



Religious Education Policy

Member of staff responsible: RE Lead
Governor responsible: RE
Created May 2020
To be reviewed May 2023



'From small beginnings come great things' *The Parable of the Mustard Seed* ***Matthew 13: 31-32***

At Cadmore End we will strive to apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs to deliver an exceptional, personalised experience, enabling them to flourish in our family and in the future.

Introduction

At Cadmore End CE Primary School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

The Legal Position

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Cadmore End CE Primary School is a Church of England school with a Voluntary Aided heritage therefore the provision of RE must be in accordance with the Trust Deed of the School.

The Governors, in consultation with the Head teacher, have decided, following advice from the Diocese, to follow a syllabus based on the conceptual enquiry approach using the Church of England Statement of Entitlement as a basis for the composition of the syllabus and to supplement this with material from the Diocese, Understanding Christianity (Commissioned by the Church of England Education Office, and advocated for use in all Church of England schools), and other locally agreed syllabus units that fit with the theme and purpose of learning in specific year groups e.g. in KS2, a unit of work based around exploring the big question – What can we learn from the First World War in RE? This resource has been written by the diocese of West Yorkshire & the Dales. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of RE

As a school, we strive for excellence in education by encouraging each child to fulfil their individual potential within all areas of school life. Our motivation is embodied in our school motto which is "Great things grow from small beginnings" and our teaching is based around our principles for learning where we encourage every child to:

- Be **C**urious
- A**sk Questions
- D**evelop their Knowledge and Understanding
- M**ake Connections
- O**bserve
- R**eason and **R**eflect
- E**valuate

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- 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.

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps children to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points children towards positive models for their own lives.

Personal development and well-being

RE plays an important role in preparing children for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Curriculum and Time Allocation

The RE curriculum at Cadmore End CE Primary school, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus; e.g. Judaism in KS1, Hinduism & Sikhism/Islam in KS2 – see Appendix 1.

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons/blocks/cross-curricular settings as appropriate. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

RE is taught using an enquiry based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

Assessment procedures will be robust and in line with the assessment procedures and feedback policy of the school, meeting the requirements of the syllabus or scheme that has been adopted. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period.

Date _____

Policy to be reviewed _____

Signed _____ (Headteacher)

Approved _____ (Chair of Governors)

Appendix 1

 Cadmore End Church of England Combined School						
Subject	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RE – Class 2 2018 – 2019	ODS – Who should you follow? (Y2)	Understanding Christianity – Why does Christmas matter to Christians?	ODS – How should people care for the world? (Y1)	ODS - How should the Church celebrate Easter? (Y2)	Understanding Christianity – What is the good news Jesus brings?	ODS – How should you spend the weekend? (Y2)
RE – Class 2 2019 - 2020	Understanding Christianity – Who made the world?	ODS – Should we celebrate Harvest or Christmas (Y1)	ODS – Is it important to celebrate the New Year? (Y2)	Understanding Christianity – Salvation	ODS – Are some stories more important than others?	ODS – Do we need shared special places? (Y1)
RE – Class 3 2018 - 2019	ODS – Do Murtis help Hindus understand God? (Y4)	Understanding Christianity – What is the Trinity?	ODS – Is a Hindu child free to choose how to live? (Y3)	ODS – Does Easter make sense without Passover? (Y3)	ODS – Five pillars of Islam. Is a Holy Journey necessary for believers? (Y4)	ODS – Can made up stories tell the truth? (Y3)
RE – Class 3 2019 - 2020	HIAS – How do the 5K's and the celebration of Baisakhi reflect a Sikh's sense of belonging?	Understanding Christianity – What is the Trinity?	KLC How do Christians and Muslims celebrate new life?	Understanding Christianity - Salvation	ODS – Did Jesus really do miracles? (Y4)	Understanding Christianity - What kind of world did Jesus want?
RE – Class 4 2018 - 2019	Understanding Christianity – How can following God bring freedom and justice?	Diocese of West Yorkshire & Dales – What can we learn from the First World War in RE?	'Sacrifice' Looking at the life of Abraham and links made to WW2 topic on Sacrifice	Understanding Christianity - Salvation	ODS – Does the community of the Mosque help Muslims live better lives? (Y5)	ODS – Do Muslims need the Qu'ran? (Y5)
RE – Class 4 2019 - 2020	Understanding Christianity – What would Jesus do?	Understanding Christianity – Incarnation Was Jesus the Messiah?	Understanding Christianity - Creation & Science: Conflicting or Complimentary?	ODS – Is the resurrection important to Christians? (Y6)	ODS – Do clothes express beliefs? (Y6)	ODS – What is best for our world? Does religion help people decide? (Y5)