

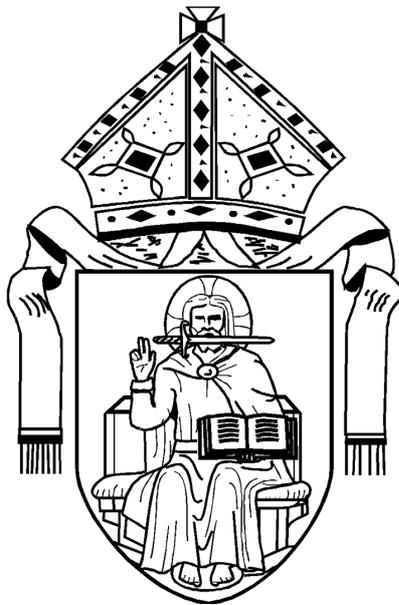
# Excellence and Distinctiveness

---

## Guidance on RE in Church of England schools in Diocese of Chichester

---

Revised: September 2014





## Contents

---

- 1 Introduction
- 2 RE in a distinctively Christian school
- 3 The purpose of RE
- 4 Managing RE in church schools  
RE policy Guidance
- 5 Distinctiveness in the RE classroom
- 6 The contribution of RE to the spiritual, moral, social and cultural development of pupils
- 7 Key Christian topics and concepts
- 8 Withdrawal from RE
- 9 RE Entitlement Statement and Guidance
- 10 Resources

# 1 Introduction

---

This guidance on the teaching of Religious Education in Church of England schools is based on two key principles: firstly, that the RE in a church school should be of the highest standard, always striving for **excellence**; and secondly that it should reflect the school's **distinctive** Christian character. The provision of RE in church schools should be a high priority for leadership teams and governing bodies. They should aim to ensure that RE is at the heart of the curriculum and recognised as such by the whole school community. All church schools should, in a sense, be 'specialist schools' for RE.

The RE Entitlement Statement, written by the National Society, has been adopted by the Diocesan Board of Education. This gives the expectations for RE in Voluntary Controlled and Voluntary Aided schools and guidance on what this means in practice for schools. This can be found in section 9.

## **VA schools**

Governors are responsible for setting the policy and syllabus for RE in all Voluntary Aided schools.

## **VC schools**

Governors are responsible for RE in the school. Voluntary Controlled schools are required to follow the LA Agreed Syllabus.

## **Church Academies**

Church of England Academies in Chichester Diocese are expected to determine their own RE syllabus and adhere to the RE Entitlement Statement.

All three LA Agreed Syllabuses identify a range of faiths other than Christianity to study in each key stage. This is consistent with the approach outlined in this document and the material recommended in this document can be used to reflect the Anglican identity of the church schools.

## **Brighton and Hove**

The new syllabus published in 2011

## **East Sussex**

A new syllabus was also published in East Sussex in 2011, entitled 'Journey of Discovery'

## **West Sussex**

The current Agreed Syllabus was published in 2008

The schools department can be contacted on [schools@chichester.anglican.org.uk](mailto:schools@chichester.anglican.org.uk) and training for RE can be found in the training brochure.

## 2 RE in a distinctively Christian school

---

In an Anglican school, the educational process is rooted in the living faith of the school. This goes beyond the ethos of the school to affect the planning and teaching in every curriculum area. Religious Education is not just an academic subject, but, lying at the very heart of the curriculum, has an important role in reflecting and conveying the distinctively Christian character of the school.

In developing this distinctive approach to RE schools should consider what lies at the heart of the Christian faith. This can be expressed in relation to the two attainment targets.

### Learning about religion

We learn about:

- The God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- The God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- The God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

### Learning from religion

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it;
- Responding personally to the transforming power of Jesus Christ;
- Developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm;
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement;
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

RE does not exist in a vacuum; it comes as a challenge to the learner's existing values and practices. It involves and confronts the individual in a way no other subject can. A vision of education inspired by Jesus Christ is a catalyst for a process of formation for the whole person and the whole human family.

RE is key to fulfilling the purpose of a church school as described by the late Lord Runcie when he was Archbishop of Canterbury:

- to nourish those of the faith;
- to encourage those of other faiths;
- to challenge those who have no faith.

Maintaining the balance between these intentions will always require skill and tact and will need to reflect local circumstances

.

### 3 The purpose of RE

National Framework	Comment
<p>Religious education provokes challenging questions about the ultimate meaning of and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.</p>	<p>RE is no longer just about the phenomena of religion, but addresses directly the essential reality and nature of God. The Christian understanding of God, revealed through the life and work of Jesus Christ, and as understood by the Church, is the heart of the matter.</p>
<p>It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development.</p>	<p>In church schools, pupils are entitled to know and understand Christianity as received and handed on by the Church of England. Pupils are also entitled to have an understanding of traditions other than their own, which they are likely to encounter in their life's journey.</p>
<p>It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expressions, as well as of the influence of religion on individuals, families, communities and cultures.</p>	<p>The role of religious communities in the past and today in advancing causes, from the abolition of slavery to making poverty history, should be an important part of RE's contribution to the creation of community life in a church school.</p>
<p>Religious education encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.</p>	<p>Pupils are entitled to explore their own beliefs in response to the great traditions, an essential basis for developing any religious understanding. This enables them to discern and locate 'the Spirit that is within them' that 'leads...into all truth'.</p>
<p>Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning.</p>	<p>Most adults see themselves as belonging to a particular religious tradition (59% Christian in the 2011 census). In a Church of England school pupils are entitled to develop a strong sense of being part of a worldwide, growing faith.</p>
<p>It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.</p>	<p>This is a proper goal for Church of England, as for other, schools. Teaching about other faiths will include, at the right stages, a consideration of issues of truth.</p>

Taken from National RE Framework (page 7) statement of the importance of religious education. It provides a good basis for establishing the purpose of RE in Church of England schools.

## 4 Managing RE in church schools

---

“Church schools ... should ensure that ... the character and quality of religious education are a particular concern of the headteacher and governing body.”  
[‘The Way ahead’ 4.6]

In **Voluntary Aided** schools the management of RE is a distinctive role of the governors and headteacher. In practical terms most VA schools have adopted syllabuses or followed guidance provided by the Diocesan Boards of Education. It is the intention of this guidance to provide material which can be used as a supplement to these agreed syllabuses, to ensure that RE in church schools is in keeping with the distinctively Anglican character of Church of England schools.

This material should also be a useful source of additional advice for the planning of RE in **Voluntary Controlled** schools, which are required in law to provide RE in accordance with their local agreed syllabus.

In implementing the advice in this Guidance governors and head teachers will need to consider the following management issues:

- All governors should:
  - be aware of the legal requirements for RE in a church school
  - be aware of the advice of their DBE on the development of the RE curriculum
  - be aware of the RE syllabus adopted, including the faiths to be studied
  - monitor RE provision in the school including the standards achieved
- Religious Education should be managed separately from Collective Worship with separate policy documents and responsibilities. Ideally there should be separate co-ordinators for each area, though it is recognised that this may be difficult in smaller schools.
- There should be a clear and detailed policy document for RE (see relevant section in guidance).
- There should be a subject leader or co-ordinator appointed for RE (if possible a practising Christian) with sufficient training (initially or through CPD) to be confident and competent to support colleagues in the delivery and assessment of the curriculum.
- RE should regularly form part of the school’s improvement plan and self-evaluation procedures. The Section 48 self-evaluation toolkit provides assistance in this process.
- A detailed curriculum and scheme of work should be drawn up and agreed with all the teachers who will teach RE. This must be in accordance with the syllabus adopted by the governors.
- No less than a full 5% of curriculum time (and ideally more), must be assigned for RE in a clearly identifiable way. This does not include time spent in Collective Worship.
- Sufficient resources should be provided to deliver the curriculum in an exciting and dynamic way, including books, artefacts, digital media materials. This should be at a level at least equivalent to the level that is provided for foundation subjects.
- RE should be allocated time within the CPD programme for both the subject leader and for all teachers who teach the subject.
- A link governor, preferably one of the foundation governors, should liaise with the subject co-ordinator and keep the full governing body informed of these contacts and of the needs of the subject. The subject leader should make a regular report to the governing body.
- The subject leader for RE should maintain good links with the local parish, involving clergy and lay people in the delivery of the subject where appropriate. Pupils’ work should be displayed in the church from time to time.
- The school may wish to work towards accreditation for its work in RE through the RE Quality Mark ([www.reqm.org](http://www.reqm.org)).

## Additional considerations in secondary schools

- Sufficient qualified specialist staff should be employed to teach all RE lessons.
- The Head of Department should receive an appropriate teaching and learning responsibility payment that reflects the special status that the subject has in a church school. In a VA school it is particularly important to appoint as an RE Head of Department someone with a personal Christian commitment [School Standards and Framework Act 1998 section 60(5)].
- The minimum 5% of curriculum time applies to all pupils of compulsory school age (ie 11 – 16). It is also essential to ensure there is suitable provision of RE in the curriculum for 16 – 19 year old students, though not necessarily within the weekly timetable. More intensive provision through day conferences for whole year groups is a successful and innovative model established in some dioceses.
- The minimum expectation for Key Stage 4 in church schools should be that all pupils are entered for GCSE short course RS with sufficient Christian content; many church schools enter the complete cohort for the full GCSE course; some enter more able candidates for AS level at the end of year 11. Where there are post 16 students there should be well-resourced provision for AS and A2 courses in RS.
- The RE department should have a distinct and generous budget that reflects the special status of the subject in a church school. There should be sufficient provision for ICT and a dedicated specialist room for each full-time teacher of RE.
- The Head of Department should liaise with the heads of other subject areas to ensure that appropriate cross-curricular links are made.

## RE Policy Guidance

---

Every school should have an RE policy which is displayed on the website and agreed by the Governors. This should be reviewed every three years.

This should include the following areas:

- i. Aims and purpose for RE
- ii. RE's place in the school's curriculum (i.e. cross-curricular links)
- iii. Teaching and learning
- iv. Resources and planning
- v. Visits and visitors to RE/enrichment opportunities (c.f. Guidance for Visitors to Collective Worship)
- vi. Assessment and Reporting for RE including end of key stage expectations
- vii. Transition
- viii. Withdrawal from RE
- ix. Appendices:
- x. A one page overview of RE in the year groups across the school.
  - RE Entitlement Statement
  - RE development/action plan

Further guidance can be found at: [www.reonline.org](http://www.reonline.org)

## 5 Distinctiveness in the RE classroom

---

This section assumes that a church school will already be aiming at the highest possible standards in RE; it therefore deals only with those issues that are distinctive of a church school.

### Planning and preparation will include:

- Opportunities to explore the experience of the Church's year;
- Study of the story of the local Christian community with its saints and martyrs;
- Visits to places of worship, especially the local parish Church and the Cathedral, to develop the understanding of the church as a living community;
- Welcoming visitors from the local parish to share their experience of Christian belief and life;
- Liaison with the local parish to enable these visits and links to occur.

### The classroom environment will provide:

- High quality displays that reflect the Church's year;
- Displays of the best Christian writing and reflection;
- Support for the pupils' confident use of religious language;
- A well-used set of bibles in language that can be understood by the learners and examples of bibles and prayer books from a variety of contexts;
- The facility to listen to Christian 'psalms and hymns and spiritual songs' from a wide variety of traditions;
- Access to Christian artefacts that are used with care, respect and confidence;
- A sacred space that can be used as a focus for prayer and silent reflection (see Collective Worship guidance)
- Encouragement of mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule.

### The quality of learning in RE enables:

- High achievement in RE reflecting its importance in a church school;
- Pupils to be enthusiastic about their work in RE;
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity and the Anglican tradition;
- Pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- Pupils from other faith backgrounds to understand and be encouraged in their faith;
- Pupils with no religious background to face the challenge of the Christian faith;
- Pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

### The quality of teaching in RE relies on teachers who:

- Have excellent subject knowledge and the ability to speak with confidence about Christianity, the Anglican tradition and the other faiths studied;
- Are willing to speak about their personal beliefs and doubts;
- Show respect and sensitivity for their pupils as they search for personal faith and meaning;
- Are able to use religious language accurately;
- Provide opportunities for spiritual reflection in their classrooms.

## 6 The contribution of RE to the spiritual, moral, social and cultural development of pupils

---

Spiritual, moral, social and cultural development in a church school is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity - Father, Son and Holy Spirit. The Religious Education curriculum in a church school is the place where excellent and distinctive SMSC is seen most clearly.

### Spiritual development

*For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.*

*Psalm 139.13-14*

Spiritual development within RE in a church school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

### This is promoted through:

- exploring their relationship with God and the sense that they are his children, unique and loved by him;
- exploring and experiencing prayer and worship from a variety of Christian traditions;
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognising and encouraging the use of personal and group gifts and talents;
- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

### Moral development

*Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God – what is good and acceptable and perfect.*

*Romans 12.2*

Moral development in RE in a church school is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

### **This is promoted through:**

- developing a sense of right and wrong based on the teaching of Jesus Christ;
- recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- recognising the importance of personal integrity;
- developing mutual respect across racial and religious divides;
- recognising that people's rights also imply responsibilities;
- developing a sensitive conscience.

### **Social development**

*As I have loved you, so you must love one another. By this everyone will know that you are my disciples.*

*John 13.34-35*

Social development in RE in a church school develops pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

### **This is promoted through:**

- developing a sense of empathy, compassion and concern for others;
- building relationships within the school and between the school, the parish and the local community;
- considering how Christian beliefs affect decisions at local and national level;
- investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;
- providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.

### **Cultural development**

*There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.*

*Galatians 3.28*

Cultural development in RE in a church school provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

### **This is promoted through:**

- promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;
- exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;
- considering the relationship between British and European culture and Christianity;
- appreciating the diversity of cultures within Britain.

## 7 Key Christian topics and concepts

---

Church of England schools are committed to offering their pupils an understanding of Christianity as a vibrant, world-wide faith. The purpose of this section is to provide a checklist to ensure that, in adopting the local agreed syllabus, there is sufficient emphasis given to key Christian concepts and beliefs.

Church of England schools should encourage an emphasis on the church as people, more than buildings and on the church as wider than a single parish. Teaching should reflect accurately the wide range of types and styles of being an Anglican. In a worldwide perspective Anglicanism represents an important 'bridge' between the catholic and protestant traditions.

**Teachers will need to select and adapt material from this list that is appropriate to the age and ability of their pupils.** The amount of content included assumes an education in church schools from the Foundation Stage until the end of Key Stage 4.

**The material is presented in three charts simply as a way of organising the concepts and not as a programme of study.**

### Some key Christian texts

*Pupils should encounter and be familiar with some of the great statements of Christian belief and worship, including:*

- The Lord's prayer
- The ten commandments
- Jesus' summary of the law
- The apostle's creed
- Some psalms such as 23, 121, 150
- Liturgical material such as the Collect for Purity, the Gloria, Greetings, the Grace
- The structure of the Eucharist
- The Magnificat and Nunc Dimittis
- Scripture passages such as Romans 8.38-39, 1 Corinthians 13, Hebrews 12.1-2
- Some of the great prayers such as the prayers of St Richard of Chichester, St Ignatius Loyola and St Francis of Assisi
- Some of the great traditional hymns as well as more recent examples

<b>The Church's year</b>		<b>Key concepts</b>
Advent		Prophecy and hope Death, judgement, heaven and hell
<b>Christmas</b>	Epiphany Candlemas	Incarnation Revelation Servant leadership
Lent	Shrove Tuesday Ash Wednesday	Temptation and sin Repentance
Holy Week	Palm Sunday Maundy Thursday Good Friday Holy Saturday	Evil and the Fall Atonement and sacrifice Forgiveness and reconciliation Redemption and salvation Eucharist
<b>Easter</b>		Resurrection Miracle Baptism Eternal life
Ascension		Christ in glory
<b>Pentecost</b>		Holy Spirit Confirmation Church Unity and diversity
Trinity		God the Holy Trinity Creeds
Harvest		Creation and stewardship Thanksgiving Justice and freedom
All Saints' day	Individual saints' days	Covenant Community Peace

## Being an Anglican

### Parish life

*RE in a Church of England school enables pupils to expand their understanding of the Church by learning about everyday life in a parish.*

- Priests, vicars and curates
- Lay leaders: churchwardens and PCCs
- Worship: Eucharist, services of the Word
- Music in worship
- Baptisms, confirmations, weddings and funerals
- Evangelism, Alpha, Emmaus, Credo, etc
- Home groups
- Pilgrimages and retreats
- Activities for children and young people
- Community involvement

### Beyond the parish

*An understanding of the life of the Church beyond the parish boundaries:*

- Dioceses, bishops and cathedrals
- Archbishops of Canterbury and York

*And in the rest of the world:*

- Lively and growing churches
- Multicultural Christianity
- The Anglican Communion
- Ecumenical partnerships and inter-faith dialogue

### Church and nation

*Pupils should understand how the story of the Church of England has affected our national life. Teachers will need to select from the following list.*

- Christianity comes to Britain
- Rome and Northumbria
- Church and state
- The Bible in English
- The Reformation
- Developing worship
- Evangelicals and Tractarians
- Improving society
- Church schools and hospitals
- The development of missions
- The twentieth century
- People of local significance in the diocese

Alban, Patrick, Columba and Augustine  
Iona, Lindisfarne, Hilda and the synod of Whitby  
Thomas a Becket, monasteries  
Wycliffe, Tyndale and the Authorised Version  
Henry VIII to Elizabeth, the martyrs  
From Cranmer to the 1662 Prayer Book  
Wesley, Simeon, Pusey and Newman  
Wilberforce, Shaftesbury and Josephine Butler  
Robert Raikes, Joshua Watson, Florence Nightingale  
SPCK, CMS and USPG  
William Temple, CS Lewis, Desmond Tutu  
[St Wilfrid](#), [S Richard](#) and [Bishop George Bell](#)

## 8 Withdrawal from RE

---

### The Law

- **If the parent asks that a pupil should be wholly or partly excused from attending any RE at the school, then the school must comply:**  
(*Education Reform Act 1988, s.9 (3)*)
- a pupil may, if the parent requests this, be withdrawn from the school premises to receive RE elsewhere, so long as the LEA, or in the case of a grant-maintained school, the governing body, is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session;  
(*Education Reform Act 1988, s.9(4 and 6)*)

**A school continues to be responsible for the supervision of any child withdrawn by its parent from RE, unless the child is lawfully receiving religious education elsewhere.** (*Education Reform Act 1988, s9(4)*)

### Suggested strategies following a request for the right of withdrawal

- The teacher might talk to the child to establish the nature of the concern (most suitable for upper primary/ secondary pupils)
- The parent/ guardian should be invited to visit the school and meet with the class/ subject teacher and/or Head of Department
- The (Agreed) Syllabus and Schemes of Work should be made available for the parent/ guardian to read
- If appropriate the parent/ guardian might be invited to observe a lesson, visiting speaker or visit
- Finally, the parent/ guardian should be invited to meet with the Head Teacher

Experience suggests that, to avoid misunderstanding, a head teacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:

- the practical implications of withdrawal;
- the circumstances in which the school can reasonably be expected to accommodate parental wishes;
- whether the parent will require any advanced notice of such RE, and if so, how much.
- avoid the creation of a 'pick and mix' culture in which such parents determine which faiths their children may learn about and which areas they must be withdrawn from.
- Parents/careers are not permitted to withdraw children from other subject areas where links are made to the Christian faith or festivals e.g. Christmas or where RE is taught in a cross-curricular unit. Schools will need to be sensitive to this in their planning.

Through open and honest discussion about the aims of the curriculum, the content of the scheme of work and the learning intentions of individual class teachers, we feel that it is possible to overcome some elements of these inherently negative attitudes. If a parent is not open to such discussion then, complete withdrawal of the child from such work might be seen as the most practicable solution. Parents do have a legal right to withdrawal if the suggested strategies do not result in pupil inclusion.

### ***Some practical suggestions if a pupil is withdrawn from RE***

*If a parent does wish to exercise the right of withdrawal what are the school obliged to provide as an alternative?*

Unless the child is being provided with a religious education away from the school premises the school continues to be responsible for the supervision of any child withdrawn by its parent from RE,

- Parents/careers are responsible for providing work of in keeping with their beliefs and values for the child to undertake independently during the RE curriculum time.
- Withdrawal should never be used as a chance for pupils to 'catch up' with homework or undertake extension or support work for other curriculum areas.

## 9 RE Entitlement Statement and Guidance

RE Entitlement Statement	Guidance on RE Entitlement
<p><b>Education and mission</b></p> <ol style="list-style-type: none"> <li>1. The General Synod motion of 1999 affirmed that Church of England schools stand at the heart of the mission of the Church to the nation. This was followed by the Dearing report <b><i>The Way Ahead</i></b>, which looked in detail at how this was to be exemplified in the life of the schools.</li> <li>2. <b><i>Going for Growth</i></b> (endorsed by General Synod in 2010) examined the work of the church with children and young people within the mission framework. The final Action Points have significant application to schools, especially the first: <i>‘the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ’ (5.2)</i></li> <li>3. The mission imperative was clearly stated at the first meeting of the National Society in 1811, when the commitment to set up Church of England schools across the nation was undertaken specifically so that ‘the national religion (should be) the foundation of national education.’</li> <li>4. Consistent with this understanding of mission church schools put spiritual development at the heart of the curriculum. All members of the school community should experience Christianity through the life of the schools, as well as through the taught curriculum</li> </ol>	<p><b>RE subject leaders could work with other subject leaders to identify and map where Christianity could be referenced in the taught curriculum.</b></p>
<p><b>Religious Education</b></p> <ol style="list-style-type: none"> <li>5. Religious Education is central to this understanding of education and mission.</li> </ol> <p>The aims of Religious Education <b>in church schools</b> are</p> <ul style="list-style-type: none"> <li>• To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today</li> <li>• To enable pupils to learn about the other major religions, their impact on</li> </ul>	<p><b>The aims of Religious Education should form part of the RE policy. The aims listed in point 5 should be used. The school may decide to include other aims, such as:</b></p> <ul style="list-style-type: none"> <li>• Learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;</li> <li>• Recognise and respect those of all faiths in their search for God;</li> <li>• Recognise areas of common belief and practice between different faiths</li> <li>• Recognise the common human quest for</li> </ul>

<p>culture and politics, art and history, and on the lives of their adherents</p> <ul style="list-style-type: none"> <li>• To develop understanding of religious faith as the search for and expression of truth</li> <li>• To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs</li> </ul> <p>6. The outcomes for pupils at the end of <b>their</b> education in church schools are that they are able to:</p> <ul style="list-style-type: none"> <li>• Think theologically and explore ultimate questions</li> <li>• Reflect critically on the truth claims of Christian belief</li> <li>• Develop the skills to analyse, interpret and apply the Bible text</li> <li>• Recognise that faith is a particular way of understanding and responding to God and the world</li> <li>• Analyse and explain the varied nature and traditions of the Christian community</li> <li>• Make a well informed response to Christianity</li> <li>• Respect those of all faiths in their search for God</li> <li>• Reflect critically on areas of shared belief and practice between different faiths</li> <li>• Enrich and expand their understanding of truth</li> <li>• Reflect critically and express their views on the human quest and destiny</li> </ul>	<p>justice, peace and love and the common goal of the survival of life on this planet.</p> <p><b>The outcomes of Religious Education should form part of the RE policy. The outcomes listed in point 6 should be used, the school may decide to include other outcomes. Outcomes for the end of key stage 2 RE may read:</b></p> <ul style="list-style-type: none"> <li>• Think theologically and explore big, life questions</li> <li>• Reflect on the truth claims of Christian belief</li> <li>• Develop the skills to make links and apply the Bible text</li> <li>• Recognise that faith is a particular way of understanding and responding to God and the world</li> <li>• Explain the varied nature and traditions of the Christian community</li> <li>• Consider reasons for their own response to Christianity.</li> <li>• Respect those of all faiths in their search for God</li> <li>• Reflect on areas of shared belief and practice between different faiths.</li> <li>• Enrich and expand their understanding of truth</li> <li>• Reflect and express their views on the what it means to be a human</li> </ul>
<p><b>Teaching and Learning about Christianity</b></p> <p>7. Christianity should be the majority study in RE in every school. In church schools that should be clearly adhered to. Understanding Christianity as a living religion is the foundation of pupils' Religious Education in schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter must be an</p>	<p><b>i) The teaching of Christianity should take 2/3 of RE curriculum time.</b></p> <p><b>ii) The teaching of Christianity should not focus on practices and church buildings, but on the beliefs of Christians, if the aims and outcomes of RE are to be achieved.</b></p> <p><b>iii) Anglicanism is a worldwide denomination and has many manifestations. Secondary age pupils may consider the impact of culture on</b></p>

<p>open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place. Pupils will be enabled to deepen their understanding of God as encountered and taught by Christians.</p>	<p><b>Christian belief and expression.</b></p>
<p><b>Teaching and learning about other faiths and world views</b></p> <p>8. Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.</p>	<p>It is important that world religions are included within the study of RE. However, to make the study meaningful it is not necessary to study all world faiths in each Key Stage. A suggested pattern of study is, however the school would need to respond to the local situation:</p> <ul style="list-style-type: none"> <li>• <b>KS1: Christianity and Judaism</b></li> <li>• <b>KS2: Christianity, Judaism, Hinduism, Islam</b></li> <li>• <b>KS3: Christianity, Judaism, Hinduism, Islam, Buddhism or Sikhism</b></li> </ul> <p>The study of RE should include reference to non-religious world views.</p>
<p><b>Curriculum balance</b></p> <p>9. Christianity will form the majority study in all church schools</p> <ul style="list-style-type: none"> <li>• KS 1 – 3 at least 2/3 Christianity</li> <li>• KS 4 the study of Christianity will be a significant and substantial part of any public qualification</li> <li>• KS 5 the opportunity to continue the study of Christianity at AS and A level</li> </ul>	<p>There is an expectation that all KS 4 children will have the opportunity to take a GCSE qualification in RS which includes a significant study of Christianity as part of the course.</p>
<p><b>Curriculum time</b></p> <p>10. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to RE. Normally this should be between 5% and 10%.</p>	<p>Community schools are generally expected to allocate 5% of curriculum time to the study of RE. If RE is to have the status of a core subject in a church school then more time should be allocated to its study.</p>
<p><b>Staffing</b></p> <p>11. It should be a priority in church schools to build up staff expertise in RE.</p> <ul style="list-style-type: none"> <li>• At least one member of staff should have specialist RE qualifications</li> <li>• All teachers teaching RE to have appropriate professional development</li> <li>• RE to have equal status with other core subjects in staffing, responsibility and resourcing</li> </ul>	<p>i) <i>In a Primary school</i> the Diocese expects that ideally one member of staff has a GCSE RE qualification as a minimum. Where this is not possible then the subject leader should attend RE training annually and include within this any subject knowledge training that is offered by the diocese.</p> <p>ii) In a primary school RE professional development should be offered to all staff in a staff meeting annually as a</p>

	<p>minimum. This is important even when RE is taught by very few staff.</p> <ul style="list-style-type: none"> <li>iii) It is important that the school assesses the impact of who teaches RE, in order to ensure cross-curricular opportunities for RE are not missed and are used to enrich the whole curriculum.</li> <li>iv) For RE to have equal status with core subjects the CDP of staff, the amount of time given the subject leader fulfilling their role and the budget allocation should be broadly comparable with other core subjects.</li> <li>v) <i>In secondary schools</i>, ideally all members of RE staff should have at least an A Level in RE.</li> <li>vi) All RE teachers should receive a CPD opportunity in RE annually.</li> <li>vii) RE should be allocated at least equal time to other humanities subjects in KS3. In KS4 the time allocated to GCSE studies should be equivalent to other foundation subject GCSEs.</li> </ul>
<p><b>Outcomes for pupils</b></p> <p>12. Pupil achievement in RE should equal or be better than comparable subjects, and all pupils should take a recognised and appropriate qualification at KS 4</p>	<ul style="list-style-type: none"> <li>i) Pupil achievement in RE is often seen to be comparable to their achievement in Literacy/English. This is a good guideline, but it should be recognised that some pupils have well developed higher order thinking skills and theological literacy but are not so gifted at communicating in writing. Difficulties in written communication should not be seen to prevent high achievement in RE (except perhaps in KS4).</li> <li>ii) All KS4 students should take a GCSE qualification which is ideally a full course.</li> </ul>

## 10 Resources

---

### Church of England sites

<http://www.churchofengland.org/education/national-society.aspx>  
[www.cofe.anglican.org](http://www.cofe.anglican.org)  
[www.anglicancommunion.org](http://www.anglicancommunion.org)  
<http://www.cstg.org.uk/>

### Gateway sites

[www.reonline.org.uk](http://www.reonline.org.uk)  
[www.theredirectory.org.uk](http://www.theredirectory.org.uk)

### Professional association sites

[www.religiouseducationcouncil.org](http://www.religiouseducationcouncil.org)  
[www.natre.org.uk](http://www.natre.org.uk)  
[www.retoday.org.uk](http://www.retoday.org.uk)  
[www.areiac.org.uk](http://www.areiac.org.uk)  
[www.nasacre.org.uk](http://www.nasacre.org.uk)

### Christian sites

<http://www.stapleford-centre.org/>  
[www.christian-teachers.org.uk](http://www.christian-teachers.org.uk)  
[www.biblesociety.org.uk](http://www.biblesociety.org.uk)  
[www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk)  
[www.request.org.uk](http://www.request.org.uk)

### National sites

[www.bbc.co.uk/schools/](http://www.bbc.co.uk/schools/)  
<https://www.education.gov.uk/schools/toolsandinitiatives/teacherstv/>  
[www.education.gov.uk](http://www.education.gov.uk)

### Sources of artefacts and posters

[www.articlesoffaith.co.uk](http://www.articlesoffaith.co.uk)  
[www.tts-shopping.com](http://www.tts-shopping.com)  
[www.festivalshop.co.uk](http://www.festivalshop.co.uk)

### Aid agencies

[www.christian-aid.org.uk](http://www.christian-aid.org.uk)  
[www.tearfund.org](http://www.tearfund.org)  
[www.cafod.org.uk](http://www.cafod.org.uk)  
[www.reep.org](http://www.reep.org)

### Subject Knowledge

[http://essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service\\_Areas/Advisory\\_and\\_Inspection/responding\\_appro\\_to\\_religious\\_obligations.pdf](http://essexcc.gov.uk/vip8/si/esi/content/binaries/documents/Service_Areas/Advisory_and_Inspection/responding_appro_to_religious_obligations.pdf)

## Acknowledgments

This has been developed from the National Society RE Guidance, Excellence and Distinctiveness.