

Chevening (St Botolph's) CE Primary School



RE Policy

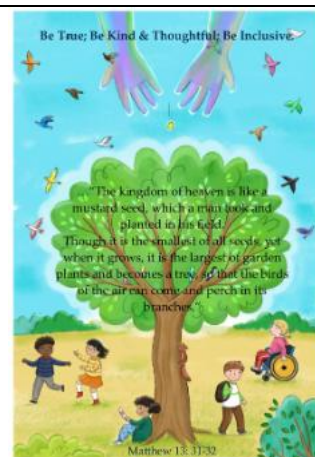
Rooted in the parable of the Mustard Seed

Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world

At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ◊ True to Christ and His teachings
- ◊ Known for kind and thoughtful actions and attitudes
- ◊ Inclusive in serving, sharing and showing God's love to benefit all.



Our school is a nurturing school; our policy is also developed in line with the six principles of Nurture reflecting the school's understanding that:

Children learn developmentally; The classroom is a safe base for every child; Nurture is important to the development of well-being; Language is a vital means of communication; All behaviour is communication; Transition marks important stages in a child's life;

This policy was reviewed: Autumn 2025

Review Date: August 2025

Governor Approval: 30th September 2025

Next Review due: Autumn 2027

Introduction

- As required by law in the 1996 Education Reform Act, we provide Religious Education (referred to as RE from now on) for all children (unless withdrawn by parents on grounds of conscience) in accordance with the Rochester Diocesan Board of Education Syllabus.
- It was approved by Governors:
- It was revised during the Autumn Term after consultation between teaching staff.
- This policy will be reviewed regularly according to need and taking into account new government initiatives. A schedule for the review of this, and all other policy documents is set out.

Attention is paid to school policy on Inclusion, Equal Opportunities, Race Equality, Safeguarding, Health and Safety and children with Special Educational Needs.

Aims

We have adopted the aims of the Rochester Diocesan Syllabus and believe that RE is an educational activity, which promotes the spiritual, moral, social and cultural development of pupils. It aims to enable pupils to:

- To gain a secure knowledge and understanding of Christianity as expressed in the traditions of the Anglican Church.
- To be introduced to some of our neighbour's religions and to learn to respect people of different faiths in line with British values.
- To mature in their own beliefs, values and behaviour, by reflecting on religious belief and practices.

Expectations

Strategies for Implementation

Entitlement and Curriculum Provision

- RE is taught as a discrete subject.
- RE is taught for 1 hour, or the equivalent, in KS1 and 1 hour and a quarter in KS2 each week.
- The curriculum for RE is covered in units of work, detailed in the Rochester Diocesan guidance and the school's RE progression document to ensure continuity and progression.
- There are end of unit assessment questions and end of key stage objectives which the children will be assessed against. These are set out in the Understanding Christianity materials and Rochester Diocese units for other religions.

Learning About Religions:

- Knowledge and understanding of religions, beliefs and teachings.
- Knowledge and understanding of religions, practices and lifestyles.
- Knowledge and understanding of ways of expressing meaning.

Learning From Religions:

- Skill of asking and responding to questions of identity and experience.
- Skill of asking and responding to questions of meaning and purpose.
- Skill of asking and responding to questions of values and commitments.

Teaching and Learning

- RE is taught by the class teacher. Various teaching strategies are used: whole class, co-operative group work, individual work and Circle Time.
- RE is taught as a discrete subject but cross-curricular links are made where appropriate.
- A variety of teaching strategies and resources are used to make RE interesting and age appropriate. The children will investigate, evaluate and discuss before recording in writing, drawing, modelling or acting. In EYFS recording takes place in a class book. Pictures and comments are used to record children's learning and understanding. Children in Year 1 begin the year using a class book and move onto a more formal recording style towards the end of the year

- The teaching of RE aims to 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. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- It encourages pupils 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 ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- It aims to develop awareness of spirituality through developing a sense of awe and wonder and mystery.

Assessment and Recording

- Formative assessments are made through observation during RE lessons.
- Pupil progress and attainment in RE will be tracked and recorded.
- Ongoing formative assessment feeds into reports made in the Spring and Summer terms to parents.
- Hexagon SOLO hexagons may be used to gather evidence of the children's understanding which feeds into the teacher's end of unit assessment
- Self-evaluations are used, where appropriate, to help inform teacher's on-going assessment.
- Reflections and further questioning is evidenced in each class' 'Big Book'
- The pupils' knowledge and understanding are assessed before each unit of work by questions, discussion and observation and the use of the appropriate Big Frieze panel.

Continuity and Progression

The Understanding Christianity syllabus and Diocese units for other religions are planned as a spiral curriculum ensuring depth of knowledge and progression across eight key religious concepts.

Inclusion

- Planning at all levels ensures that the interests of boys and girls are taken into account.
- Educational support staff work as directed by the teacher. When assigned to pupils with special educational needs, they are well briefed beforehand.
- All pupils, including those with special educational needs, undertake the full range of activities and these are adapted or extended for the needs of all pupils.
- We value the opinions and respect the beliefs and practices of all children and handle with sensitivity minority groups or opinions.

Withdrawal

Parents have a right to withdraw their children from all or part of RE but we would encourage them to discuss this with the headteacher before making a final decision.

Planning

- Long term (1 Academic Year) –Rochester Diocese Understanding Christianity resources, diocese units for additional religions (available from September 2017) and curriculum map.
- Medium term – Rochester Diocese Understanding Christianity resources, Diocese units for additional religions (available from September 2017).
- Foundation Stage: the teacher will lay the foundations for RE by following the recommended early learning goals and units detailed in the Understanding Christianity programme.
- KS1: The Rochester Diocesan Understanding Christianity units will be followed, with additional Diocese units for additional religions.
- KS2: The Rochester Diocesan Understanding Christianity units will be followed, with additional Diocese units for additional religions.

Learning Resources

- Practical resources are kept in individual classrooms, the hallway outside the Headteacher's office and a bank of online resources in staff curriculum areas.
- There are a number of topic-based artefacts included in the resources.
- There is an electronic bank of image resource cards with accompanying questions, deeper thinking, textual basis and further information all saved in the staff area.
- The Rector makes frequent visits to school.

The Learning Environment

- Classrooms (should) have displays of RE work where possible, a cross in a prominent place in the classroom and a 'Big Book' of questions and reflections.
- A reflective area which includes an altar cloth in the appropriate colours of the liturgical year, a cross, a Bible and an opportunity for prayer or reflection
- Visits to the local Parish Church and Rochester Cathedral are encouraged to enrich topic work.
- Other visits and visitors are strongly encouraged.
- Class 3 makes a visit to a Gurdwara and Class 5 is currently building links with a mosque.

Safe Practice

- Teachers must take into account the school's Health and Safety policy. Particular note must be taken of the policy relating to safe practice on visits.

The Contribution of RE to Other Aspects of the Curriculum

Literacy

- There are many opportunities for pupils to use their speaking and listening skills during RE discussion work.

ICT

- ICT- based resources will be used where appropriate.

Spiritual, Moral, Social and Cultural Development

- RE has a particular contribution to this aspect of education because of its subject matter and the approach that is taken to the subject in this school.
- At Chevening, we understand that spirituality threads through all aspects of our lives. We believe that we all have the capacity for spiritual growth through: self-awareness, empathy towards others, use of our imagination and creativity and our ability as humans to reflect on our daily lives.

We base our understanding of spirituality on the definition provided by Brenne Brown:
"Spirituality is recognising and celebrating that we are all inextricably linked to each other by a power greater than all of us, and that our connection to that power and to one another is grounded in love and compassion. Practicing spirituality brings a sense of perspective, meaning, and purpose to our lives."

Throughout their time at Chevening, children and adults will have the opportunity for both individual and shared spiritual experiences, which will challenge and expand their understanding of the world around them. They will be encouraged to be reflective of beliefs and perspectives on life, exploring what this might mean to them both personally and for others. Learning how the way that they respond to these experiences, shapes their lives and helps them to develop knowledge of, and respect for, different people's faith, feelings and values.

- Our range of approaches includes '**ow, wow and now**' moments and using '**windows, mirrors, doors**' as a scaffold for exploring spirituality. Teachers are encouraged to find opportunities for spirituality across the curriculum. There are planned reflective questions/moments to help facilitate this.

- Pupils are encouraged to develop their own spirituality by exploring religions, ideas and reflecting upon them for themselves.
- They are encouraged to develop morally by considering religions' codes of conduct and discussing moral issues.
- They explore the social aspects of religion such as religions' lifestyles. We also encourage pupils to listen to each other and to respect people whose ideas are different from their own.
- Cultural development is promoted by an emphasis on Christianity, which has influenced British art, music and literature over the centuries. In KS2 pupils are encouraged to appreciate the diversity and richness of other cultures by studying Islam, Sikhi, Hindu Dharma, Buddhism and the worldwide Church. In KS1, the focus is on the festivals of Harvest, Christmas and Easter as well as exploration of Judaism.

Leadership and Management

Staff Development and Training Opportunities

- The subject leader provides feedback to the teachers after monitoring. This identifies needs and, where appropriate, these are built into the school's SIP. Staff attending training, are expected to share the useful points with the rest of the staff at staff meetings. The subject leaders are using the budget allocation for purchase of relevant and up to date information.
- The subject leader is responsible for the direction of the subject across the school. The subject leader is expected to keep the curriculum under review and keep the head teacher informed about changes to requirements at national and local levels. The subject leader meets twice a year with the link governor, to keep them informed about developments. The link governor is Rev Hannah Adams (covered by Frank Simon)

How the Subject is Monitored and Evaluated

All teachers are responsible for monitoring standards but the subject leaders, under the direction of the head teacher, take the lead in this.

Monitoring activities are planned for each subject and detailed in the school's monitoring timetable.

Monitoring activities include:

Scrutiny of work, lesson observation, pupil interview, monitoring ongoing displays, discussion with teachers, subject audit.