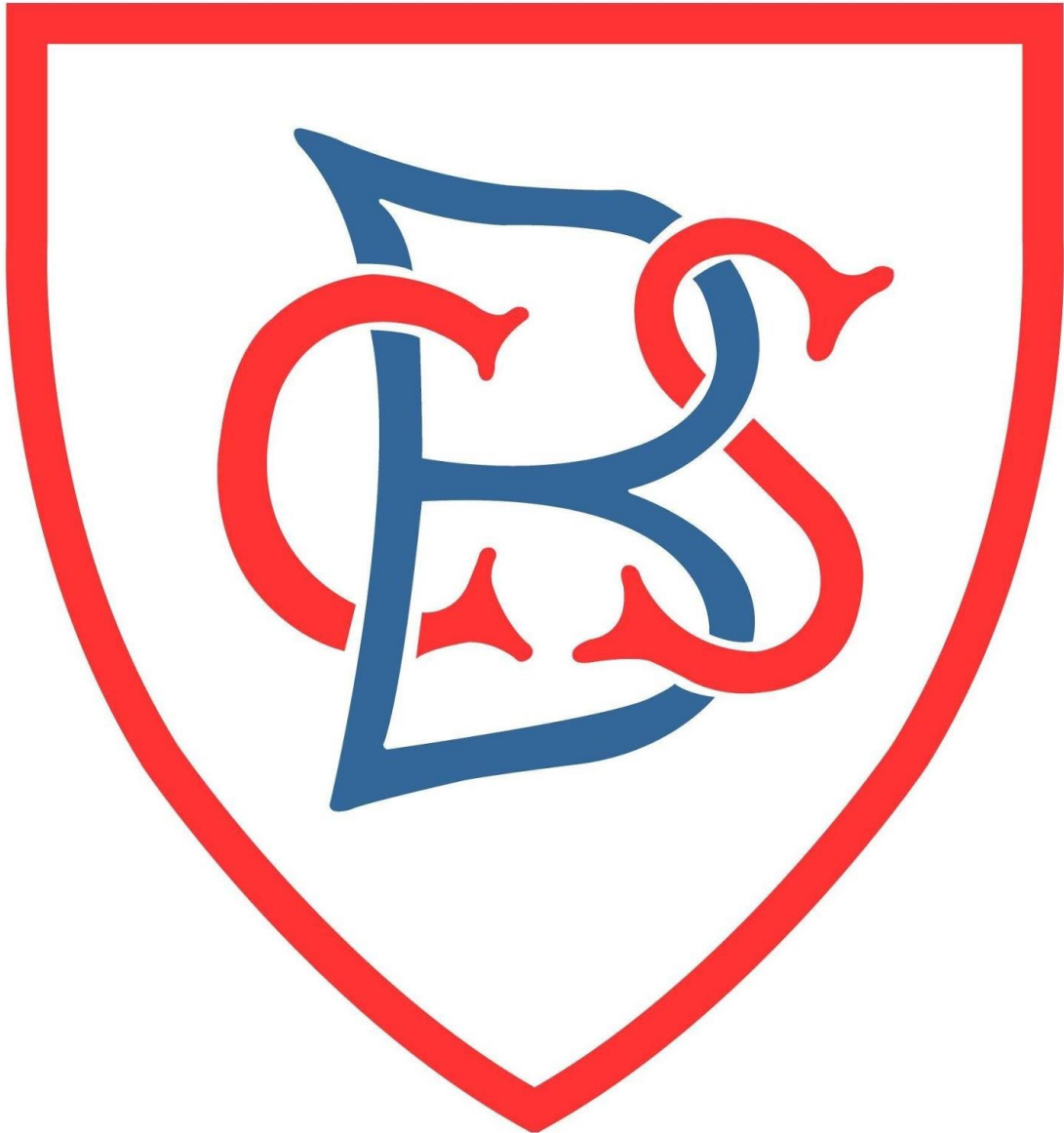


Bowdon Church School



Religious Education Policy

September 2025

Introduction

Bowdon Church School is a Voluntary Aided Primary School within the Diocese of Chester. Our mission, as a primary school with a strong Christian foundation, is to provide an education which is deeply rooted in love, compassion and a strong tradition of the Christian faith which ensures the children and adults have a nurturing and aspirational environment to reach their full potential, living life in all its fullness. Loving, working and growing together is lived out in the everyday life of school. We enjoy close relationships with our local church, St Mary's Bowdon as well as links with St Peter's Church, Hale.

Our School's theologically-rooted Vision

Our vision is rooted in the biblical teaching that "I have come that they might have life and have it in abundance" (John 10:10). Bowdon Church School aims to provide a nurturing community and rich curriculum to guide children. Following the example of the 'Good Shepherd', educators strive to provide a supportive environment, ensuring every child knows that they belong, are unique and special, and has the skills and resilience to thrive in a rapidly changing world in each stage of their journey.

Mission Statement

Loving, Learning and Growing Together.

Vision

Bowdon Church School aims to provide a nurturing community and rich curriculum to guide children on life's journey. Fostering a love of learning, cultivating spiritual, social, moral and cultural wellbeing, and strengthening them with a growing trust and knowledge of God.

The school's six core Christian values - **Love, Respect, Hope, Forgiveness, Wisdom, and Koinonia** - are lived out through our actions and deeds, and are at the core of our planned and incidental curriculum, including RE.

Our core Christian values run strongly through our entire curriculum as we provide opportunities for our children to develop awe and wonder in themselves as individuals, an understanding of their place in the world and a strong respect and appreciation for the beliefs, achievements and contributions of others. Our academic standards are high and our broad and enhanced curriculum ensures that our children have opportunities and experiences they will remember well into the future.

We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. We aim that everyone feels valued and has respect for themselves, others and the environment in which we live.

At the core of this nurturing environment is the space for the children to develop individual spirituality and personal faith. Throughout school, weekly RE lessons provide the children with facts and traditions about Christianity and other world religions. However, a larger part of the RE curriculum focuses on opportunities to think about the impact of events when they happened, how this connects to pupils' lives now and how this learning may impact on them on their journey of life. We believe that this knowledge, along with the ability to reflect,

provides our children with the opportunity to become well rounded citizens, able to communicate with their local community and beyond.

As a school we aim to promote ambition in our children as they 'Grow' in all aspects of life, supporting them to move forward in their lives. Throughout school, RE lessons provide the children with examples of many people in the Bible who were ambitious to fulfil God's will and through perseverance and hope they achieved their goals. Teachers also make links within the wider curriculum with other people of faith who are a positive influence. The individual impact part of the lessons provides the children to reflect on their own ambitions and goals, and gives space and time for them to reflect on the small steps they will take to succeed.

As we live in a world community of people of different faiths and no faith, at Bowdon Church School we believe that the children will be equipped to talk to all sectors of society. The religious knowledge that is embedded within our children enables them to flourish with confidence and be articulate in many different and challenging situations. Striving to be the best they can be is embedded at Bowdon Church School from the very beginning of their education.

Children are prepared through RE to become future citizens of the world. Our staff recognise the barriers that children face in becoming valuable citizens of society and we strive to break down those barriers through the RE curriculum. The curriculum provides them with the opportunity to learn about God's Big Story and then compare and contrast this to other faiths and beliefs.

The Religious Education (RE) policy at Bowdon Church School is designed to enable every child to flourish and prepare them to live in a global and diverse community

Intent

The RE curriculum encourages pupils to understand cultures and different ways of life, it fosters awareness and respect for the beliefs of others, and helps children recognize their unique place in the community. A core goal is to explore how religious values and teaching impact actions for people of faith and to connect Biblical events with modern life. The curriculum develops essential skills, including investigation, reflection, analysis, interpretation and empathy. It provides experiences of Christian traditions alongside instruction on respecting people and traditions from other faith backgrounds.

Implementation

RE is taught as a discrete lesson using the Questful RE Syllabus. In KS2 it must be 45 hours per year, which is 1.25 hours per week. In KS1 it must be 36 hours per year, which is 50 minutes per week. The hours are made up in KS2 by doing an hour a week and then the other hours are made up by visits to places of worship, visiting speakers such as 'God and the Big Bang' and recap/revision weeks.

Teaching is sequential and progressive, with a strong focus on key vocabulary. The curriculum is enhanced by teaching about World Faiths/festivals (e.g., Diwali, Eid) through visitors, trips, and whole school RE days.

Impact

The policy aims for children, including those with SEND, to achieve well, developing detailed knowledge and skills. The curriculum's impact is evaluated through continuous teacher assessment against learning outcomes/end points for each unit taught.

Further evaluation involves subject leader reviews, Governor link visits, book looks, learning walks, and pupil voice. Progress in RE is reported annually and holds a prominent position in each pupil's end of year report.

Requirements

At Bowdon Church School, we meet the requirements of the Church of England Statement of Entitlement for Religious Education which states 'Sufficient dedicated curriculum time, meeting explicit RE objectives, however organised, should be committed to the delivery of R.E. This should aim to be close to 10% but must be no less than 5% in key stage 1-4.'

[Please see Appendix 1 for more information.]

Parental right of withdrawal from R.E

Parents have the right to withdraw their child from RE on the grounds that they wish to provide their own RE provision. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation.

Syllabus

Bowdon Church School is a Voluntary Aided School. In Voluntary Aided schools, the management of Religious Education is a distinctive role of the Governors and Head Teacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school. At Bowdon Church School, guidance is taken from the Chester Diocese Board of Education and units of work are adapted from the online Questful RE Syllabus; we place special emphasis on World Faiths, World Views and Global Christianity. The units are supplemented with additional resources from the diocese recommended Understanding Christianity Units.

World Faiths, World Views, Global Christianity and Diversity

The Questful RE syllabus includes specific units of work World Faiths and World Views. Children are encouraged to consider diverse views and to reflect on their own beliefs and develop an understanding of their place within the wider world. They explore and discover information about the beliefs and practices of World Faiths and World Views, ask meaningful questions, make comparisons, identify similarities and distinctions and make connections to their own experiences.

Planning

Our RE curriculum is taken from the Questful RE Unit Plans for children in EYFS-Year 6. Staff adapt these plans to provide a range of age appropriate, challenging and creative lessons. It

is suggested that the units last between 5 and 12 hours, however the number of hours advised on the planning is a guideline and staff adapt this to meet the needs of the children in their class.

The children also have the opportunity to learn and explore World Faith festivals as they happen, for example Diwali and Eid.

[Please see Appendix 2 - Curriculum Planning]

Presentation of Work

RE work is recorded in floor books and RE books. Children in Early Years and Key Stage 1 celebrate their work in floor books and in Key Stage 2 the pupils have their own individual RE books in addition to a class floor book. Our Questful RE scheme gives clear guidance on which forms of evidence should be recorded to demonstrate learning as each unit progresses.

Marking

Marking follows our Marking Policy. If a teacher feels an RE-related comment is necessary, then they are free to provide this in order to enhance children's understanding and spiritual development.

Assessment takes place at the end of each unit. Staff use the Questful RE map to assess the children's understanding of the unit or use a bespoke assessment by assessing against the unit end points. Teachers decide whether each child has understood the concept, shown a deeper understanding or not understood the concept taught, and record this on the school assessment system, Insight.

SEND

Provision for children with additional needs or SEND will follow the Bowdon Church School SEND policy and where applicable their learning plan. Children with additional needs or SEND will be supported through adaptive teaching and learning, allowing them access to all areas of the RE curriculum.

Additional Learning and Experiences

It is our aim at Bowdon Church School to provide a wide and varied curriculum and as such take every opportunity to widen the children's breadth of learning with guest speakers, visitors, drama productions and workshops to name a few.

Visits to places of worship are arranged as part of the RE curriculum, as are visits by members from all faith communities. This brings the curriculum to life and gives children an opportunity to encounter a variety of World Views and World Faiths. Visits to places of worship give children the opportunity to see religious practices, such as the Eucharist or a Baptism, performed by a faith leader.

Appendix 1. RE Statement of Entitlement for Church Schools

Religious Education in Church of England Schools

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (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.¹

A high-quality sequential religious education² (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews³ fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

¹ The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/vision-education>

² Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 SIAMS inspection and, if and until the law changes we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject.

³ The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's way of understanding and living in the world which may be drawn from one or many institutionalised worldviews. Based on Commission on Religious Education, *Religion and worldviews: The way forward A national plan for RE* (Religious Education Council for England and Wales 2018) p4.

must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school. In academies and free schools RE must be taught in accordance with the funding agreement.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report.

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews

through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- To know about and understand Christianity as a diverse global 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 worldviews 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 cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum balance and time: sufficient, appropriate and balanced

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of 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% in key stages 1-4.

All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered.

The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews.

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Developing staff expertise and knowledge: confidence specialism professionalism

Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- at least one member of staff having RE qualifications or receiving specialist training.

- secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching.
- all staff teaching RE having access to subject specific professional development.
- all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities.
- all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools.
- a governing body which is monitoring standards in RE effectively.

The role of the Diocesan Boards of Education

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

Support for effective and excellent RE

Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:

- a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role
- their senior management team and their governing body, especially foundation governors or academy equivalents
- their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background
- the Church of England Education Office
- local clergy and other ministers and Christian communities.

Derek Holloway
School Character and SIAMS Development Manager

February 2019

Appendix 2 - Bowdon Church School - Long-Term Planning

World Faith Days Suggestions: Diwali Day Remembrance Day St George's Day -23/4	Year GRP	Autumn 1 Harvest Festival	Autumn 2 Remembrance Day Rosh Hashanah [Jewish New Year] Diwali	Spring 1 Epiphany Christian Prayer week Shrove Tuesday Ash Wednesday Lent	Spring 2 Lent Mothering Sunday Ramadan - moon dependent Holy Week Holi Hindu festival Ascension Day Christian	Summer 1 Eid-el-Fitr – moon dependent Passover/Pesach Holocaust Day Aid Week Buddha's Birthday Pentecost Trinity Sunday Pentecost	Summer 2 Hajj to Mecca
Christian Values		Love	Respect	Hope	Forgiveness	Wisdom	Koinonia
EYFS - ALL UNITS TO USE A CHATTERBOX Multi-faith topic taught in isolation All religions taught through children from all faiths - New resources - Puddles Series	EYFS	EYFS 1 – I am Special [4+1] Why are we all different and special? Islam EYFS 3 – Special People [4+2] Why do Christians believe Jesus is special? Founders and leaders of faith. Islam, Buddhism, Sikhism	EYFS 4 – Christmas [4+2] How do we celebrate Jesus' Birthday? Why do Hindus light candles at Diwali - Hinduism	EYFS 5 – Stories Jesus heard. [4] What stories did Jesus hear when he was a child? EYFS 6 – Stories Jesus told. [4] Why did Jesus tell stories?	EYFS 7 – Easter [5] Why do Christians believe that Easter is all about love?	EYFS 9 – Special places. [4+2] What makes a place special/holy? Hinduism/Islam Church Visit	EYFS 11 – Special times. [4+2] How do we celebrate special times? Hinduism, Islam, Judaism, Sikhism
Multi-faith topics taught in isolation JUDAISM	Year 1	1.1 Harvest [3+2] How can we help those who do not have a good Harvest? How do people of Jewish faith celebrate the Harvest? – Judaism Harvest Festival	1.3 Christmas [4+1] Why do we give and receive gifts? Hinduism, Islam.	1.2 Creation [4+2] 1.3 What are your favourite things that God created? 1.4 What do people of Muslim and Hindu faith believe about how God made the world? Hinduism, Islam	1.5 Easter [5] What do you think is the most important part of the Easter story?	1.7 Baptism [4+3] Why is Baptism Special? How do people of world faiths welcome babies? Hinduism, Islam, Sikhism Church Visit - Baptistry - Mock Baptism	1.9 My World Jesus' World [4+1] How is the place that Jesus lived different to how we live now? Judaism

Multi-faith topic taught in isolation ISLAM	Year 2	2.3 Why do we welcome everyone? [6] Why did Jesus welcome everyone?	2.2 Christmas [5] Why was the birth of Jesus such good news?	2.1 The Bible [6+4] Why is it such a special book? Do people of all world faiths have holy books? Islam, Judaism, Sikhism	2.4 Easter [5] How do symbols help us to understand the Easter story?	2.6 Ascension and Pentecost [4] What happened at the Ascension and Pentecost?	2.5 The Church [6+4] Why is the church a special place for Christians? Why are holy buildings important to people of faith? Hinduism, Islam, Judaism Visit St Lukes/St Mary's Church
Multi-faith topic taught in isolation HINDUISM Hindu Workshop Cultural EducAsian@gmail.com	Year 3	3.6 The Harvest [2+4] How do people of faith say thank you for the Harvest? Hinduism Looking at different ways to celebrate harvest Visit St Mary's Church for Harvest Festival	3.2 Christmas [5] How does the presence of Jesus impact on People's lives?	S7 – Change the world [3+1] How can I make a difference? Looking from different perspectives. Buddhism, Hinduism, Judaism, Islam	3.4 Easter [5] Is the cross a symbol of sadness or joy? St Mary's Easter Service	3.5 Rules for living [6] Which rules should we follow? Christianity	3.5 Rules for Living-World Faith [6] Does everyone follow the same rules? Why and Why not? World Religions Buddhism, Islam and Sikhism Visit from Muslim
Multi-faith topic taught in isolation JUDAISM	Year 4	4.1 David and the Psalms [6] What values do you consider to be important?	4.2 Christmas [4+2] Why is Jesus described as the light of the world? Why is light an important symbol in world faiths Judaism	4.6 Prayer [4+2] What is Prayer? How do people of world faiths pray? Buddhism, Hinduism, Islam, Judaism	4.4 Easter [5+1] A story of betrayal or trust? What do world faiths say about forgiveness? Hinduism, Islam, Judaism and Sikhism St Mary's Easter Service	4.5 The Church [6] Are all churches the same? Do people worship God in the same way? CHRISTIANITY Visit Local Churches/Cathedral	4.5 The Church [6] Are all places of worship the same? Do people worship God in the same way? Hinduism, Islam, Judaism, Sikhism Visit Synagogue or Visit from Jewish Teacher
Multi-faith topic taught in isolation ISLAM Visit from Muslim teacher RE: Hajj, 5 pillars, religious beliefs, Quran	Year 5	5.5 Old Testament Woman [5+2] Did she make the right choice? Judaism	5.2 Christmas [5] How do our celebrations reflect the true meaning of Christmas?	5.6 Loss Death and Hope [4+2] Is death an ending or a beginning? How do people of world faiths mark the end of life?	5.4 Easter [5] Why do Christians believe that Easter is a celebration of Victory? St Mary's Easter Service	5.1 The Bible [6] How and why do Christians read the bible?	5.1 The Bible [6] Why are sacred texts so important to people of faith? Hinduism, Islam, Judaism, Sikhism

				Buddhism Islam, Hinduism			
Multi-faith topic taught in isolation SIKHISM	Year 6	6.1 Life as a Journey [6+4] Is every person's journey the same? Why do people of faith make pilgrimages? Hinduism, Islam, Sikhism, Judaism	6.2 Advent [5] How do Christians prepare for Christmas?	6.4 Jesus [6] Who is Jesus? Visitation from clergy to describe and discuss the Christian beliefs revealed in Jesus' teaching.	6.3 The Eucharist [3] Visit to Church Why do Christians celebrate the Eucharist? St Mary's Easter Service Visitation from Clergyman - investments and symbolism of communion chalice and pattern etc	6.7 People of Faith [4+3] How does having faith affect people's lives? Buddhism, Hinduism, Islam Visit from practising Sikh to share experiences and practice	S5 Christian Art [4+2] How do Christians express their faith through art? How do people of faith express their beliefs through Art? Hinduism, Islam, Judaism