

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

UNDERSTANDING FAITH (RE) POLICY

June 2025

(Review Date: June 2028)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

UNDERSTANDING FAITH (RE) POLICY

At Bredhurst CE primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness.

I have come that they may have life, and have it to the full.

(John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

ENTITLEMENT

At Bredhurst Primary School pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Rochester Diocesan syllabus, the Kent agreed syllabus and RE today we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

AIMS

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global and living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and world views appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's culture heritage and in the lives of individuals and societies in different times, cultures and places.
- To contribute to the development of pupils own spiritual/philosophical ways of living, exploring and enriching their own beliefs and values.

By the end of the pupils education at Bredhurst that expectation is that pupils are religiously literate and can:

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

THE CURRICULUM, TEACHING AND LEARNING

At Bredhurst UF is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing is comparable with other subjects.

At Bredhurst CEP School we are continuing to use 'Understanding Christianity', the Kent agreed local syllabus and resources from the Rochester Diocese. Our curriculum is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social, and cultural development.

The Syllabus devotes most attention to Christian tradition and gives clear guidance on the teaching of other religions, (please see Appendix A – curriculum overview for RE).

All units begin with a 'big question' which is discussed in all lessons and new knowledge and understanding is added to the mind map. UF sessions provide a safe space to explore their religious, spiritual ways of seeing, living and thinking, believing and belonging. UF uses many starting points which include the use of artefacts, story, pictures, music, videos and visits to places of worship. Activities are differentiated so that every pupil can achieve at an appropriate level. The majority of the units in this scheme focus on one religion at a time, to avoid confusion and to do justice to the distinctiveness of each religion. However, there are opportunities to compare and contrast religious ideas and beliefs in a number of the units and also a few thematic units included. Teaching in UF challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way, in order to encourage a positive attitude towards diversity. All questions, views and opinions are treated with sensitivity and respect.

Our curriculum emphasises the importance of the text linking back to the religious book it has come from and then giving the pupils opportunities to make connections and think reflectively as to how it impacts on their own life. Using the Golden threads, there is a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy.

It ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs. Each child has his/her own book specifically for UF work, but UF also includes creative and practical activities and discussion. We benefit from our close ties with the parish church for RE visits and visitors to the lessons.

RESOURCES

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

LEGAL REQUIREMENTS

Religious Education (UF) must be provided for all registered pupils in full time education except those withdrawn at their parent's request. (DFE circular 1/94, paragraph 44 and 49, and Non-statutory Guidance 2010 page 28). Bredhurst CEP School will comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

ACTIVELY PROMOTING SMSC THROUGH RELIGIOUS EDUCATION

Spiritual

UF lessons can foster an awareness of the Spiritual dimension by giving children opportunities to experience awe and wonder. Through an effective approach to UF, our children may encounter stillness in a special place in the natural world or perhaps inside a religious building. They can begin to understand the spiritual aspects of life by exploring their own thoughts, feelings and responses to appropriate situations.

Moral

Throughout both key Stage 1 and 2, our children will be presented with a variety of opportunities in which they may explore the moral codes which underpin social behaviour.

Social

Through work in UF, pupils recognise differences and learn to apply this understanding to social situations. Tolerance, fairness, respect, self-awareness and enquiry are all attitudes which will be fostered through UF. Children can learn to see themselves as members of a diverse society and put behaviour patterns into perspective.

Cultural

Our children will learn through UF that religious belief is an integral part of culture. Christmas and Easter are a major part of British culture, as are May Day and Harvest. Through exploring a variety of religious festivals, such as Diwali and Chanukah, children can build an understanding of cultural diversity.

HEALTH AND SAFETY

Health and safety issues may arise in UF on a number of occasions, for example when children:

- handle artefacts

- consume food
- visit places of worship

School guidelines on health and safety will apply in these situations.

ASSESSMENT

Assessment in UF will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the locally agreed syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment: which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.
- UF is tracked using our online system and is reported to at SIAMs Governor's Meetings.

CURRICULUM BALANCE AND TIME

Parents and pupils are entitled to expect that, in a Church school, Christianity should be the majority religion studied in each year group and should be at least 50% of RE curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% this amounts to one hour a week at Key Stage One and 1 hour 15 minutes at Key Stage Two. (This is in addition to time for worship). As a Church school, we make sure that this is fulfilled.

Please see the curriculum overview for specific areas taught-Appendix one.

ROLE OF SUBJECT LEADER

- Ensure that all pupils receive their legal entitlement of religious education and it reflects the Church of England Statement of Entitlement.
- To ensure that necessary resources are available
- To provide leadership and specialist support to other members of staff by acting as consultant on matters of content, practice and organisation, and by making recommendations on work for children with SEND.
- Monitor the quality and effectiveness of teaching and learning, and pupil's progress and standards.

- Ensure that there are rigorous assessment systems in place. Monitor, analyse and question these.
- To liaise with the HT and Governors to feedback on the monitoring and impact of UF(RE) across the school.
- To keep up-to-date with current developments in the subject through attendance at In-Service activities and personal research/reading
- To encourage and promote interest in the subject throughout the school-to support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions
- To manage the budget accounts for the subject;
- To review or revise policy documents, schemes of work and guidelines.

ROLE OF RELIGIOUS EDUCATION (UF)/SIAMS GOVERNOR

- To meet with the subject leader to see how the curriculum and values are embedded.
- To be aware of resources allocated to Religious Education.
- To report back to the Siams committee.

This policy will be renewed every three years unless any updates needed.