

**Religious Education**

 **Policy**

**Member of staff responsible: RE Lead**

**Governor responsible: RE**

**Created May 2020, reviewed May 2022, September 2023, July 2025**

**To be reviewed September 2028**



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**Religious Education Policy**

**2025-2028**

**‘From small beginnings come great things’ *The Parable of the Mustard Seed***

***Matthew 13: 31-32***

At Cadmore End Church of England Primary School, we are committed to nurturing every child’s educational, pastoral, and emotional development. Guided by our Christian and British values and strengthened by the unique advantages of our small-school setting, we provide an exceptional, personalised learning experience enabling all children to grow, thrive, and flourish both within our school family and in the wider world.

**Introduction**

Religious Education (RE) at Cadmore End CE Primary School is a central expression of our Christian vision and plays a vital role in shaping the spiritual and moral foundation of our school community.

RE is not only a core academic subject; it is also a means through which we explore and embody the values, ethos, and distinctive Christian character of our school. It promotes deep respect, understanding, and dialogue between people of all faiths and those of no faith, helping pupils to become thoughtful, reflective, and compassionate members of society.

RE holds equal importance to other subjects in our curriculum and makes a significant contribution to the all-round development of every child supporting their intellectual, spiritual, social, emotional, and moral growth, regardless of their personal background or belief system.

**The Legal Position**

Religious Education (RE) is a statutory requirement for all registered pupils in accordance with the **1988 Education Act**, which states that *“Religious Education has equal standing in relation to the core subjects of the National Curriculum.”*

As a **Church of England Voluntary Aided school**, the provision of RE at Cadmore End CE Primary School must be delivered in accordance with the school’s **Trust Deed** and reflect its Christian foundation.

The **Governing Body**, in consultation with the **Headteacher** and following guidance from the **Oxford Diocese**, has adopted a syllabus that reflects a **conceptual enquiry-based approach** to RE. This syllabus is rooted in the **Church of England’s Statement of Entitlement for Religious Education** and draws upon a range of high-quality resources, including:

* **Understanding Christianity**, commissioned by the Church of England Education Office and recommended for use in all Church schools;
* **Diocesan-approved materials** that support the spiritual and theological depth of our curriculum;
* **Carefully selected units** from locally agreed syllabi that enhance learning in specific year groups
* RE is subject to external review through the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)**. This inspection evaluates how effectively RE contributes to and reflects the Christian vision and values of the school. It also assesses **pupil progress, engagement, and attainment** in line with expectations for all other curriculum areas.

At Cadmore End, RE is given the **same status, rigour, and importance** as other academic subjects, ensuring that all pupils receive a high-quality education that supports both their knowledge and personal development.

# Purpose and Aims of RE

At Cadmore End, RE is given the **same status, rigour, and importance** as other academic subjects, ensuring that all pupils receive a high-quality education that supports both their knowledge and personal development.

At Cadmore End, we strive for excellence in education by encouraging every child to fulfil their potential across all areas of school life. Our teaching is guided by our school motto, *"From small beginnings come great things"* and underpinned by our principles of learning. We aim to nurture pupils who:

* Are curious
* Ask meaningful questions
* Develop their knowledge and understanding
* Make connections
* Observe thoughtfully
* Reason and reflect
* Evaluate critically

The purpose of RE is to help pupils engage meaningfully with the diverse religious and non-religious worldviews they will encounter in modern Britain. Through this, they develop **religious literacy** the ability to hold respectful, informed conversations with people of all faiths and none.

**The aims of RE at Cadmore End are to:**

* Develop knowledge and understanding of Christianity as a diverse, global, living faith through critical engagement with its core beliefs and biblical texts.
* Gain insight into a range of other major religions and worldviews, recognising both continuity and change.
* Explore challenging questions about the meaning and purpose of life, human identity, and ethical decision-making.
* Understand the enduring impact of religion on culture, heritage, and personal and collective life.
* Reflect on their own beliefs, values, and experiences to develop spiritual and philosophical awareness.

**Spiritual, Moral, Social and Cultural Development (SMSC)**

RE contributes significantly to SMSC development by encouraging children to explore key life questions that have shaped humanity for generations. Learning about and from religion and belief fosters moral awareness and social understanding, offering pupils the opportunity to reflect on values, behaviour, and what motivates human actions. RE also provides positive models and moral frameworks for pupils to consider in shaping their own lives.

**Personal Development and Wellbeing**

RE plays a crucial role in preparing children for adult life, lifelong learning, and future employment. It encourages them to become successful learners, confident individuals, and responsible citizens. Through RE, pupils develop the capacity to discern truth and goodness, make ethical judgments, and appreciate the commitments and choices made by themselves and others.

**Curriculum and Time Allocation**

The RE curriculum at Cadmore End has been approved by the Governing Body. It is designed to reflect our Christian distinctiveness while recognising and valuing religious diversity.

* **Christianity** is taught in every year group and forms at least 50% of the RE curriculum, with key themes revisited using a spiral model.
* **Other religions** are introduced in a progressive way:
	+ *KS1*: Judaism
	+ *KS2*: Hinduism, Islam and Sikhism
* **Time allocation** for RE falls between **5% and 10%** of curriculum time. This equates to approximately:
	+ *36 hours per year in KS1*
	+ *45 hours per year in KS2*
	 RE is taught through dedicated lessons, cross-curricular blocks, or thematic units. **RE is distinct from collective worship** in both purpose and time allocation.

**Teaching, Learning and Assessment**

RE is taught through a robust, enquiry-based approach that promotes deep thinking and critical reflection. Lessons aim to nurture key attitudes such as:

* Self-awareness
* Respect for all
* Open-mindedness
* Wonder and appreciation

RE teaching aligns with the school’s wider commitment to Fundamental British Values. Lessons are inclusive and promote respectful dialogue about belief. Wherever possible, pupils engage with believers directly and visit places of worship to enhance their learning.

A variety of teaching strategies and resources are employed to ensure accessibility and challenge for all pupils, regardless of their background or ability.

**Assessment**

Assessment in RE is:

* In line with whole-school assessment and feedback policies
* Focused on both knowledge and personal development
* Evidenced through a range of pupil outcomes including written work, discussion, and reflection
* Used to inform future planning and monitor pupil progress

**Monitoring and Evaluation**

RE teaching and learning are monitored by the **RE Subject Leader** and **Senior Leadership Team (SLT)** through:

* Lesson observations
* Book and planning scrutiny
* Pupil voice activities
* Review of outcomes and progression

Monitoring is evaluated for its impact on pupil learning and spiritual development. The Headteacher and Governors ensure RE remains a high-priority subject through regular oversight.

**Resources**

The RE Subject Leader is responsible for maintaining and updating RE resources. These include:

* Core texts (e.g., Bibles)
* Artefacts and visual aids
* Digital and interactive materials
* External visitors

All resources are handled with care and respect to reflect the sacred or symbolic nature of many religious items.

**Right of Withdrawal**

In accordance with **Schedule 19 of the School Standards and Framework Act 1998**, parents may withdraw their child from all or part of RE. Teachers also retain the right to withdraw from teaching RE.

While we hope that all families and staff feel confident in the inclusive and respectful nature of our RE curriculum, we ask that any parent considering withdrawal first meet with the Headteacher to discuss the matter.

If withdrawal is enacted:

* Parents must provide written notification.
* Alternative activities must be provided by the parent.
* The school will not provide work for pupils who are withdrawn but will ensure they remain safe and supervised.

**Policy Review**

This policy will be reviewed regularly in accordance with the school’s review cycle. An annual review is recommended where feasible, with a **mandatory review every three years** to ensure relevance and effectiveness.

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| RE 2022-2024 |
| **Class** | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Class 2 Cycle A** | **Theme:** All about me.**Key Question:** What does it mean to be me? (Who I am?)* I wonder, what makes me, me?
* Who am I important to?
* What makes me special?
* Is everybody special?

**Religion**: Christianity  **Skills:** Think and talk about what makes them special. Observe similarities, differences and uniqueness. **Knowledge:** To recognise and talk about the differences and similarities between themselves and others, including different communities and tradition  *U1 What do Christians believe God is like?* | **Theme:** Christmas story.**Key Question:** Why do we celebrate important occasions? (Special occasions)* Why does Christmas matter to Christians?

**Religion:** Christianity **Skills:** To think and talk about what Christmas means to them. Does Christmas mean the same to everyone?Kn**owledge:** To reflect on the Christmas story and decide why it is significant for Christians*UC: 1.3 Incarnation* | **Theme:** Belonging**Key Question:** How important are the groups people belong to? **Religion:** Christianity.* How do the groups we belong to make a difference to who we are?
* What groups do I belong to and how do they make me feel?
* What does it mean to belong to a Church?
* How do we show we belong?

**Skills:** To explain the different groups they belong to and consider how belonging makes them feel**Knowledge:** Recognise and talk about the importance of belonging. Recognise different groups people belong too and how they show they belong.  | **Theme:** Easter Story**Key Question**: Why does Easter matter to Christians?**Religion:** Christianity **Skills:** Name some religious symbols. **Knowledge:** To reflect on the Easter story and decide why it is significant for Christians.*UC: 1.5 Salvation*  | **Theme:** Purim **Key Question**: Why do we celebrate important occasions?**Religion:** Judaism.* What is Purim?
* How is Purim celebrated?

**Skills:** To recognisehow different religions celebrate their important occasions.**Knowledge:** To recognise and talk about the important times they celebrate with their family and friends and why. To begin to understand what beliefs and feelings are expressed on these occasions | **Theme:** Places of Worship **Key Question**: Why are some places so important?**Religion:** Christianity & Judaism.* What is Worship?
* Do you have a special place that means a lot to you?
* How do you feel when you are in your special place?
* What buildings are important in some religions? Why? What happens there?
* What are the main features of these places of worship?

**Skills:** To begin to understand that places of worship are different for different religious group. What do people gain from being together in a shared important place?**Knowledge:** Recognise and talk about the similarities and differences between a church and a Synagogue. |
| **Class 2 cycle B** | **Theme:** Creation**Key Question:** Who made the world? * Creation Story
* Why do Christians celebrate Harvest?
* What is Sukkot and how is it celebrated?
* Why is it important to look after our world? (The natural world).

**Religion:** Christianity and Judaism**Skills:** To think about the world we live in.**Knowledge:** To re-tell the Christian Creation story. To understand how different religious groups celebrate creation.*Who made the world? (UC 1.2)* | **Theme:** Light and Dark**Key Question:** Why is light important in religion?* Importance of Light to Christians – Jesus the Light of the World
* The Light of the Star at Christmas
* What is Hanukah?
* How is Hanukah celebrated?

**Religion:** Christianity, Judaism**Skills:** To understand the significance of light in different religions. **Knowledge:** To discuss light at Christmas and Hanukah  | **Theme:** Friendship.**Key Question:** What does friendship mean?* Who are my friends?
* How can I be a good Friend?
* David and Jonathan
* Jesus’ special friends

**Religion:** Christianity. **Skills:** To understandwhy Jesus is a special friend to Christians.**Knowledge:** To talk about their own friends and the friends of Jesus. To retell the story of David and Jonathan.*What do Christians believe God is like? (UC 1.1)* | **Theme:** Easter, Resurrection.**Key Question:** What do Christians believe God is like? * Easter Story
* Why is the resurrection important to Christians?

**Religion:** Christianity **Skills:** Explain what they think God is like.**Knowledge:** To retell the Easter story and understand what Jesus’ resurrection means for Christians.*UC: 1.1 God What do Christians believe God is like?* | **Theme:** The Covenant**Key Question:** How special is the relationship Jews have with God?**Religion:** Judaism **Skills:** Explain the meaning of some religious symbols. **Knowledge:** To understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. | **Theme: Ceremonies****Key Question:** Why do we have special occasions and why they are important to us? * What is a ceremony?
* What happens at a Christening?
* What happens at a Bar and Bat Mitzvah?
* What is Baptism?

**Religion**: Christianity and Judaism**.****Skills:** Think and talk about why ceremonies are important to people.**Knowledge:** To recognise and talk about similarities and differences in different Christian and Jewish ceremonies. |
| **Class 3 Cycle A** | **Theme**: Diwali**Key Question:** Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? * What is Diwali and how is it celebrated?
* Rama and Sita
* Diva Lamps
* Rangoli Patterns

**Religion:** Hinduism **Skills:** Identify religious symbolism in literature and the arts. **Knowledge:** To investigate what happens during the festival of Diwali. Does the celebrations bring a sense of belonging to Hindus? | **Theme:** The Nativity Story.**Key Question**: What is the most significant part of the Nativity story for Christians?**Religion:** Christianity **Skills**: Give some reasons why religious figures may have acted as they did.**Knowledge:** To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today | **Theme:** Jesus’ miracles and parables **Key Question:** What kind of world did Jesus want? **Religion:** Christianity **Skills:** Refer to religious figures and holy books to explain answers. **Knowledge:** To retell Bible stories that record miracles happened and link these to parables.*UC: 2a.4 Gospel What kind of world did Jesus want?* | **Theme**: Easter – Forgiveness**Key Question:** Why do Christians call the day Jesus died ‘Good Friday’? **Religion:** Christianity **Skills:** Ask questions that have no universally agreed answers. **Knowledge:** To recall key events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians.*UC: 2a.5 Salvation Why do Christians call the day Jesus died ‘Good Friday’.* | **Theme:** Hindu Gods and Goddesses**Key Question:** How can Brahman be everywhere and in everything?* Why are Gods and Goddesses important to Hindus?

**Religion:** Hinduism **Skills:** Present the key teachings and beliefs of a religion.**Knowledge**: To understand the Hindu belief that there is one God with many different aspects. | **Theme:** Pilgrimage to the River Ganges **Key Question:** Would visiting the River Ganges feel special to a non-Hindu? **Religion**: Hinduism **Skills:** Describe how some of the values held by communities or individuals affect behaviour and actions. **Knowledge:** To understand the significance of the River Ganges for a Hindu and non-Hindu. |
| **Class 3 cycle B** | **Theme:** The Bible**Key Question**: Why are sacred texts and holy books so important?* Why is the Bible important to Christians?

**Religion:** Christianity **Skills:** To recognise the Bible as a sacred religious text.**Knowledge:** Consider the authorship of the Bible, discussing the Christian belief that it is the Word of God whilst finding out about different writers of books in the Bible. | **Theme:** How do followers of world religions express their beliefs?**Key Question:** How do Sikhs express their religion? **Religion:** Sikhism**Skills:** To understand the key aspects of Sikhism**Knowledge:** I can talk about how followers of world religions demonstrate their beliefs through prayer, meditation and special celebrations.  | **Theme:** Judaism**Key Question**: What are the main beliefs held by Jews? **Religion: Judaism****Skills:** Understand the key aspects of the Jewish faith.**Knowledge:** Understandspecial places, key festivals and symbols in Judaism. They will consider the importance of the Jewish holy book and the main beliefs held by Jews. | **Theme:** Food and Fasting.**Key Question:** Why is abstaining from food a religious act? **Religion:** Christianity**,** Judaism, Islam**Skills:** Give reasons why religious groups abstain from food.**Knowledge:** Discuss the importance of food in everyday life. | **Theme:** People of Faith**Key Question**: Do important people influence the way we behave?**Religion:** Christianity, Judaism, Islam, Buddhism, Sikhism**Skills:** To recognise important religious people and what they do.**Knowledge:** Identity key events in the lives of religious people. Talk about how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work. | **Theme:** Pilgrimage**Key Question**: How might pilgrims be different after having completed their pilgrimage?**Religion:** Christianity, Islam, Buddhism, Hinduism**Skills:** Identify the role of Pilgrimages in different religions.**Knowledge:** Consider the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites. |
| **Class 4 Cycle A** | **Theme:** Prayer and Worship **Key Question:** What is the best way for a Hindu to show commitment to God? **Religion:** Hinduism **Skills:** Explain how religious beliefs shape the lives of individuals and communities. **Knowledge**: To understand how Hindus show their commitment to God and to evaluate if there is a best way.*What does it mean if God is holy and loving? (UC 2b.1)* | **Theme:** Christmas **Key Question:** Was Jesus the Messiah? **Religion:** Christianity **Skills**: Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. **Knowledge:** To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.*UC: 2b.4 Incarnation Was Jesus the* | **Theme:** What is best for our world?**Key Question**: Does religion help people decide? **Religion**: Various **Skills:** Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. **Knowledge:** To explore how and why believers help others through charity and service. | **Theme:** Easter **Key Question:** What did Jesus do to save human beings? **Religion:** Christianity **Skills:** Weigh up the value and impact of ideas of sacrifice in their own lives and the world today **Knowledge:** Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper.*UC: 2b.6 Salvation* | **Theme:** Beliefs and moral values**Key Question:** Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? **Religion:** Hinduism **Skills:** Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). **Knowledge**: To understand the impact of certain beliefs on a Hindu’s life. | **Theme:** Beliefs and Practices **Key Question:** What does it mean if God is holy and loving? **Religion:** Christianity **Skills**: Explain the practices and lifestyles involved in belonging to a faith community. Explain some of the different ways that individuals show their beliefs.**Knowledge:** To understand how Christians show their commitment to God and to evaluate if there is a best way.*UC: 2b.1 God* *What does it mean if God is holy and loving?* |
| **Class 4 cycle B** | **Theme:** Beliefs and science **Key Question:** Creation and Science conflicting or complementary? **Religion:** Christianity**Skills:** Explain their own ideas about the answers to ultimate questions. **Knowledge:** To evaluate the difference between science and the teachings from the*Creation and Science – conflicting or complimentary? (UC 2b.2)* | **Theme:** Beliefs and Meaning**Key Question:** How can following God bring freedom and justice? **Religion:** Christianity **Skills:** Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. **Knowledge:** Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.*UC: 2b.3 People of God* | **Theme:** Easter**Key Question:** What difference does the resurrection make for Christians? **Religion:** Christianity **Skills**: Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. **Knowledge:** To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.*UC: 2b.7 Salvation**What difference does the resurrection make for Christians* | **Theme: Justice and Freedom**Key Question: Why don’t all members of a religious or non-religious community believe and live in the same ways?**Religion:** Various**Skills**: Consider key figures in history such as Martin Luther King and how they were informed and influenced by their religious beliefs;**Knowledge:** Learn about the formation of non-violent protests and human rights movements.*How can following God bring freedom and justice? (UC 2b.3)* | **Theme:** Beliefs and moral values **Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives?  **Religion:** Islam **Skills:** Express their own values and remain respectful of those with different values. Explain their own ideas about the answers to ultimate questions. **Knowledge:** To identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. To challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. | **Theme:** Rites of Passage**Key Question:** Why do religions and non-religious groups celebrate important moments in life?**Religion:** Various**Skills:** To identify key milestones in their life and talk about why are they important?**Knowledge:** What rites of passage do people observe in religious and non-religious traditions?  What beliefs about life and commitment are expressed in the rites of passage? Why do many people want to involve others in important moments in their lives?  What can we learn about our own values and commitments from the values, commitments and attitudes of others? What benefits and challenges can commitment bring to our lives? |