



Cadmore End

Church of England
Combined School

Religious Education Policy

Member of staff responsible: RE Lead

Governor responsible: RE

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To be reviewed September 2026



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**Religious Education Policy
2023-2024**

**'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

Ask Questions

Develop their Knowledge and Understanding

Make Connections

Observe

Reason and **R**eject

Evaluate

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.



Class	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Class 2 Cycle A</p>	<p>Theme: All about me. Key Question: What does it mean to be me? (Who I am?)</p> <ul style="list-style-type: none"> I wonder, what makes me, me? Who am I important to? What makes me special? Is everybody special? <p>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</p> <p><i>U1 What do Christians believe God is like?</i></p>	<p>Theme: Christmas story. Key Question: Why do we celebrate important occasions? (Special occasions)</p> <ul style="list-style-type: none"> Why does Christmas matter to Christians? <p>Religion: Christianity Skills: To think and talk about what Christmas means to them. Does Christmas mean the same to everyone? Knowledge: To reflect on the Christmas story and decide why it is significant for Christians</p> <p><i>UC: 1.3 Incarnation</i></p>	<p>Theme: Belonging Key Question: How important are the groups people belong to?</p> <p>Religion: Christianity.</p> <ul style="list-style-type: none"> 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? <p>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 to and</p>	<p>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.</p> <p><i>UC: 1.5 Salvation</i></p>	<p>Theme: Purim Key Question: Why do we celebrate important occasions? Religion: Judaism.</p> <ul style="list-style-type: none"> What is Purim? How is Purim celebrated? <p>Skills: To recognise how 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</p>	<p>Theme: Places of Worship Key Question: Why are some places so important? Religion: Christianity & Judaism.</p> <ul style="list-style-type: none"> 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? <p>Skills: To begin to understand that places of worship are different for different religious</p>

			how they show they belong.			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	<p>Theme: Creation Key Question: Who made the world?</p> <ul style="list-style-type: none"> 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). <p>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. <i>Who made the world? (UC 1.2)</i></p>	<p>Theme: Light and Dark Key Question: Why is light important in religion?</p> <ul style="list-style-type: none"> 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? <p>Religion: Christianity, Judaism Skills: To understand the significance of light in different religions. Knowledge: To discuss light at Christmas and Hanukah</p>	<p>Theme: Friendship. Key Question: What does friendship mean?</p> <ul style="list-style-type: none"> Who are my friends? How can I be a good Friend? David and Jonathan Jesus' special friends <p>Religion: Christianity. Skills: To understand why 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. <i>What do Christians believe God is like? (UC 1.1)</i></p>	<p>Theme: Easter, Resurrection. Key Question: What do Christians believe God is like?</p> <ul style="list-style-type: none"> Easter Story Why is the resurrection important to Christians? <p>Religion: Christianity Skills: Explain what they think God is like. Knowledge: To retell the Easter story and understand what Jesus' resurrection means for Christians. <i>UC: 1.1 God What do Christians believe God is like?</i></p>	<p>Theme: The Covenant Key Question: How special is the relationship Jews have with God?</p> <p>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.</p>	<p>Theme: Ceremonies Key Question: Why do we have special occasions and why they are important to us?</p> <ul style="list-style-type: none"> What is a ceremony? What happens at a Christening? What happens at a Bar and Bat Mitzvah? What is Baptism? <p>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.</p>

Class 3 Cycle A	<p>Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ul style="list-style-type: none"> • What is Diwali and how is it celebrated? • Rama and Sita • Diva Lamps • Rangoli Patterns <p>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?</p>	<p>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</p>	<p>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. <i>UC: 2a.4 Gospel What kind of world did Jesus want?</i></p>	<p>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. <i>UC: 2a.5 Salvation Why do Christians call the day Jesus died 'Good Friday'.</i></p>	<p>Theme: Hindu Gods and Goddesses Key Question: How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> • Why are Gods and Goddesses important to Hindus? <p>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.</p>	<p>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.</p>
Class 3 cycle B	<p>Theme: The Bible Key Question: Why are sacred texts and holy books so important?</p> <ul style="list-style-type: none"> • Why is the Bible 	<p>Theme: How do followers of world religions express their beliefs? Key Question: How do Sikhs express their religion? Religion: Sikhism</p>	<p>Theme: Judaism Key Question: What are the main beliefs held by Jews? Religion: Judaism Skills: Understand the key aspects of the Jewish faith. Knowledge: Understand special</p>	<p>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.</p>	<p>Theme: People of Faith Key Question: Do important people influence the way we behave? Religion: Christianity, Judaism, Islam, Buddhism, Sikhism</p>	<p>Theme: Pilgrimage Key Question: How might pilgrims be different after having completed their pilgrimage? Religion: Christianity, Islam, Buddhism, Hinduism</p>

	<p>important to Christians?</p> <p>Religion: Christianity</p> <p>Skills: To recognise the Bible as a sacred religious text.</p> <p>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.</p>	<p>Skills: To understand the key aspects of Sikhism</p> <p>Knowledge: I can talk about how followers of world religions demonstrate their beliefs through prayer, meditation and special celebrations.</p>	<p>places, key festivals and symbols in Judaism. They will consider the importance of the Jewish holy book and the main beliefs held by Jews.</p>	<p>Knowledge: Discuss the importance of food in everyday life.</p>	<p>Skills: To recognise important religious people and what they do.</p> <p>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.</p>	<p>Skills: Identify the role of Pilgrimages in different religions.</p> <p>Knowledge: Consider the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites.</p>
Class 4 Cycle A	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p> <p>Skills: Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Knowledge: To understand how Hindus show their commitment to God and to evaluate if there is a best way.</p> <p><i>What does it mean if God is holy and loving? (UC 2b.1)</i></p>	<p>Theme: Christmas</p> <p>Key Question: Was Jesus the Messiah?</p> <p>Religion: Christianity</p> <p>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.</p> <p>Knowledge: To evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p> <p><i>UC: 2b.4 Incarnation Was Jesus the</i></p>	<p>Theme: What is best for our world?</p> <p>Key Question: Does religion help people decide?</p> <p>Religion: Various</p> <p>Skills: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Knowledge: To explore how and why believers help others through charity and service.</p>	<p>Theme: Easter</p> <p>Key Question: What did Jesus do to save human beings?</p> <p>Religion: Christianity</p> <p>Skills: Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p> <p>Knowledge: Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p><i>UC: 2b.6 Salvation</i></p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p> <p>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).</p> <p>Knowledge: To understand the impact of certain beliefs on a Hindu's life.</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: What does it mean if God is holy and loving?</p> <p>Religion: Christianity</p> <p>Skills: Explain the practices and lifestyles involved in belonging to a faith community. Explain some of the different ways that individuals show their beliefs.</p> <p>Knowledge: To understand how Christians show their commitment to God and to evaluate if there is a best way.</p> <p><i>UC: 2b.1 God What does it mean if God is holy and loving?</i></p>
Class 4 cycle B	<p>Theme: Beliefs and science</p>	<p>Theme: Beliefs and Meaning</p>	<p>Theme: Easter</p>	<p>Theme: Justice and Freedom</p>	<p>Theme: Beliefs and moral values</p>	<p>Theme: Rites of Passage</p>

	<p>Key Question: Creation and Science conflicting or complementary?</p> <p>Religion: Christianity</p> <p>Skills: Explain their own ideas about the answers to ultimate questions.</p> <p>Knowledge: To evaluate the difference between science and the teachings from the <i>Creation and Science - conflicting or complimentary? (UC 2b.2)</i></p>	<p>Key Question: How can following God bring freedom and justice?</p> <p>Religion: Christianity</p> <p>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.</p> <p>Knowledge: Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. <i>UC: 2b.3 People of God</i></p>	<p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p> <p>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.</p> <p>Knowledge: To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. <i>UC: 2b.7 Salvation What difference does the resurrection make for Christians</i></p>	<p>Key Question: Why don't all members of a religious or non-religious community believe and live in the same ways?</p> <p>Religion: Various</p> <p>Skills: Consider key figures in history such as Martin Luther King and how they were informed and influenced by their religious beliefs;</p> <p>Knowledge: Learn about the formation of non-violent protests and human rights movements. <i>How can following God bring freedom and justice? (UC 2b.3)</i></p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>Skills: Express their own values and remain respectful of those with different values. Explain their own ideas about the answers to ultimate questions.</p> <p>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.</p>	<p>Key Question: Why do religions and non-religious groups celebrate important moments in life?</p> <p>Religion: Various</p> <p>Skills: To identify key milestones in their life and talk about why are they important?</p> <p>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?</p>
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