **work together** with our families, recognizing that we are stronger when we work together, and that the children make better progress when we work together. Parental engagement is seen through regular, very well-attended, *Share My Learning* sessions (before school sessions where children share what they have learnt with their parents/carers, and proudly show them their work), workshops, comprehensive support on our Learning Platform, parent/teacher meetings, Year group emails, class representatives, volunteer readers and weekly Bulletins.

Holy Trinity offers a **rich extra-curricular program** through before, lunchtime and after school clubs. These are varied and include sports, art, orchestra, choir, drama, dance, chess, cookery and karate. Take up of these clubs is excellent, with over 263 children involved, excluding the large KS2 choir. Children eligible for Pupil Premium receive priority booking and a free club each term. Children with a SEND or who are EAL are actively involved in the clubs too.

Holy Trinity has a **strong music tradition**. Our school has been selected as a Lead Music School in South West London. We value the skills and gifts of all of our pupils, and staff. Our music teacher runs an orchestra after school, and some of the money raised through this is then used to



fund individual music lessons for children who might not be able to afford them. This has proved very successful, and has enabled all to flourish musically.

Holy Trinity takes advantage of being in London, with a rich program of visits and visitors (see one-page summary).

Year 4 enjoy 3 days at PGL, and Year 6 spend a week in France. Children are not prevented from coming due to financial reasons.

Spiritual Development is a crucial aspect of our curriculum. We define Spirituality as:

At Holy Trinity, spirituality is understood as:

- Developing awareness of God's presence and love.
- Exploring questions of meaning, purpose and truth.
- Reflecting on self, others and the created world with awe and wonder.
- Recognising and valuing difference, diversity and community.
- Living out Christian values in daily life.

In simplistic terms:

- We feel it
- We think it
- We live it

The following Spirituality Lenses link to our RE teaching:

- Thinking (We think it)

We will evaluate and reflect on the beliefs and practices studied, challenge and be challenged by ideas, and connect these to our own experiences and worldview. We will have opportunities to wonder about life's wows (the things that are amazing).

- Believing (We feel it)

We will identify and make sense of Christian and other religious or non-religious beliefs, understand how these are expressed and interpreted, and develop skills of interpretation. We will be given opportunities to reflect on our experiences, look inward and consider big questions of life.

- Living (We live it)

We will examine how beliefs are put into practice in daily life, within communities and in the wider world, and consider our own response in action and behaviour. We will put into action what we believe and value.



Spiritual Development for our pupils, staff and families is seen throughout the life of the school, including:

- Worshipping together as a community, either at school or at church
- Sharing the Eucharist on a termly basis
- Offering spaces for the children to reflect or pray in each classroom, but also in the welcome area
- Recognising the uniqueness of each individual child and allowing them to be who God has made them to be
- Making the most of the opportunities we have in Wimbledon to visit places of Worship (Wimbledon Synagogue, Hindu Temple, Buddhist Temple, Holy Trinity Church).
- Enjoying God's creation, in our lovely Quiet Garden, South Park Gardens or places like Wisley and Kew Gardens.
- Valuing the arts and offering opportunities for children to share their talents in art, music or drama.
- Serving others through our pupil leadership teams and work with local charities
- Strong relationships are modelled, we aim to develop relationships with parents, the headteacher is on the gate morning and evening to develop relationships, she has an Open Door Policy and staff emails are shared with parents
- Through the curriculum:

English

- ✓ Through stories, fables, folktales and poetry, pupils encounter characters facing moral dilemmas, ethical choices and moments of self-discovery, allowing them to reflect on their own values and beliefs. Literature provides a medium for exploring diverse perspectives, fostering empathy and encouraging a sense of connection with the human experience.
- ✓ Through creative writing, exploring genres and storytelling, our children have the opportunity to articulate their thoughts, emotions and spiritual experiences.

Maths

- ✓ Spirituality can be discovered through the mathematics as our children engage in logical reasoning, problem-solving, and the exploration of abstract concepts
- ✓ The process of tackling mathematical challenges encourages resilience, patience, and a growth mindset, all of which are valuable aspects of spiritual development

History

- ✓ Spirituality is woven into the teaching of history as our children embark on a journey through the rich tapestry of human experiences. History lessons provide a platform for exploring diverse cultures, traditions and belief systems, enabling our children to develop an understanding of the spiritual dimensions that have shaped societies throughout

Geography



- ✓ Spirituality is subtly intertwined with geography as our children explore the diverse landscapes, cultures and connections that shape the world
- ✓ Geography lessons offer a unique lens through which our children can appreciate the beauty and complexity of the Earth, fostering a sense of wonder and reverence for the natural world
- Science**
- ✓ Spirituality can be observed in science lessons as our children embark on a journey of exploration and curiosity about the natural world
- ✓ Science provides a space for young minds to marvel at the wonders of the universe, fostering a sense of awe and reverence for the intricacies of life
- Computing**
- ✓ Spirituality can manifest through Computing as our pupils engage in the exploration of technology with a mindful and reflective approach. Through activities such as coding, digital storytelling, interactive simulations and creating videos, our children can express their imaginative and spiritual dimensions
- ✓ Computing lessons may encourage contemplation on the ethical use of technology, fostering a sense of responsibility and mindfulness in the digital realm
- Art, Design and Technology**
- ✓ Spirituality is often perceived through the lens of art, as our children explore their inner selves and connect with the world around them. Art provides a unique platform for our children to express their emotions, thoughts and spiritual experiences in a creative and imaginative manner
- ✓ Through various artistic mediums such as drawing, painting and crafting, our children can explore themes of self-discovery, empathy and a sense of wonder
- ✓ Spirituality can be discovered through Design and Technology (DT) as our pupils engage in hands-on, creative projects that encourage a connection between their inner selves and the tangible world. DT provides a unique avenue for our learners to express their spirituality by designing and constructing objects that hold personal meaning or significance
- PSHE**
- ✓ Spirituality is promoted through Personal, Social, Health, and Economic (PSHE) studies by fostering self-awareness, empathy, ethical understanding, and a sense of purpose among children.
- ✓ Personal development activities encourage self-reflection and the exploration of values and beliefs, deepening their spiritual self-awareness
- Sport/PE**
- ✓ Spirituality is embodied through Physical Education (PE) as our children engage in activities that promote holistic well-being and a connection between mind and body.



	<ul style="list-style-type: none"> ✓ PE provides a space for our children to explore their physical capabilities, fostering an appreciation for the harmony between the body, mind and spirit. ✓ Through exercises, sports and mindful activities, students can experience a sense of presence, discipline and teamwork, contributing to their spiritual development. <p>Music</p> <ul style="list-style-type: none"> ✓ Spirituality is developed through music as our children engage in creative expression and emotional connection. ✓ Through musical exploration, children have the opportunity to tap into their inner-selves, expressing feelings, aspirations and a sense of wonder. ✓ Whether through singing, playing instruments, or listening to diverse musical genres, our children develop a unique avenue for self-discovery and emotional intelligence. ✓ Music fosters a communal spirit as our children collaborate in ensembles or share their musical talents, instilling a sense of unity <p>French</p> <ul style="list-style-type: none"> ✓ Spirituality is subtly interwoven into Modern Foreign Language (MFL) as our children embark on a linguistic and cultural exploration. ✓ Learning a new language fosters an appreciation for diversity, fostering a sense of connection with people from different cultures and backgrounds. ✓ Through the study of language, our children gain insights into different worldviews, beliefs and expressions, nurturing a broad-minded understanding of the human experience
<p>IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?</p> <p>a. How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship</p>	<p>Collective Worship is timetabled at the start of every day, and is integral to us living and working together.</p> <p>Our worship program is planned together with the clergy and headteachers/RE leads of 2 other church schools. Working together, and learning from each other, is a key aspect of our vision. Worship is linked to the Anglican church calendar, following the Christian festivals.</p> <p>Our Collective Worship offers opportunities for both corporate and personal worship. There is a set pattern/rhythm to worship each day, with a combination of whole school and class worship. Children are actively involved in worship through reading, praying, singing, lighting candle and saying opening liturgy, acting or serving. Our Worship table is dressed to reflect the Anglican Church Calendar.</p> <p>The pattern for the week is as follows:</p> <ul style="list-style-type: none"> • Monday – the Headteacher sets the theme for the week • Tuesday – clergy follow-on with the same theme • Wednesday – the music teacher leads the whole school in Praise Worship, singing praises to God • Thursday – class worship (usually recorded by the Headteacher, or another member of staff) – this enables smaller, class-based discussions and reflection time



and spirituality in the school?

- b. How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c. In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d. In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development?
- e. How does the trust contribute to and enhance the school's worship and spiritual life?

- Friday – Celebration worship – an opportunity for the whole school to celebrate the achievements of each other – children are encouraged to share what they have been doing in and out of school.

Examples of recent themes have included:

- Dr Luke – a look through the Gospel of Luke
- Questions for God – children wrote questions to God, using the communal prayer space, which were then 'answered' in worship
- People who saw the risen Christ – learning from those who saw Jesus when he had been raised from the dead
- Purposeful Prayer – looking at different prayers in the bible
- A-cross the world – a series for Lent focusing on different crosses from around the world
- Amazing Agents of God from the Old Testament – learning from people in the OT

Termly Eucharist services held in school – children from the Growing Together in Spirit Team plan these with the clergy and participate in readings, prayers, serving and saying liturgy.

The headteacher **coordinates** the Merton church cluster, and represents the cluster on the Southwark Diocesan Headteacher's Association at the Diocese. The headteacher is the secretary to this committee. The headteacher liaises closely with other church heads from Merton and around the Diocese to plan the annual conference and acts as a sounding board for SDBE policies and documents.

The school has **strong partnerships** with Holy Trinity Church, and Priory C of E School (which shares the same church). We have partnered in the Thy Kingdom Come Event (leading up to Pentecost), Lent reflections, worship planning and Schools Sunday service (joint choir).

The **Growing Together in Spirit Team plan and organise** our church services (Harvest, Easter, Eucharists) together with the clergy from our church. Other children plan and participate in the Carol Services (all of KS2) and the Leaver's service (mainly Year 6).

Time and resources are invested in ensuring the worship is inspirational. A period of reflection is always held to ensure children have the opportunity to apply the learning to their own life, regardless of their own faith.

Celebration worship – all are invited to share with the rest of the school in order to celebrate together.

Children are **eager to participate** actively in worship.

Worship Songs are relevant to the children and encourage participation through voice and actions. Some of the songs have been written by our music teacher (including the Holy Trinity Growing Together song).

The **GTIS team monitor the impact of worship** and the **use of the prayer tables** in classrooms.



	<p>Prayer spaces are available in the main school entrance, and classrooms, and are readily accessible to members of the school community. The Communal prayer table is actively used and provides opportunities for children to write prayers – the Parent Prayer Group pray these prayers on behalf of the children.</p>
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <p>a. How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> <p>b. How do school policies and practice create a culture in which people's wellbeing is enhanced?</p> <p>c. How is enabling good mental health for all central to the school's work?</p> <p>d. As a result of the theologically rooted</p>	<p>At the heart of our school is the nurturing, inclusive ethos. See results from staff, parent and pupil surveys as evidence of this. We are proud of our inclusive strategies that enable all children to feel loved, valued and unique in our school. We re-wrote our Behaviour Policy to become our Belonging and Behaviour Policy, as we recognized that unless a child or adult feels they belong, then they will not flourish.</p> <p>Attendance is good, with our attendance data being well above Merton and National, showing that children are happy to come to school, and education is prioritized.</p> <p>Our increasingly diverse school community (see map in school entrance) adds joy and richness to our community. We have invested in training to ensure we are meeting the needs of our diverse community. The Headteacher and Deputy completed 18 months of Racial Leadership training; our curriculum was scrutinized by The Black Curriculum; from Spring 2026 the school is embarking on Hemisphere training in Racial Literacy. Representation on our Governing Body is increasingly diverse.</p> <p>One way that we demonstrate how important belonging is, is through our Pupil leadership roles. Children are voted for these positions by their peers. Children proudly wear their badges to show how they serve the school community.</p> <p>Inclusion is at the heart of our sports program, with the PE Lead and Coach actively choosing competitions which meet the varying needs of our school community. We invest in staff time and resources to attend the Inclusive events run by Merton School Sports Partnership, including Multi-skills and Kurling. Resources are invested into training these sports teams via before school coaching sessions. Every Year 5/6 child, who wanted to represent the school in a sport competition/event, has done so.</p> <p>Our parent community is welcoming to all new families. The Class Rep system ensures that any new families are plugged into the support networks on offer. New families are welcomed and introduced to other families. Our parent community are fully engaged in the life of the school with nearly 100% attendance at parent/teacher meetings. The active PTA (HOTS) raises significant sums of money to support extra-curricular aspects of the school, and paying for enrichment equipment in the school grounds. They have recently funded the new Quiet Garden. Not only do they fundraise, but they organize community events e.g. Christmas Carols and Cheer, open to the whole community.</p> <p>Wellbeing is at the heart of our school – see one-page summary of Mental Health and Wellbeing aspects/support in our school.</p> <p>The Headteacher chairs the Merton Mental in Schools Cluster and works with 15 other local schools to promote wellbeing services. She represents the cluster in the wider Cluster Heads group from South West London. One of our SLT members has completed the Senior Mental Health First Aider training.</p>



<p>Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e. How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	<p>Our Governors made the decision to go with the more expensive absence insurance due to the benefits for staff. These benefits include free counselling, 24 hour GP, physiotherapy and menopause support. Staff have reported how useful these benefits have been to their wellbeing. The school offers free healthcare checks for all of its staff.</p> <p>Cycle parking is available for staff, who are encouraged to walk, cycle or use public transport to get to school.</p> <p>Our lettings policy is closely linked to our vision, and only lettings which align with our vision are allowed to rent out our school building.</p> <p>School events have a set end time, so that our neighbours are not disturbed late at night.</p> <p>We believe that Sunday should be a day of rest for our staff, so we have taken the decision not to allow bookings on a Sunday, so that our site team can rest.</p> <p>Children, Families and Community Committee of the FGB has mental wellbeing at the heart of their objectives. Wellbeing of staff, pupils and families is a standing item on their agenda.</p> <p>SLT and the governors conduct annual surveys for staff and pupils on wellbeing. SLT look at the results and put plans in action.</p> <p>The wellbeing of children is of prime importance, as evidenced in our nurture provision, including:</p> <ul style="list-style-type: none"> • Lighthouse – nurture provision for invited pupils • Chameleon Corner – daily lunch club • Playground Buddy system – Year 6 children are World Friendship Ambassadors supporting lunchtime play • Flowchart of who children can go to if they need to talk to someone. • Headteacher office door always open for staff, parents and pupils. • Belonging and Behaviour Policy – focused on non-shaming of children, reflection, apologies and repairing of relationships following a Restorative approach. <p>We believe in creativity and an appreciation of God’s creation – our Wild Garden has recently been redesigned, to allow children space to enjoy God’s creation. Our Quiet Garden offers children a quieter space to sit and reflect, or chat to friends – this is an area which we would like to further develop as a prayer space</p>
<p>IQ5 How does the school’s theologically rooted Christian vision create an active</p>	<p>Our Pupil Leadership Groups, where children serve their school community, often act as our agent for creating an active culture of justice and responsibility. Children take their roles responsibly, and serve the school in many ways, including:</p> <ul style="list-style-type: none"> • House Captains organise the whole school Lent Appeal, including the Mini-Market. Children, in groups, plan their own stalls, raising money for charities chosen by the House Captains. • Year 6 act as school ambassadors showing visitors around the school



<p>culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	<ul style="list-style-type: none">• Junior Leadership Team wrote their own Diversity Charter and shared this with the school• Junior Leadership Team planned and implemented a shoebox appeal for the local hospital, delivering boxes of gifts to those who would be in hospital for Christmas• Growing Together in Spirit team have made blankets out of crisp packets for the homeless• Growing Together in Spirit team are making hygiene packs for the homeless in conjunction with Faith in Action• Growing Together in Spirit team organise monthly collections for the local foodbank with the DONS charity• Eco-Warriors encourage the school to adopt green policies. Agreed that there should be 2 days a week when there are only vegetarian/vegan options for lunch. Agreed not to have crackers at Christmas due to the impact on the environment. Researched a company that would collect used pens to be recycled.• Eco-Warriors have developed our Climate Action Plan – we have been awarded the Green flag (with distinction) in recognition of their work• World Friendship Ambassadors act as buddies at play times, and encourage respect amongst the school community• Junior Leadership Team urge pupils to write to the local MP about issues in the local community• Two pupils wrote to the MP to campaign against the closure of the Wimbledon Police Station• Pupils take it upon themselves to organize litter picks in the local park <p>In addition to the above, the school has teamed up with Evolve, a local homeless charity, to raise awareness of homelessness in our Borough. In January 2026, Evolve are coming to school to share more information about a joint project.</p> <p>Our school was part of the Merton Citizens group who wrote the Mental Health Charter for schools and colleges, a precursor to the Mental Health Support Team</p> <p>Themed weeks, organized by different subject leaders, have celebrated our diverse school. Examples include our Reading week celebrating different hair styles; our Art week that explored artists with disabilities, and our LEANS week, where we learnt about different ways our brains work. Both children and staff shared their experiences in a powerful way.</p>
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IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

- a. How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?
- b. How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- c. How do school and trust leaders ensure that religious education is well-resourced, and

Our **RE leader** has dedicated time to monitor planning, talk to pupils and look at their learning. Feedback is given to teachers to ensure areas for development are addressed. CPD for the RE lead is a priority. She attends the RE Leader meetings at the Diocese, and has undertaken an NPQ in Leading Teaching, with an emphasis on RE. This has specifically impacted her view on the transfer of pupil data/information from one class to the next, and how sometimes this can be biased. The headteacher has a degree in Theology, and offers support and encouragement to the RE leader. The RE leader is a member of the Governor Faith Team and gives feedback to governors about the quality of RE education. Members of the children's GTIS team attend some Faith Team meetings to share their feedback.

In 2024-2025, we started following the new **SDBE Syllabus**, having used the previous curriculum effectively. The RE lead delivered staff training on the new syllabus, and outlined the new focus on the 3 different lenses of believing, thinking and living.

RE assessment data is logged on the school data system and is compared with other core subjects. Currently, the school is using a 'best fit' model, encompassing all of the lenses, but the RE lead is working with RE leads from 2 other local church schools, to work on an assessment document to support teachers in their assessment of RE. This document will help teachers to know what 'at expected' and 'greater depth' looks like in RE.

We teach the required amount of RE, as stated in the **Statement of Entitlement**. We teach 1 hour of RE in KS1/EYFS and 1hr 10 min in KS2. We have introduced a '**growing big minds**' book which is an extra 15 minutes of RE per week. In addition to weekly lessons, and Growing Big Minds time, we often have RE days/sessions throughout the year.

Two-thirds of the syllabus is Christianity – we follow the curriculum plan set out by the diocese (one slight change being journey of life and death moved to year 6) with one-third learning about other world faith or belief systems.

Other world religions or belief systems are taught with respect and give an opportunity for children who follow these religions to share from their own lived experiences.

RE lessons offer time for reflection, allowing children the opportunity to develop their own spirituality and really think how the teaching applies to their lives.

To enhance our RE curriculum, many year groups visit different **places of worship**, or invite speakers in. We have visited the: Buddhist Temple; Hindu Temple; Synagogue; Mosque and our Parish Church. Year 6 have invited the Bishop of Kingston in to talk about the role of the Bishop.

To support teachers, the RE lead has led teacher professional development meetings. The RE lead has supported with the planning of the new syllabus.

The RE leader writes an **action plan** each year which highlights the priorities in RE. Linked to this is a budget. **RE resourcing** is prioritised to ensure that teachers have sufficient, high-quality, resources for teaching RE.



<p>that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	<p>The RE Lead attends all RE Network meetings organized by Southwark Diocesan Board of Education.</p> <p>As part of our Spiritual development, we have introduced Big Spiritual Questions (Growing Big Minds), which children discuss in class, and record their thoughts and responses in the class Growing Big Minds book. This allows for discussions between pupils, celebrating and recognizing different religions.</p>
<p>IQ7 What is the quality of religious education?</p> <p>a. What is the quality of teaching?</p> <p>b. How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?</p> <p>c. How does assessment inform teaching and learning?</p>	<p>Holy Trinity has adopted the new SDBE RE Syllabus (see units in curriculum map below), and by January 2026, will have completed one year of the syllabus.</p>



Subject Curriculum Map 2025-26

Subject: RE	Leader: Ellie Panners	Date: September 2025/26
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	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2	
Reception	Who Am I and where do I belong? Creation (God)	Why is Christmas special for Christians? Incarnation		What can we learn from the stories of Jesus? Salvation	What is in an Easter garden? Salvation		What makes something special? Incarnation	What makes our world wonderful and how should we care for it? Creation (God)	
Year 1	Why did Jesus tell stories? Gospel	What is in our school's name? Incarnation	Who is who in the Nativity? Incarnation	Why do Jewish people celebrate the gift of Shabbat? Judaism	Who are our Christian neighbours? God	Is Easter the most important festival for Christians? Salvation	How Does Belonging to a synagogue Help a Jewish Person in Their Faith? Judaism	What teaches people to look after the world? Creation	
Year 2	Why do Christians make and try to keep promises before God? Gospel	What can we learn from the story of Noah? Creation	What does the 'Light of the World' mean for Christians? Incarnation	What does it mean to be a Muslim?	Why are women so important in the Bible? Gospel	Do Easter symbols help us to understand Easter? Salvation	What helps Muslims live a faithful life?	How is prayer important? God	
Year 3	What is the story? God	Why do we remember? Gospel	What is the most important message of Christmas? Incarnation/God	What does it mean to be a Hindu in Britain today?	What kind of world does God want? Creation/Fall	How is each person vital to the Easter narrative? Salvation	Why should Hindus live a good life?	Words and Actions - Which is most important?	
Year 4	What makes an Old Testament hero? People of God	Non-religious world views	What does the journey through Advent mean? Incarnation/God	What do Sikhs believe?	What would Jesus do? Gospel	How does Holy Communion build a Christian community? Salvation	What do Sikhs value?	How does faith guide people to try and make the world a fairer place? Kingdom of God	
Year 5	Who are the 'fearless women of faith'? Kingdom of God	<i>Unit on Anti-Racist RE</i> How can people of faith serve God and bring freedom and justice to others? Incarnation		How does art convey Christmas to all people? Incarnation	What does it mean to be a Buddhist?	How did the Church begin? People of God	How do Christian communities live out the Easter story? Salvation	What is the Buddhist way of life?	What does it mean to live a good life? Gospel
Year 6	How has the Christian Message survived? People of God	Understanding faith	How do art and the media convey Christmas to all people? Incarnation	How do Muslims show commitment to Allah?	What is wisdom? Wisdom	Why do Christians call 'Good Friday' good? Salvation	How Does The Torah Help Jewish People To Understand What Being Jewish Means? Judaism	What does faith and belief teach about the journey of life and death? Salvation	

The RE curriculum has clear progression through the 3 different lenses Believing, Thinking and Living. The following table outlines the expectations at the end of each key stage.



	EYFS (ELGs)	KS1	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> ✦ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ✦ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ✦ Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts. 	<ul style="list-style-type: none"> ✦ Talk simply about core beliefs and concepts and what they mean. ✦ Use appropriate RE-specific vocabulary when they talk. ✦ Remember and retell religious, moral and spiritual stories. ✦ Identify how stories and symbols show what people believe. ✦ Identify similarities in features of religion and belief. ✦ Identify how religion and belief is expressed in different ways for different people. 	<ul style="list-style-type: none"> ✦ Describe and suggest meanings for the symbols and other forms of expression of people of faith or belief, using RE-specific vocabulary and giving reasons for their ideas. ✦ Make links between religious concepts, texts, stories, beliefs and practices, (believing, belonging and living.) ✦ Identify similarities and differences between theological concepts, religions and beliefs, giving examples from their learning. 	<ul style="list-style-type: none"> ✦ Express their understanding of religious concepts in theological terms. ✦ Suggest meanings for a range of forms of expression, using RE-specific vocabulary. ✦ Drawing on key texts, sources and concepts, explore, gather, organise, explain and express ideas about religion, belief and worldviews in a range of words and styles. ✦ Using a wide religious vocabulary, suggest some ways in which different people in different religions and within the same religion might interpret and express texts / sources and beliefs and show how they are connected to believers' lives.
	<ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ● Make comments about what they have heard and ask questions to clarify their understanding. ● Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> ● Talk about some things in stories that lead people to ask questions. ● Ask thoughtful questions and talk about their own and others' ideas, feelings, values and experiences, showing respect. ● Give a simple reason for a view that they have. ● Respond with thoughts and answers to questions about e.g. right / wrong; good / bad; real / true. ● Respond sensitively and imaginatively to questions about being human and their own place in the world. ● Recognise that some questions in life are difficult to answer. 	<ul style="list-style-type: none"> ● Compare and reflect deeply on their own ideas, feelings and influences with those of others. ● Give reasons for views, beliefs and actions, especially in relation to their own developing worldview. ● Ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning. ● Make links between what they and other people think about what is important in life, values, God, being human and how to live. 	<ul style="list-style-type: none"> ● Explain why people belong to religions and beliefs. ● Ask and answer questions and present clearly their own views on religious and belief matters, whilst respectfully considering others' viewpoints, recognising that others might think differently. ● Reflect on different worldviews about the meaning and purpose of life, drawing upon the search for truth and their own and others' lives. ● Suggest what might happen because of their own and others' thinking, views or actions, drawing on examples from their learning about faith and beliefs. ● Reflect on and explain how sources of inspiration and influence make a difference to themselves and others, relating these to their own and others' lives. ● Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview. ● Reflect on the meaning and purpose of life, making connections with what and who have inspired and influenced themselves and others, including faith and belief.



<ul style="list-style-type: none"> ✦ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ✦ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ✦ Show sensitivity to their own and to others' needs. ✦ Talk about the lives of the people around them and their roles in society. ✦ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ✦ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts. ✦ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> ✦ Talk about different communities of people. ✦ Give a reason why something may be of value to themselves and / or others, recognising different viewpoints. ✦ Give examples of how people put their beliefs into practice in the home, in places of worship and in living their lives. 	<ul style="list-style-type: none"> ✦ Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience. ✦ Identify and reflect deeply upon the impact of values, beliefs and religious practices relating it to their and other people's lives – individually or as a community, - e.g. how people worship; how they live out their faith / belief; etc. 	<ul style="list-style-type: none"> ✦ Explore and explain the impact of diversity within their own and the national and global community. ✦ Identify and reflect deeply upon connections between questions, beliefs, values, practices and ways of life, explaining their importance to themselves and different communities. ✦ Investigate and describe, using RE-specific vocabulary, similarities and differences in lived experience. ✦ Describe in depth the impact of beliefs, practices and faith upon different people.
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RE Assessment

Prior to 2025, two different aspects of RE were assessed – AT1 (learning about religion and belief) and AT2 (learning from religion and belief). In the new SDBE syllabus, 3 lenses will be assessed: Believing, Thinking and Living. An overall, best-fit approach will be recorded at the end of each term. The RE Lead is working with 2 other Church of England schools to develop an assessment support pack, to enable teachers to accurately assess RE.

We have moderated our RE with other schools in our cluster.

As in all of our subjects, teachers use assessment to inform their planning.

RE Data from 2024-2025

Year Group	Attainment	Progress
1	12% above expected 93% at expected/+	Not measured as children were in Reception previous year
2	0% above expected	9% above expected



	88% at expected/+	80% at expected
3	25% above expected 82% at expected/+	26% above expected 85% at expected
4	23% above expected 89% at expected/+	13% above expected 85% at expected
5	15% above expected 85% at expected/+	57% above expected 100% at expected
6	20% above expected 82% at expected/+	15% above expected 89% at expected

RE Data from Autumn 2025

Year Group	Attainment	Progress
1	0% above expected 86% at expected/+	Not measured as children were in Reception previous year
2	7% above expected 95% at expected/+	9% above expected 91% at expected
3	0% above expected 79% at expected/+	0% above expected 93% at expected
4	27% above expected 73% at expected/+	6% above expected 94% at expected
5	14% above expected 76% at expected/+	2% above expected 70% at expected



	6	16% above expected 87% at expected/+	16% above expected 93% at expected
	RE data shows that generally the children make good progress in RE as a result of quality first teaching. Where progress is not as expected, the team endeavour to identify the reasons for this, and make adjustments in planning.		

