

RE Policy 2024-29

1. Policy Statement

At Cawston Grange Primary School we believe that Religious Education (RE) supports pupils in exploring meaningful questions about life, belief, values and worldviews. Using the Coventry & Warwickshire Agreed Syllabus 2024-2029 (hereafter “the Syllabus”) as our curriculum framework, we aim to help all children develop knowledge and understanding of a diverse range of religions and worldviews, as well as to reflect on their own ideas and values.

2. Aims

In line with the Syllabus, our RE provision intends that pupils will:

- Know about and understand a range of religious and non-religious worldviews, recognising both similarities and differences.
 - Understand how beliefs, values, practices and ways of life influence individuals and communities.
 - Explore meaningful questions about identity, meaning, purpose, ethics and beliefs, applying different disciplinary lenses (theology, philosophy, human/social sciences) in studying religion and worldviews.
 - Develop the ability to reflect on, respond to and evaluate their own worldview(s) and those of others.
 - Engage respectfully and thoughtfully with religious and non-religious worldviews and contribute positively to our diverse society.
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3. Curriculum Framework & Structure

- We follow the Syllabus 2024-2029, which takes a **worldviews-based approach** rather than only traditional religious study.
 - The Syllabus identifies **seven core concepts** which are revisited across age-phases: Belonging & Believing; Wisdom & Guidance; Personal Responsibility; Living Well; Authority & Power; Changes; Grand Narratives.
 - RE is delivered as a spiral curriculum: concepts recur and deepen through Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. From Early Years onwards, planning ensures progression in disciplinary knowledge (theology, philosophy, human & social sciences) and skills of enquiry, interpretation and evaluation.
 - The school ensures the curriculum is inclusive, drawing on a diverse range of religions and worldviews (including secular humanism, other non-religious worldviews) and to reflect the local context.
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4. Implementation

4.1 Planning

- Teaching units are selected from or aligned with the Syllabus units.
- Each unit begins with a key question (e.g., “How might beliefs influence how people live?”) and uses the disciplinary lenses where appropriate.

- Learning objectives clearly articulate knowledge, understanding and skills (disciplinary enquiry, interpretation, evaluation).
- Teachers adapt content to meet the needs of all pupils, ensuring tasks are inclusive and accessible.

4.2 Teaching & Learning

- RE lessons provide opportunities for enquiry, dialogue, reflection and expression.
- Pupils are encouraged to share their own views and to listen and respond respectfully to others.
- A variety of activities are used: discussion, artefacts, visits, visitors, role-play, reflection, multimedia.
- Cross-curricular links are used where appropriate (e.g., linking RE to SMSC, PSHE, history).
- Use of assessment for learning is embedded: pupils reflect on their learning, use checkpoints, summarise understanding of key questions.

4.3 Assessment, Recording & Reporting

- Formative assessment: teachers use questioning, discussion, self-reflection, peer feedback to gauge pupil progress.
- Summative assessment: at the end of each unit, pupils complete a learning checkpoint or task assessing their knowledge, understanding and disciplinary skills.
- Progression is tracked across the key concepts and age-phases, ensuring that concepts are revisited and deepened.
- Reporting to parents: RE attainment, effort and progress are included in end-of-year reports or as part of curriculum reporting.

4.4 Resources

- We use the core Syllabus guidance documents, approved schemes/units derived from it, and supplementary resources (artefacts, visitor programmes, digital media) that reflect the diversity of religions and worldviews.
- Staff receive appropriate CPD to enable confident teaching of RE in line with the worldviews approach.

5. Roles & Responsibilities

- **Headteacher:** ensures RE is taught in accordance with the Syllabus and this policy; monitors provision and impact.
 - **RE Subject Leader:** leads curriculum planning, ensures progression in knowledge and skills, supports staff, monitors teaching and outcomes.
 - **Class Teachers:** deliver RE units, assess pupil progress, adapt lessons for all learners.
 - **Governing Body:** ensures that the school meets its statutory obligation for RE, receives annual overview of RE provision and outcomes.
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6. Inclusion & Equal Opportunities

- RE at Cawston Grange is for all pupils, ensuring access and challenge regardless of ability, background or faith viewpoint.
 - The teaching of RE respects the right of pupils (and their parents) to withdraw from RE if they so choose, in line with law and guidance.
 - Content is selected and delivered sensitively, representing diverse faiths, beliefs and non-beliefs, and avoiding stereotyping. Pupils are encouraged to explore their own worldview and the worldviews of others.
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7. Links to Other Policies & Compliance

- This RE policy interlinks with our SMSC (Spiritual, Moral, Social & Cultural) development policy, PSHE policy, Equality & Diversity policy, Collective Worship policy.
 - The Syllabus is a legally binding document for maintained schools in the Coventry & Warwickshire area. Schools must teach RE in line with the locally agreed syllabus.
 - The school ensures that activities in RE reflect the school's commitment to providing an inclusive, broad and balanced curriculum, and meet expectations of inspection frameworks (e.g., OFSTED, SIAMS).
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8. Monitoring, Evaluation & Review

- The RE Subject Leader monitors teaching and learning of RE by means of lesson observations, learning walks, pupil voice, work scrutiny and assessment outcomes.
 - This policy will be reviewed at the end of the cycle (or sooner if required by changes in legislation or the Syllabus).
 - The school will respond to updates or revisions from the Coventry & Warwickshire SACREs.
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9. Withdrawal from RE

- Parents of pupils in a maintained school have the right to withdraw their child from all or part of RE provision (but not from acts of collective worship unless the parent requests).
- If a pupil is withdrawn from RE, alternative meaningful provision will be made by the school.
- The school's designated policy for withdrawal outlines the process to be followed; parents are asked to contact the Headteacher to discuss any request.