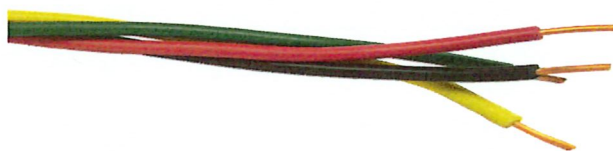


# The Wire Award - Evidence Form



***Please note: SACRE is looking for evidence of the impact on pupils understanding in RE, not essays.***

Element	Evidence required
<b>1. Attend an RE conference/ RE course/ RE Network meeting.</b>	<p>Since taking over as the RE co-ordinator I have been on the following courses/training:</p> <ul style="list-style-type: none"> <li>→ Zoom RE Subject Leaders Meeting 22<sup>nd</sup> September 2023</li> <li>→ SIAMS training (October 2023) St. Faith's Centre Maidstone with members of the Leadership team (Head and Assistant Head)</li> <li>→ RE Conference Lenham March 22<sup>nd</sup>, 2024</li> <li>→ Subject leader new to role took on board new ideas and had disseminated these to staff.</li> <li>→ Governors attended SIAMS training 9<sup>th</sup> October 2024</li> <li>→ Zoom RE subject leader meeting 6<sup>th</sup> December 2024</li> <li>→ Subject leader took part in the inspiREd course (December 2023-December 2024). This allowed me to reflect on my role as subject leader and to really think about leading with integrity.</li> <li>→ Christian Character Conference, 6<sup>th</sup> February 2025</li> </ul> <p>The conference allowed network with other leaders and the information shared on assessment was particularly useful. Met with the Headteacher to look at how assessment could be used more effectively in school. Reflection stickers/hexagon assessments introduced based on the pedagogy of solo taxonomy. Information shared with staff at staff meetings.</p> <p><b>I certify that</b> <u>as above</u> <b>attended the above conference / course / meeting.</b></p> <p><b>Name:</b> <u>Hannah Pullen</u></p> <p><b>Signature:</b> <u>[Signature]</u></p>
<b>2. Take a group of pupils to visit a Christian place of worship and encounter members of the Christian community which</b>	<ul style="list-style-type: none"> <li>→ Rochester Cathedral – Thursday 20<sup>th</sup> June 2024</li> <li>→ 2 Year 6 classes (64 Children)</li> </ul> <p>Year 6 took part in the Church Schools Festival at Rochester Cathedral. This celebration began and closed with an act of worship which the children enjoyed. During the day the children attended two workshops. One using beads to help guide children during prayer and the other a journey round the cathedral. This allowed the children to learn facts about different sections of the cathedral and ended with some chants accompanied on the organ. The classes were in awe of the size and</p>

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worships  
there.

architecture of the cathedral and found the prayer bracelets they made enormously helpful to their prayer times.

### **Impact on the Pupils**

The children's visit deeply enriched their Religious Education (RE) learning. This hands-on approach to learning allowed children to move beyond the taught curriculum and classroom discussions, offering them an immersive encounter with the beliefs, traditions, and practices of the Christian faith.

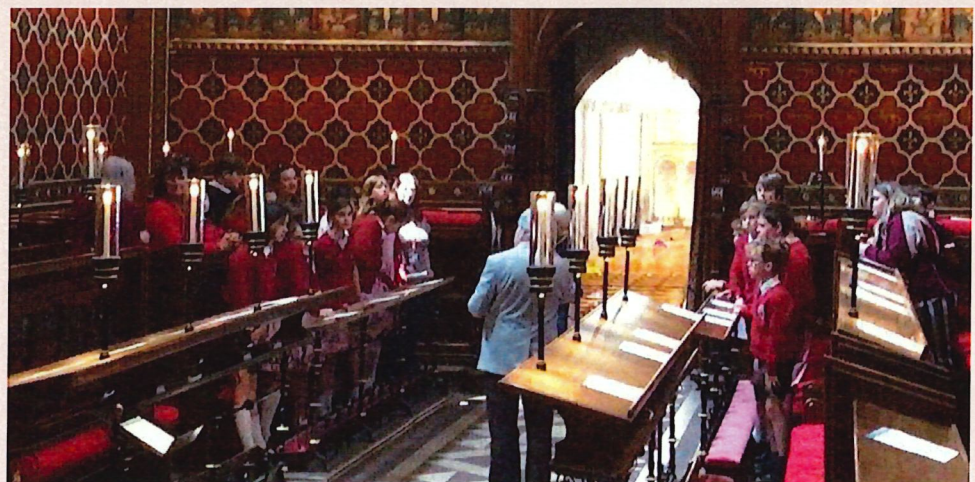
By visiting Rochester Cathedral, pupils were exposed to the tangible and sensory aspects of the Christian faith—architecture, symbols and rituals. They were also given a understanding of the hierarchy of. It created an opportunity for children to ask meaningful questions, engage with faith leaders and witness the principles of the Christian church in action. This not only enhanced their knowledge but also cultivated empathy, respect, and enabled a direct comparison to be made practically with the places of worship for other faiths they visit throughout the RE curriculum.

This experience enabled our children to bridge the gap between theoretical learning and real-world application. Ultimately, the visit to the cathedral was planned to inspire curiosity and encourage children to reflect on their own values and the role of faith and culture in society.

### **Impact on the Leader:**

Being in a place of historical and spiritual importance provided the leader with moments of personal reflection. It was an opportunity to connect with the past, appreciate the significance of such spaces, and consider their own values and leadership approach.

Overall, leading a trip to Rochester Cathedral is a profound experience that contributes to a leader's growth, both as an educator and as a mentor to young learners.



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On November 19<sup>th</sup>, Year 3, had a visit from the Rev'd Anne Bourne to learn all about the Christian religious rite of Baptism. They were welcomed by the Rev'd Bourne who explained that Baptism is a special ceremony that marks the beginning of a person's journey in the Christian faith.

She showed the children visual images of a baptismal font and used a bowl of water as a symbol of this in the school setting and explained how it is used to baptise someone. The children listened eagerly as she told them that water is a symbol of cleansing and new life. Just as we use water to wash our hands and faces, Baptism washes away sins and represents a fresh start in the Christian faith. She also explained that water is a powerful sign of God's love, reminding people of the way He gives life to all things.

Next, the children learnt about the different symbols and traditions of Baptism. She showed them a ceramic shell used to pour water on person's head and a special candle, which represents the light of Christ guiding the newly baptised person. The children also learned about the role of the cross, which is often marked on the forehead of the person being baptised as a sign that they belong to God.

To help them understand more, the children took part in a special re-enactment of a Baptism. A doll was used to play the role of the baby being baptised, and some children acted as parents and Godparents. The church leader played the role of the priest, explaining how clergy welcome the person into the Christian family. The children learned about the important vows made during the ceremony—promises to help the baptised person grow in faith, love others, and follow Jesus. They saw how Godparents and parents commit to guiding and supporting the child on their journey.

The visit and visual stimuli had a deep impact on the children. Many were fascinated by the way symbols like water and light carried such special meaning. Some asked thoughtful questions about the promises made during Baptism and

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what it means to be part of a Christian community. Rev'd Anne was delighted by their curiosity and felt encouraged by their enthusiasm to learn about faith.

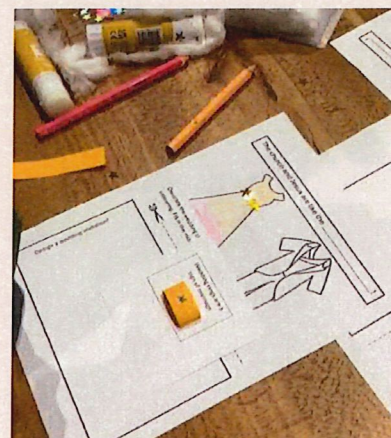
By the end of the visit, the children had a greater understanding of Baptism and its significance in Christian life. They left the church feeling inspired, knowing that this sacred tradition is a meaningful way of welcoming people into God's family.

On October 2nd, Year 3 students embarked on an enriching visit to St. Nicholas Church, Sevenoaks, to deepen their understanding of Christian wedding ceremonies. During the visit, the children enthusiastically participated in a role-play of a wedding ceremony, taking on various roles to bring the tradition to life. This hands-on activity allowed them to grasp the sequence and significance of the rituals involved. Following this, they channelled their creativity into designing outfits for the bride and groom, blending traditional elements with their imaginative flair.

The session concluded with an engaging Q&A, where the students posed insightful questions about Christian wedding practices. This interactive dialogue not only clarified their curiosities but also encouraged them to think deeply about the cultural and religious aspects of weddings.

This visit was invaluable in providing students with tangible experiences that enhance their learning. By stepping into a sacred space and actively engaging with its traditions, children gain a 'feel' of the faith and a sense of the 'spiritual', ensuring they take away more than just facts about beliefs and practices.

The staff and children from Year 3 extended heartfelt gratitude to the parent volunteers who accompanied them and to the staff at St. Nicholas Church for facilitating this memorable learning opportunity. The collaborative efforts of all involved made the day both educational and enjoyable, leaving a lasting impact on the students' understanding of cultural and religious traditions.



Signature of headteacher:

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**3. Take a group of pupils (or staff) to visit a place of worship of another faith and encounter at least one community member**

**OR**

**Arrange for pupils to welcome someone of a non-Christian faith to school as part of a series of lessons on that faith**

- Siri Guru Nanak Darbar Gurdwara
- Wednesday 22<sup>nd</sup> May 2024
- 2 Year 3 classes (64 Children)

A group of Year 3 pupils and three staff members visited a local mosque as part of their Religious Education (RE) curriculum. The aim of the visit was to deepen understanding of Siki and explore the role of the temple in the life of the Sikh community. The group was warmly welcomed by a community member, Mrs Deepinder Kaur Gill, who acted as the guide and speaker during the visit.

#### **Impact on the Pupils**

The visit had a profound impact on the pupils' learning. Many expressed how witnessing first-hand the generosity of the Sikh community towards themselves was inspiring. Pupils were given a tour of the temple and were amazed by the scale of the building being the largest temple in Europe. They noted and gained a deeper appreciation for the discipline and devotion involved in daily prayer. One pupil remarked, *"I didn't realize that Sikhs were required to remove their shoes and wash their hands before they prayed. This is very different to the way other faiths pray".*

#### **Impact on the Leader**

For the staff leader, the visit was equally transformative. Witnessing the pupils' genuine curiosity and respectful engagement was a reminder of the importance of experiential learning. The leader reflected on how the visit provided an opportunity to develop intercultural understanding and empathy, which are essential in nurturing a more inclusive school environment.



**Signature of headteacher:**

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**4. Arrange an RE event in school, or locally, which includes aspects of more than one faith, or focuses on a religion or worldview not held by most of the school**

*Or*

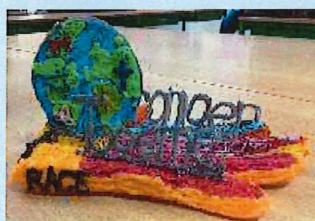
**Enter a Competition to do with RE (such as 'Spirited Arts')**

As a school we entered the 'Spirited Arts' competition 2024, as a school we choose to make entries for the 'Faith in Humanity' section. Children were asked to complete a piece of work for homework (from YR to Y6) and we were blown away by the standard of the entries. They were given information regarding the ways in which their work could be presented and examples from previous winners.

These are 3 examples of the entries made and commentaries from the children about their work:

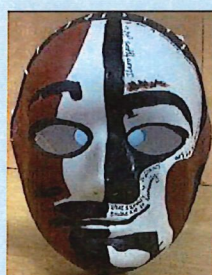
### **We're stronger together**

I chose to create a 3D hand that shows how we can protect the world together. On top of the hand I included a world map and have shown different religions that are practised around the world and words such as religion race gender all being important.



### **Stereotypes**

This mask was inspired by a piece of Picasso artwork I have at home. For me, it depicts how no matter what you look like or where you come from you should be valued as an individual. The wording I have written is 'Stereotypes fall in the face of humanity. Human beings are best understood one at a time. What sunshine is to flowers, smiles are to humanity' on the mask encapsulates what I think about faith in humanity and stereotypes.



### **Together we can be one**

My work represents lots of different cultures and countries coming together as one. This is because I believe we can fight against all the bad things in the world and work together to find peace.

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### Prayer days:

This year we celebrate prayer day on March 4<sup>th</sup>. As in previous years the children will complete 9 activities across the day. These activities are based on bible verses such as the prayer labyrinth based on Matthew 6: 5-8. The children look forward to these days as a chance to reflect on bible verses and based on the reasons to pray sorry, forgiveness, please, praise, thank you, on my own with God, family, community and the world. Each has a verse and each station is led by people with a faith background from the church or local community.



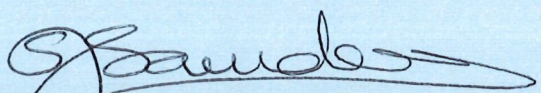
To celebrate Lady Boswell's 350<sup>th</sup> anniversary celebration we have renowned Mosaic artist Oliver Budd coming into school in February to work with our Year 6 classes to create a mosaic based on our school values (faith, honesty, respect, love kindness and forgiveness). This is an example of a previous piece of work that he created that is placed in our spiritual garden:



Signature of headteacher:

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<b>Headteacher's signature</b>	<p>I agree that this application for a WIRE award is accurate and representative of our commitment to widening inclusivity and impact in RE.</p> <p><b>Signature of headteacher:</b> </p>
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