

CRADLEY CE PRIMARY SCHOOL



Religious Education Policy

Policy developed by	Miss Z Brailsford
Date	Autumn 2024
Approved by Governors	Spring 2025
Next review	Spring 2028 or as required

This policy has been written in the light of the [Church of England's Vision for Education](#) (Autumn 2016), [Valuing all God's Children](#) (Summer 2019), [Statement of Entitlement \(2019\)](#) and through reflection on the 2023 [SIAMS Evaluation Framework \(2023\)](#) for schools.

Introduction

Religious Education (RE) is unique in the curriculum as it is neither a core or foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Cradley C of E Primary is a Church of England Voluntary Aided School, therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Headteacher, have decided to adopt the Worcestershire Agreed Syllabus for Religious Education 2025-2030.

The Church of England's [Statement of Entitlement](#) (February 2019) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Vision and values

values: *Respect, caring, courage, trust, perseverance, forgiveness, resilience and belonging*

Our vision: *'Believe, belong, be happy; every child, every chance, every day.'*

Our aspirations for every child at Cradley CE are encapsulated in our vision statement: 'Believe, belong, be happy; every child, every chance, every day'. This, together with our core values, drives all that we do. As a church school, we are an inclusive community where the uniqueness of every child is celebrated as a gift from God. This policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

Curriculum intent

At Cradley CE our curriculum is designed with our vision 'Believe, belong, be happy; every child, every chance, every day' at its heart. Staff and governors firmly believe that to help us realise our vision, our curriculum should help children to:

Believe

Our broad and balanced curriculum ensures that our children acquire and retain knowledge, develop transferrable skills and grow in understanding. It is enquiry led; it focuses on big questions to actively engage children in learning. Children use their knowledge and skills to

achieve carefully planned real and purposeful outcomes. Through its design, our curriculum ensures that our children will become confident, successful life-long learners who **believe** in themselves and their own abilities.

Belong

We believe that the curriculum is a cultural experience which binds us together. The Cradley curriculum is designed to ensure that children understand that they **belong**; that they are part of an extended community which stretches back into the past and out into the future. Our curriculum ensures that our children are proud to **belong**; that they celebrate and promote their local heritage whilst being positive and active participants on a national, international and global scale.

Be happy

Memorable experiences are built into our curriculum to ensure that our classrooms are places where children are **happy** to be; where children develop a love of learning; where they can naturally develop their interests, build on their own individual talents and discover passions which will last into adulthood.

Every child

Our curriculum is designed to meet the needs and interests of **every child**, to ensure that there is something to inspire and challenge each individual. Barriers to learning have been identified and addressed through our curriculum design and our core values are embedded in all aspects of learning. As a result, we ensure our children have the courage and resilience to meet every challenge and the tools to develop strong and positive relationships. **Every child** has the opportunity to achieve the best possible outcomes.

Every chance

The Cradley curriculum provides our children with **every chance** to succeed; it is focused on ensuring children develop the cultural capital that is essential if they are to go on to be happy and successful participants in society. Our curriculum will open doors to children, show them possibilities, help them to make connections and raise aspirations. Through our curriculum, children will acquire knowledge that takes them beyond their everyday experiences whilst providing them with knowledge and skills which are essential for success.

Every day

Our curriculum ensures that **every day** is a rich learning experience: **every day** is an opportunity to build on what has gone before; **every day** is a chance to make connections; **every day** provides children with another piece of the puzzle; **every day** is the opportunity to ensure our children **shine**.

Subject intent

At Cradley CE the Religious Education (RE) curriculum is designed to encourage children to enquire, analyse, interpret, evaluate and reflect; to raise questions about meaning and purpose in life, share beliefs about God, explore issues of right and wrong and ultimately what it means to be human. The curriculum ensures that pupils develop an understanding and appreciation of and respect for the beliefs and cultural practices of a range of religions in the local, national and wider global community.

Through the exploration of core beliefs and the impact this has on lives, pupils gain the knowledge, understanding and skills needed to handle questions raised by religion and belief

whilst reflecting on their own ideas and ways of living. An enquiry-based approach ensures pupils are engaged and challenged through an exploration of core concepts and big questions. Big questions provide opportunities for pupils to delve deeply into content and then step back, apply their knowledge and skills and reflect. In doing so they acquire knowledge and skills essential for life in modern Britain.

In order to establish rich foundational knowledge with clear and strong connections, pupils study the Abrahamic religions (Christianity, Judaism and Islam) in EYFS/KS1. These strong links allow the children to begin to develop the skills required to become religiously literate. As they progress through school these emergent skills are nurtured and applied to other faiths (Hinduism, Humanism and other secular ideologies).

Topics are studied during significant religious periods to immerse children in local and worldwide celebration of festivals allowing them to actively engage with the different religious communities and deepen their appreciation and understanding of times of religious importance to different faith groups.

Our curriculum content is chosen to promote respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

The RE curriculum enables every child to flourish and to live life in all its fullness. (John 10:10).

Aims

The Church of England's statement of entitlement (February 2019) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Teaching and learning (implementation)

In-line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- a challenging and robust curriculum based on an accurate theological framework

- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.

RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

In accordance with the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year

Assessment and record keeping

The Worcestershire Agreed Syllabus for Religious Education 2025-2030 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus these have been used to construct an assessment format which identifies if a child is working towards , at or a greater depth for each unit. These outcomes can be viewed on our website. As a school we track progress in RE through end of unit assessment.

School reports are sent home in the Summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work commenting on attainment, progress and effort within the subject.

Roles and responsibilities

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Cradley C of E School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings

- providing and sourcing in-service training for staff as necessary
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- acquiring and organising appropriate resources, managing a budget when necessary
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6 and 7.

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- appropriate support is in place to ensure the effective provision of RE.

The Right of Withdrawal from Religious Education

At Cradley C of E Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- The learning objectives covered in RE so that parents can make an informed decision.
- What supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school.

Impact

The subject leader is responsible for the monitoring and development of RE and ensuring that key development priorities are identified and addressed. To ensure this, the subject leader will ensure that planning and book monitoring is completed at least termly. Feedback must be followed up on by staff members, with the subject leader supporting all staff to respond to development points. The subject leader will triangulate this monitoring with learning walks as well. Pupil conferences will be completed, to gauge the children's views of RE at Cradley and to ensure computing follows the intent listed by the school. The subject leader reports termly to SLT and governors on any actions taken, the impact of these actions and the next steps to be taken.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in legal position framework for RE