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## **RELIGIOUS EDUCATION FRAMEWORK**

### **1.**

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.

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### **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.
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## **5. Roles & Responsibilities**

- **Headteacher:** ensures RE is taught in accordance with the Syllabus and this framework; monitors provision and impact.
  - **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**

- 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.
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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.
  - 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.