



**Gippeswyk Community
Educational Trust**

ACHIEVING SUCCESS TOGETHER

This Statement has been adopted and approved by Gippeswyk Community Educational Trust and is to be used by all members of the Trust.

RELIGIOUS EDUCATION TRUST STATEMENT	
Approved by GCET	25.3.20
Date of next Review	Spring Term 2021-2022 (<i>Two yearly – odd years</i>)
Responsible Officer	Head of MAT Standards – Mr D East
Policy Number	TS2

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs, the self and nature of reality, issues of right and wrong and what it means to be human. It can develop students' knowledge and understanding of Christianity and other principal religions, other religious traditions and world views that offer answers to questions such as these.

In all academies within GCET, the school community must provide a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The Principal in each academy must ensure all staff promote an ethos of respect for each other, challenge stereotypes and build an understanding of other cultures and beliefs. This will contribute to a positive and inclusive academy ethos that champions democratic values and human rights.

In summary, religious education for children and young people across the Trust should:

- a) provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- b) encourage students to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethos; and to express their responses.
- c) enable students to build their sense of identify and belonging which helps them flourish within their communities and as citizens in a diverse society.
- d) teach students to develop respect for others, including people with different truths and beliefs, and help to challenge prejudice.
- e) prompt students to consider their responsibilities to themselves and to others and to explore how they might contribute to their communities and to wider society.