



Statement on the teaching of RE at Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), we serve a diverse community in a shifting school population across five hospital sites and one community based site for pupils who are sole registered at CCHS. Our school serves children from the local community, but also from the whole of the South East, beyond and from outside the UK. All our hospital pupils are for the greater majority dual enrolled whilst pupils at our community sites are from the boroughs of Kensington & Chelsea and Westminster and are sole registered. Our admission across the hospital sites vary from three hours to one year plus, with pupils at some sites having multiple admissions over the course of the academic year.

Our pathways for pupils are categorised as short-term (10 working days or less), long-term (10 working days or more) and recurrent. We have between 2700 - 3000 admissions of school-age pupils over the year. We therefore combine a planned approach to the curriculum through specific events and themes with the flexibility to respond to children's needs and interests as they present themselves. The RE curriculum at CCHS is taught following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals and also the RE curriculum as set out by our boroughs of Kensington & Chelsea and Westminster.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in RE to the level and pace specific to each learner. For all areas of the RE curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement. For pupils taking GCSE RE at our community site our pupils follow the WJEC syllabus.

We recognise that:

- Religious education has an important place in the curriculum of all schools. It provides an opportunity for learning about people, cultures, faith and healthy relationships as well as about tolerance, understanding and appreciation of others' beliefs and values. Religious education encourages us to explore what it means to be human in a civilised society.

Furthermore, the aim of religious education is to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.

We believe our school values enhance our approach to RE, making it easier for us to support pupil development in the above areas. RE should:

- encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;
- help pupils in their search for meaning and purpose in life;
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human;
- teach pupils to develop respect for others, including people of different faiths and beliefs, and help challenge prejudice;

- neither promote nor undermine any particular religious, spiritual or secular stance;
- be accessible to pupils and teachers of any religious stance or none;
- encourage pupils to be confident and able to safely express their views and opinions. It encourages empathy, generosity and compassion.

CCHS recognises RE's contribution to preparing pupils for life in modern Britain:

In RE pupils will engage, "with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain." (Taken from Ofsted guidance to inspectors April 2015)

"Schools can build pupils' resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist views (DfE)" Schools can bring their school community in contact with wider communities around them through making long term links to religious leaders and places of worship around them. We aim to facilitate this by developing links with the hospital chaplaincy.