

Guidance from the Diocese

# Religious Education



DIocese OF  
CHICHESTER  
EDUCATION DEPARTMENT

LEARNING WITH MEANING AND PURPOSE  
TO KNOW GOD AND SHAPE THE WORLD

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This guidance on the teaching of Religious Education (RE) in Church of England schools in the Diocese of Chichester 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 vision.

## Introduction

RE in a church school should enable all pupils to flourish and live life in all its fullness. It should help educate for dignity and respect, encouraging all to live well together. There should be a

*'commitment to generous hospitality, being true to our underpinning of faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'*

(Church of England Vision for Education: Deeply Christian, Serving the Common Good, 2016)

The provision of RE in church schools should therefore be a high priority for leadership teams and governing boards. They should aim to ensure that RE is intrinsic to the outworking of the school's Christian vision and lies at the heart of the curriculum. All church schools should, in a sense, be 'specialist schools' for RE.

## RE in a Church of England 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. RE is a distinct academic subject, but lying at the very heart of the curriculum in a church school, also has an important role in reflecting and conveying the distinctively Christian vision and character of the school.

In developing this distinctive approach to RE schools should consider what lies at the heart of the Christian faith. This involves developing an understanding of:

- 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
- the Christian faith; critically engaging with it and developing an empathetic response to it
- the transforming power of Jesus Christ
- a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm
- 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 therefore 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

## Reflecting on the National Framework for RE

### National Framework

### Reflection

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

**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**

It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and worldviews that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development.

**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 a good understanding of traditions other than their own, which they are likely to encounter in their life's journey**

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

**The role of religious communities, in the past and today, work together to advance causes, (from the abolition of slavery to making poverty history) and make the world a place of peace and justice. This should be an important part of RE's contribution to the creation of community life in a church school**

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.

**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'.**

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.

**Most adults see themselves as belonging to a particular religious tradition. In a Church of England school pupils are entitled to develop a strong sense of being part of a worldwide, growing and relevant faith.**

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.

**This is a proper goal for Church of England schools as places of welcome and hospitality, where difference and diversity are celebrated.**

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## Legal Requirements

Every pupil has a legal entitlement to RE. RE is required to be included in the basic curriculum for all registered pupils, including those in reception and sixth forms and is not confined to pupils of compulsory school age. RE is a key part of a 'broad and balanced curriculum' and has equal standing with National Curriculum subjects within a school's curriculum. It is the Headteacher's duty to secure this provision. The governing board must also exercise their functions with a view to securing this provision. The Headteacher and governing board must ensure that sufficient time and resources are given to RE in school to meet statutory requirements.

Statutory requirements for Religious Education state that RE should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in the United Kingdom. (Education Act 1996 Ch 56 Sect 375, [3]). Guidance from government states that the breadth of RE will include the 6 principal religions of the UK and non-religious worldviews.

### For VC schools

RE must be delivered in accordance with the locally agreed syllabus unless parents request RE in accordance with the trust deed.

### For VA schools

RE is the responsibility of the governing body and should be provided in accordance with the trust deed unless parents request the locally agreed syllabus.

### Church Academies

Church of England Academies in Chichester Diocese are expected to deliver RE in according with their funding agreement.

Each LA locally agreed syllabus outlines the specific requirements schools should follow, such as the range of religions and worldviews which are to be covered in different key stages. The Diocese of Chichester does not have its own Diocesan syllabus. We therefore advise all our church schools and academies to follow the requirements of their locally agreed syllabus, using high quality resources to deliver, supplement and enrich these requirements.

## Locally Agreed Syllabuses within the Diocese of Chichester

- Brighton and Hove
- East Sussex
- West Sussex

Each locally agreed syllabus is reviewed and updated by the LA SACRE every five years.

## Right of Withdrawal from RE

The 1944 Education Act established the right of withdrawal of pupils from RE and this right remains unchanged. Parents have the right to withdraw their children from RE and pupils aged over 18 have the right to withdraw themselves from RE. Pupils can withdraw from all or part of RE sessions and can do so without giving any explanation.

Requirements:

- 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 board, 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])
- where the parent of a child attending a LEA-maintained aided school wishes the child to receive RE in accordance with the agreed syllabus and the child cannot conveniently attend a school where that syllabus is in use, the governors (or if, in the case of LEA-maintained schools, they are unwilling to do so, the LEA) must make suitable arrangements unless they (or the LEA) considers that special circumstances would make it unreasonable to do so (see paragraph 23).

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, s.9[4])

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## Exercise of Right of withdrawal

The parental right to withdraw a child from receiving RE should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal. Care needs to be taken when elements of RE are taught as part of wider cross-curricular teaching or is taught in an integrated form alongside National Curriculum subjects. Circumstances may vary, but it is unlikely that where religious matters arise in other curriculum areas a parent would be able to insist on a child being withdrawn every time issues relating to religion or spiritual values are raised.

To avoid misunderstanding a headteacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:

- the religious issues about which the parent would object to his or her child being taught
- the practical implications of withdrawal
- the circumstances in which the school can reasonably be expected to accommodate parental wishes (paragraph 48)
- whether the parent will require any advanced notice of such RE and if so, how much

## Additional Diocesan Guidance on Right to Withdraw from RE

Very few parents have exercised their right to withdraw their child from all or part of RE. We believe in the importance and value of the teaching of RE in a world where examples of prejudice and hatred against faith communities is increasing. Managing the process of the right to withdraw can be a sensitive issue and the following publications are useful

Publications:

*'Guidance on Managing the Right of Withdrawal from Religious Education' by Gill Vaisey for Wales Association of Standing Advisory Councils on Religious Education*

(WASACRE)

National Association of Teachers of RE (NATRE)

*'Guidance: dealing with withdrawal from RE'*

As a minimum we recommend adopting the following strategies:

- the headteacher/RE subject leader talk to the child/young person 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 RE subject leader/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
- 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

It is important to try to avoid the creation of a 'pick and mix' culture in which parents determine which faiths their children may learn about and which areas they must be withdrawn from. Through open and honest discussion about the value and aims of the curriculum, the content of the curriculum and associated schemes of work, we feel that it is possible to overcome some elements of these inherently negative attitudes.

## When a pupil is withdrawn from RE

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 but does not have to provide alternative work. Parents/careers are responsible for providing work, 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.

## Teacher Right to Withdraw from RE

Teachers also have the right to withdraw from teaching RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE in a VC school (reserved teacher) or teachers in VA schools who have a National Society contract. It is an expectation of the diocese that teachers appointed in church schools should support the ethos of the school. At recruitment teachers will be asked to support the ethos of the school and it is therefore unlikely that teachers would ask to withdraw from RE.



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## Time Allocation for RE

The law states that the headteacher and governing body of all schools will make reasonable time available for the study of RE in sufficient depth and rigour. The recommendation for all schools is as follows:

- 36 hours per year integrated into relevant strands of the EYFS
- 36 hours per year for RE up to end of KS1
- 45 hours per year KS2 and KS3
- Short course GCSE or non-examined course: a minimum of 1 hour per week. Full course GCSE equal time to other Humanities GCSE subjects
- Around 5% of the total curriculum time at KS4 (around 40 hours per year).
- Minimum of 20 hours per year for core RE Key Stage 5

**In line with the Church of England Statement of Entitlement for RE it is the expectation that all church schools and academies within the Diocese of Chichester should provide dedicated time for RE close to 10% of curriculum time and no less than 5%. This does not include time for Collective Worship.**

## Church of England Statement of Entitlement for RE

The current RE Statement of Entitlement was published by the Church of England Education Office in February 2019. The Church of England Statement of Entitlement for RE sets out the expectations for RE in all Church of England schools and academies and has been adopted by the Chichester Diocesan Board of Education. It is important that senior leaders and all governors are fully aware of the expectations of the Statement of Entitlement and reflect on these expectations in relation to their own RE provision.

## RE Entitlement: Diocese of Chichester expectations

It is the expectation of the Board of Education that all church schools and academies will:

- provide RE which enables pupils to hold balanced and informed conversations about religion and belief through a process of enquiry
- provide a high quality RE curriculum which gives pupils the opportunity to understand the 'big story' of Christianity, including the key concepts upon which it rests and the diversity of Christian practice around the world
- provide RE in line with the expectations of the Church of England RE Statement of Entitlement
- adopt the locally agreed syllabus as the basis for their RE curriculum content in VC schools and a well-regarded agreed syllabus in VA schools and academies
- use Understanding Christianity as the basis for the teaching of Christianity and other high-quality resources such as 'The Emmanuel Project' materials for teaching of other world religions and worldviews.

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## Provision and Practice: Diocese of Chichester expectations

The Board of Education understands the driving purpose of RE in its schools to be the development of secure religious and theological literacy, so that pupils can hold balanced and informed conversations about religion and belief. RE's distinctive contribution to the Christian character of Church of England schools is to provide secure theological literacy about Christianity through a multi-disciplinary process of enquiry. This sits within the broader context of religious literacy. The outcome will be to ensure that pupils are able to hold theologically informed conversations about Christianity as a living and varied faith. RE should 'function well in its own right as a rigorous academic subject (Making a Difference? (2014)) rather than confusing its distinctive contribution to the Christian character of the school with collective worship or the Christian values at the heart of a school's ethos.

Pupils within the Diocese of Chichester are entitled therefore to religious education that:

- is a rigorous academic subject
- is delivered in an objective and pluralistic manner
- incorporates a variety of relevant disciplines (including theology, philosophy and the human and social sciences) to explore religions and worldviews
- is inspiring and challenging
- enables all pupils to acquire a rich and deep understanding of Christianity as a diverse and global faith
- enables pupils to understand the 'big story' of Christianity, including the key concepts on which it rests
- enables pupils to appreciate the diversity of Christian practice around the world
- enables pupils to develop a good knowledge and understanding of a range of religions and worldviews
- enables pupils to develop informed and respectful understanding of other religions and worldviews, including an appreciation of the lived reality and diversity of expression within and between their beliefs and practices.

## RE Curriculum Design

The RE curriculum should:

- be well-designed, have a clear intent and meet the needs of all learners
- be structured, coherent and sequential
- explore core concepts and beliefs
- develop both the knowledge and skills to enable pupils to deepen their insight and understanding as they progress through school
- use an enquiry framework as the basis for planning and teaching RE
- encourage pupils to question, challenge and think deeply about what they learn
- explore key foundational texts, beliefs, rituals and practices enabling pupils to understand how religions and worldviews form identity
- ensure Christianity is taught for a minimum of 50% of RE curriculum time in each year group



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## Resourcing RE

Schools should ensure they provide sufficient resources to deliver the RE curriculum in an exciting and dynamic way. Resourcing for RE should include teaching materials, classroom resources and library books (including a range of age appropriate sets of Bibles), high quality artefacts and digital media materials. Resourcing for RE should be at least equivalent to the level that is provided for foundation subjects and religious artefacts should be stored and used with care and respect.

Specifically, schools should:

- allocate a budget for RE
- adopt 'Understanding Christianity' as the basis for teaching Christianity
- invest in other high-quality resources, such as the Emmanuel Project units, for the teaching of other faiths and worldviews
- take advantage of the Diocesan 'REsource Bank' resource boxes (Details about all the resource boxes and their contents can be found on the Diocesan school website)
- provide additional enrichment experiences, which enable pupils to:
  - o learn about the main festivals, celebrations and Church year
  - o visit the local parish church, Chichester Cathedral and other places of worship
  - o talk to visitors in school to encourage dialogue with people of other faiths and worldviews

## Classroom practice: Teaching and Learning

RE should be taught as an academic subject and delivered in an objective and pluralistic way.

Academic rigour should be balanced with a respect for diverse beliefs and identities. Teachers need to have a secure subject knowledge and the confidence to teach RE to a high standard. High quality RE teaching and learning therefore relies on teachers who are knowledgeable and confident practitioners.

Some church primary schools use a PPA teachers, including HLTAs to plan and deliver RE across the school. Although the Board of Education recognises that in many of these schools the PPA teacher often has expertise and skills, the teaching of RE should not become the preserve of one person. We therefore encourage the teaching of RE by all primary class teachers and expect, as a minimum, that all primary teachers:

- have a clear understanding of the purpose and aims of RE
- are involved in discussions about RE curriculum design
- are actively involved in RE planning
- develop their subject knowledge

Ideally one member of staff should have an RE qualification or have received specific training. It is the expectation of the Chichester Board of Education that all schools should access the training and support packages provided by the Diocese. This includes training for teachers, RE subject leaders, senior leadership and governors. We expect the RE lead in every school to have completed diocesan RE leadership training and Understanding Christianity training.

Class teachers should:

- have high expectations and ensure progress is significant and attainment is high
- provide classrooms that are safe spaces in which to discuss beliefs, ideas and opinions
- access regular training and professional development opportunities to develop subject knowledge and expertise

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## 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 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

## Pupil Outcomes

Pupils in church schools should be excited and challenged by their RE learning, becoming religiously literate individuals. They should deepen their knowledge and understanding of religions and worldviews as they progress through school, acquiring a specific and extensive specialist vocabulary. All pupils should be encouraged to explore, discuss and refine their own beliefs and personal worldviews as they become more knowledgeable.

Specifically, RE in a church school should enable pupils to:

- acquire a deep and rich knowledge and understanding of Christianity as a global faith and the Anglican tradition
- explore and challenge the beliefs and concepts of the religions and worldviews studied
- talk openly about their beliefs and values in lessons
- develop a wide range of skills, including critical thinking skills
- explore their own religious, spiritual and philosophical views of living, believing and thinking
- explore and discuss their own ideas and beliefs within a safe and inclusive space
- engage with people of other faiths and worldviews in an informed and respectful way

## RE and the School Environment

The school environment should support the teaching and learning of RE and should:

- include high quality RE displays in classrooms and around the school
- incorporate the best of Christian writing and reflection
- support the use of religious language
- enable pupils to encounter Christian 'psalms and hymns and spiritual songs' from a wide variety of traditions
- provide spaces that can be used as a focus for reflection

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## Leadership and Management of RE

### Role of Senior Leaders and Governors

In Church schools the character and quality of religious education should be of particular concern for the headteacher and governing board. The governing board should provide positive support for effective and excellent RE by ensuring all governors:

- understand the distinctive role and purpose of RE in a church school
- are aware of the legal requirements
- ensure RE has high status within school
- are fully informed and up to date with Diocesan advice and guidance
- are familiar with the RE syllabus and in a VA school take responsibility for the adoption of the RE syllabus
- monitor RE standards effectively

We advise that each governing board should:

- consider appointing an RE link governor
- ensure RE is a standing item on governing board meetings
- review the RE policy on a regular basis (the RE policy should be separate to the Collective Worship policy)
- ensure the RE policy is widely available to the school community and published

Senior leaders should ensure:

- they are fully informed about the requirements and expectations for RE – national, local and diocesan, including the requirements of the SIAMS Schedule
- RE has a high profile within the school and community and is allocated a meaningful budget
- they engage with the Diocese and take full advantage of diocesan leadership support and training
- RE has prominence on the school website and within the prospectus
- RE is included as an item on HT reports
- effective systems are established to monitor and evaluate RE
- they appoint an RE subject leader (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 RE curriculum. Ideally the RE leader should not be the Headteacher. Where the Headteacher is the RE subject lead they should appoint someone to shadow the role

- they invest in RE training and high-quality resources
- prioritize professional development opportunities for the RE subject leader and ensure that he/she has adequate time to undertake the role effectively
- they provide regular professional development opportunities (both outside and within school) for all staff

### Role and Responsibilities of the RE Subject leader

The role of the RE subject leader should have a high profile within school. Schools leaders should ensure that they allocate sufficient time and sufficient budget for the RE lead to undertake their role effectively. The RE subject leader should be a champion for RE within and outside of school.

They should ensure that all the legal requirements for RE are met and that RE is inspiring, engaging and challenging.

The RE subject leader should:

- assist governors and the Headteacher in fulfilling their legal responsibilities with respect to RE and provide an annual report and regular updates to the governing board
- ensure that RE maintains a high profile in the life of the school
- write and review the school's RE policy in consultation with the Headteacher, staff and appropriate governors. Please See Diocese of Chichester RE Policy template
- ensure staff and governors are aware of and use the RE policy document
- plan the RE curriculum in consultation with others
- work with staff, pupils and visitors to support the planning & delivery of RE
- evaluate and review provision for RE with governors and staff
- contribute to and update the schools' self-evaluation for SIAMS
- develop an action plan for RE
- develop documentation to support colleagues with planning and teaching RE
- undertake regular monitoring of RE including: lesson observations/drop-ins; planning and work scrutiny; learning walks, pupils and staff conferencing etc.
- maintain and develop the range of resources for RE
- attend relevant training & disseminate information to staff

- support colleagues and provide in-house cpd
- liaise with a variety of people, including the parish clergy, diocesan advisers and visitors who can advise and support RE
- maintain good links with the diocese and local parish, including clergy and lay people
- attend diocesan RE Subject Leaders' training
- access other diocesan RE training and support opportunities, such as RE network meetings and regional events
- provide support within school to develop subject knowledge and expertise of colleagues

## RE Policy

Every school should have an RE policy which is separate from other policies and which is displayed on the website and agreed by the governors. This should be reviewed every three years.

The RE policy should include the following areas:

- aims and purpose for RE
- RE's place in the school's curriculum
- teaching and learning approach
- resources and planning
- visits, visitors and RE/enrichment opportunities
- assessment and reporting
- withdrawal from RE

## 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 RE curriculum in a church school is the place where excellent and distinctive SMSC should be seen.

## 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

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## 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

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# Appendices

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## Appendix 1 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 additional ideas to help bring the teaching of Christianity and the Anglican tradition to life. Church of England schools should emphasize the church as people rather than buildings and 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.

### 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



The Church Year		Concepts
<b>Advent</b>		Prophecy and hope Death, judgement, heaven and hell
<b>Christmas</b>	Epiphany Candlemas	Incarnation Revelation Servant leadership
<b>Lent</b>	Shrove Tuesday Ash Wednesday	Temptation and sin Repentance
<b>Holy Week</b>	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>		Salvation Resurrection Miracle Baptism Eternal life
<b>Ascension</b>		Christ in glory
<b>Pentecost</b>		Holy Spirit Confirmation Church Unity and diversity
<b>Trinity</b>		God the Holy Trinity Creeds
<b>Harvest</b>		Creation and stewardship Thanksgiving Justice and freedom
<b>All Saints' day</b>	Individual saints' days	Covenant Community Peace

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## Being an Anglican

### Parish Life

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*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

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*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

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## Church and Nation

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

- Christianity comes to Britain                      Alban, Patrick and Augustine
- Rome and Northumbria                              Iona, Lindisfarne, Hilda and the synod of Whitby
- Church and State                                      Thomas a Becket, monasteries
- The Bible in English                                  Wycliffe, Tyndale and the Authorised Version
- The Reformation                                      Henry VIII to Elizabeth, the martyrs
- Developing worship                                  From Cranmer to the 1662 Prayer Book
- Evangelicals and Tractarians                      Wesley, Simeon, Pusey and Newman
- Improving society                                      Wilberforce, Shaftesbury and Josephine Butler
- Church schools and hospitals                      Robert Raikes, Joshua Watson, Florence Nightingale
- The development of missions                      SPCK, CMS and USPG
- The twentieth century                                William Temple CS Lewis, Desmond Tutu
- People of local significance in the diocese      St Wilfrid St Richard

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## Appendix 2 RE Organisations and Online Resources

There are many resources and professional organisations available to help you deliver exciting and high quality RE in your school or academy. The suggestions below are a starting point!

### [NATRE: The National Association of Teachers of RE](#)

This organisation provides national and local support for RE teachers and subject leaders. It runs conferences, provides training and online support, and serves as an initial point of contact for up-to-date information about RE. You may be interested in their monthly #rechatuk Twitter chat (the first Monday of every month between 8pm and 9pm).

### [RE Council of England and Wales](#)

This is an umbrella organisation that brings together representatives from different religious and educational communities to support research into and support of high- quality RE.

### [RE:Online](#)

This is a one-stop provider of information about RE. It includes support for teaching and learning, as well as information about pedagogical approaches in RE and the history and legal status of RE.

### [RE:Quest](#)

This website provides useful resources and videos for teaching and learning about Christianity.

### [TrueTube](#)

This website provides thought-provoking videos and other resources for themes and topics associated with RE.

### [Understanding Christianity](#)

This is the official website for Understanding Christianity, the new resource produced by the Church of England Education Office and RE Today.

### [RE Today](#)

RE Today is the biggest provider of RE-related teaching and learning resources in the UK.

### BBC

The BBC provides a range of information for different aged pupils

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LEARNING WITH MEANING AND PURPOSE  
TO KNOW GOD AND SHAPE THE WORLD