



The
TILIAN PARTNERSHIP
Inspire to achieve

RE Policy

Cavendish CE Primary School

Approved by: SGC

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Cavendish Church of England Primary School Religious Education Policy

At Cavendish Primary, our SHINE curriculum is evident throughout our approach to our RE curriculum.

In Religion Education children are encouraged to let their light shine by taking delight in learning about God within various religions and none. They learn to appreciate the relevance of different people's faith, express their wonder of God, creation and the world within which we live as well as how people's thoughts and way of life can be very diverse within this. They are also encouraged to let their personal faith perspectives shine, express ideas and thoughts within the classroom openly and work co-operatively with talk partners, groups and classes to support each other with their learning.

Principles:

Religious education enables children to investigate and reflect upon some of the most fundamental human questions and to develop their spiritual and moral understanding.

At Cavendish School we develop children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of Christianity and an understanding of the faiths of others.

Children reflect on what it means to have faith and to develop their own spiritual knowledge and understanding.

The main theme running through our teaching is **learning about religion and learning from religion**.

Aims and Objectives:

We are aiming that the children:

- develop an awareness of spiritual and moral issues in life experiences • develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect upon their own experiences and develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and appreciate cultural differences today
- develop investigative and research skills to enable them to make reasoned judgements about religious issues
- have respect for other people's views and celebrate the diversity of our society

Teaching and learning

We base our teaching and learning styles in RE on the key principle that RE allows children both to learn about and from religious traditions. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in our curriculum.

As a member of a Multi-Academy Trust, we have chosen to plan our RE based on the Emmanuel Project, devised by the St Edmundsbury and Ipswich Diocese, which meets the Suffolk Agreed Syllabus, 2012.

"The Emmanuel Project is a challenging enquiry-based scheme consisting of 42 practical, detailed units from Reception to Year 6, covering key concepts in all major world faiths."

We plan in the long, medium and short term. This ensures that the whole curriculum is covered, objectives are clear and that there is progression in the children's understanding and thinking.

We ensure that the areas studied build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they progress through the school. We also offer appropriately differentiated or scaffolded work to ensure all children have equal access to the curriculum and that all children are suitably challenged.

EYFS:

In the Early Years, Christianity is the focus religion and is introduced as the 'heritage religion' of the country and the one that most influences school and community life. It is important to build on religions represented among the pupils e.g. different Christian denominations or the major world religions, so the experiences and interests of children can be used as starting points for learning and teaching. The children will sample major world religions, outside the children's experience, in order to extend their knowledge and understanding.

Key Stage 1:

The teaching in Key stage 1 builds on the knowledge and understanding of Christianity from the Early Years. There are seven learning Themes for Christianity. The children are also introduced to Judaism and Islam which are taught through four specified learning themes.

Key Stage 2:

Throughout Key Stage 2 the children will encounter nine learning themes for Christianity. Other religions are focused upon in more detail

- Four specified learning themes for Islam and Hinduism
- Two learning themes for Sikhism and Buddhism

By the end of Key Stage 2 the children will also have the opportunity to explore humanism.

Teaching and learning styles

We are using increasingly varied and active ways of working which include art and drama, debating, visits, posters, photos, videos and interactive displays. The Emmanuel Project provides a variety of activities, resources and interesting concepts to encourage in depth RE knowledge and understanding.

Teachers assess children's attainment within RE based on classroom observations, contributions to class discussions, responses to end of unit quizzes and assessment questions, and work produced in response to a unit of work. Teacher assessments are ongoing, often informal and are used to help them give feedback to children about their work and to parents as part of the end of year report.

We use the children's experiences at religious festivals such as Easter, Diwali, and Passover etc to develop their religious thinking. We organise visits to local places of worship and invite representatives of religious groups to come into school and talk to the children. Teachers are encouraged to extend their own knowledge and understanding through relevant inset opportunities.

The RE subject coordinator is Leanne Pryce-Hall, with shared responsibility by the whole staff for the implementation and delivery of the RE syllabus.

She supports colleagues in the development of the subject and works with class teachers and senior leaders to deliver the Emmanuel Project effectively across the school. The RE subject leader will monitor provision and standards in RE through observation, looking at work, talking to children and reviewing the curriculum regularly with staff.

Reporting on pupils' progress and attainment

Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education, as for other subjects of the curriculum.

Spiritual, moral, social and cultural development:

RE is one of the areas of school life that contributes to the children's spiritual, moral, social and cultural development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, develop their knowledge and understanding of the cultural context of their own lives.

Provision for withdrawal from religious education

Two provisions of law need to be noted:

- Parents may ask for their child to be totally or partially withdrawn from religious education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given and the school must enable parents to exercise this legal entitlement. The school brochure advises parents of the current provision for religious education. They are asked to contact the Headteacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative religious education or supervision made.
- Teachers may withdraw from religious education. Their classes, however, are legally entitled to religious education. The headteacher is responsible for alternative provision for pupils. Staff are not required to give reasons for withdrawal. Currently no member of staff exercises this right. Were this to happen, another teacher would cover the affected class. The other member of staff would teach an appropriate area of the national curriculum for the other teacher.