



Bishop Chavasse CE Primary School

Policy Statement for Religious Education

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 3 Policy against the Trust Governance Plan.

Review Body: LGB

Approved: May 2024

Written: March 2024

Next review: March 2027

Review Period: 3 years

Policy Statement for Religious Education

1 Introduction

At Bishop Chavasse CE Primary School, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views.

As a Church of England school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Diocese of Rochester syllabus, the children also learn about other religions and world views, fostering respect for them.

Our RE curriculum helps our pupils to flourish and live out our distinctive Christian vision.

Bishop Chavasse Church of England School Policies are all underpinned by respect and our school parable 'The Wise and the Foolish Builder', which forms the basis of our whole school vision, highlighting the importance of [wisdom](#), [compassion](#) and [honesty](#).

Bishop Chavasse School values every wonderfully and uniquely created child and adult; inspiring everyone to fulfil their potential, as we achieve excellence together. As Jesus teaches through the parable of the house on the rock: we grow in [wisdom](#), supported by the [compassion](#) of God to establish firm, [honest](#) foundations on which every child can build.

In addition our RE curriculum helps our pupils to learn more about our school values:

Wisdom - knowing and understanding the truth, obeying the truth, and making decisions based on the truth. Wisdom helps you be more like Jesus in your actions, thoughts and attitudes, by loving God and your neighbour.

Honesty - being free from deceit or untruthfulness, being sincere. The Christian life should be one marked with integrity and honesty, yet because we all make mistakes, honesty is something we must work hard at.

Compassion - to have mercy, to feel sympathy and to have pity. We know that, according to the Bible, God is "a compassionate and gracious God, slow to anger, abounding in love and faithfulness" (Psalm 86:15).

Together our vision, values, RE curriculum and acts of Collective Worship have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

2 Curriculum Intent - Aims and objectives

As set out in the [Church of England Religious Education Statement of Entitlement](#), Religious Education in this school aims:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights; and
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Objectives

As set out in the [Church of England Religious Education Statement of Entitlement](#), appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and world views in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths and none; and
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

3 Curriculum implementation

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Pupils are taught RE as a standalone lesson for at least one hour a week. In addition, the children are taught how to live out our Christian values through other areas of the curriculum such as RHSE and during less structured time e.g. playtimes.

Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. We believe that every child is equally important as each other. Children, with different faiths or indeed no faith, are always encouraged to join in with RE lessons and discussions and have their point of view heard. Our school vision demonstrates inclusivity.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Listening to the teacher and each other;
- Reading of texts;
- Seeking information for themselves in libraries and on computers;
- Discussion with the teacher and other pupils;
- Pair and group work;
- Using a range of media such as artefacts, pictures, photographs, music and drama;
- Visits and visitors;
- Artwork;
- Forest School; and
- Time for reflection.

RE teaching involves links with the wider community including visiting and being visited by staff from our link churches, [St. Stephen's](#) and [St Peter and St Paul](#). Members of the Churches lead our Collective Worship each week and we hold services at both churches regularly throughout the year.

Adaptation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All learners' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to adapt teaching are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate, and guided by the National Curriculum requirements for EYFS, Key Stage 1 and Key Stage 2. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Equal Opportunities

Religious Education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious Education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC (spiritual, moral, social and cultural) development. It addresses issues which arise in a range of subjects, such as English, drama, history, geography, computing, and music as well as personal, social and emotional education and citizenship.

Health and Safety

Health and Safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts;
- Consume food; or
- Visit places of worship.

Teachers will conform to guidelines in the school's [Health and Safety policy](#) in these circumstances.

4 Impact - Assessment, Recording and Reporting

Assessment in Religious Education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity and the Diocese of Rochester Scheme;
- Be directly related to the expectations of the Understanding Christianity syllabus;
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge;
- Recognise the range of skills and attitudes which the subject seeks to develop;
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy;
- Include pupil self-assessment and reflection;
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development; and
- Enable effective reporting to parents.

5 The RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education – see the [Statement of Entitlement February 2019 The Church of England Education Office](#);
- Produce and regularly review a subject policy to ensure that it remains up to date;
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage;
- Support colleagues and help develop their subject expertise;
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards;
- Ensure that the curriculum is sequenced, coherent and ensures progression;
- Liaise throughout the year with the Headteacher and Governors;
- Seek opportunities for professional development for themselves and other staff;
- Order resources;
- Monitor end of term assessments; and
- Observe the teaching of RE in school, providing support and guidance for teachers.

Resources

Religious Education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and the provision of INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. The [Understanding Christianity](#) syllabus has resources available to all teachers within the school to be used in lessons, as well as online resources.

6 Legislation

As a Church of England school our learning for all our children is deeply and overtly Christian, for the common good; although, as an inclusive community, we also understand and respect the needs of families from other faith backgrounds. From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. As a school we are obliged to comply to a request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so.

However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, understanding that their views and beliefs can form part of our discussions and learning. We encourage anyone wishing to withdraw their child from RE lessons, to discuss this with the Headteacher before making their decision.

Appendix 1 - Bishop Chavasse RE Long Term Overview

	Term1	Term2	Term 3	Term 4	Term 5	Term 6
EYFS	CREATION Why is the word 'God' so important to Christians?	Old Testament Stories Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	New Testament Stories Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter garden?	World Faith Stories Which stories are special and why?	World Faith Stories Which stories are special and why?
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians?	GOSPEL What is the good news that Jesus brings?	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe? (Part 1)	JUDAISM Who is Jewish and what do they believe? (Part 2)
Year 2	CREATION Who made the world?	UNIVERSAL How should we care for others and the world and why does it matter?	HUMANISM What is Humanism?	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people?	SIKHI How do Sikh people worship and celebrate?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HUMANISM What is Humanism?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah?	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be Muslim in Britain today? (Part 1)	ISLAM What does it mean to be Muslim in Britain today? (Part 2)
Year 6	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do?	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?