

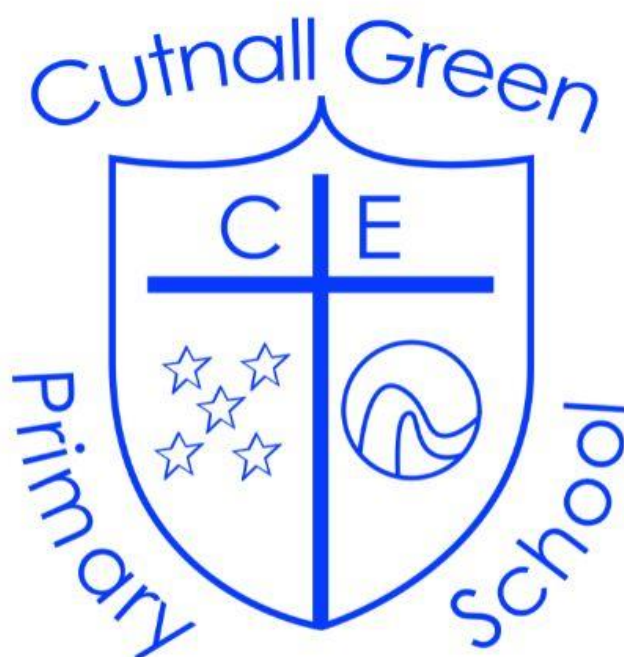
Diocesan Education Team

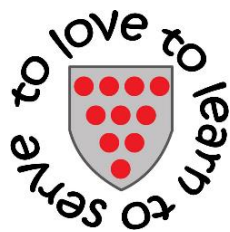
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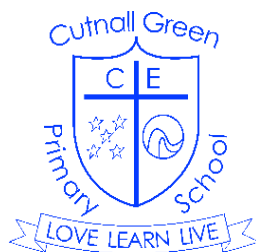
Religious Education Policy

Cutnall Green C of E Primary School



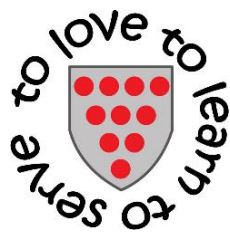


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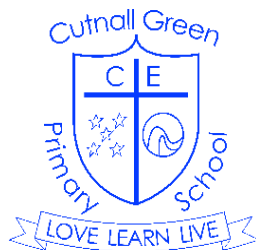


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Introduction

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) and through reflection on the 2018 [SIAMS Evaluation Schedule](#) for schools.

Name of School: Cutnall Green C of E Primary School
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Legal Position of Religious Education in School

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'.

Cutnall Green C of E Primary School 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 2020 – 2025 / Dudley Agreed Syllabus for Religious Education 2013.

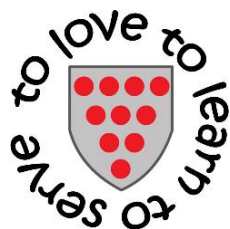
The Church of England's Statement of Entitlement

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.

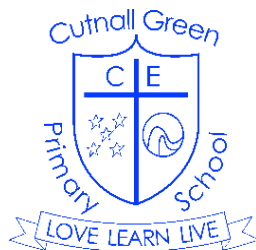
It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply 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'.

Religious Education and the school's Christian Vision

Love, Learn and be Extraordinary Love your neighbour as yourself - (Mark 12:32)
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Through an extraordinary education, we empower pupils to be life-long learners and see their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests, enable pupils to flourish and be extraordinary people. Together, we spark aspiration and drive achievement, so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

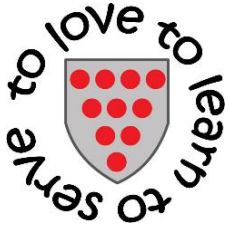
Love your neighbour as yourself (Mark 12:32) guides everything we do at school and beyond.

Building on these themes, RE in this school contributes to the outworking of our vision by ensuring that pupils are provided with the skills and knowledge so they value and cherish all of God's children and their "neighbours" in a world that is full of diversity and continuing to change and live their lives to the full, flourishing in the eyes of God today and in the future.

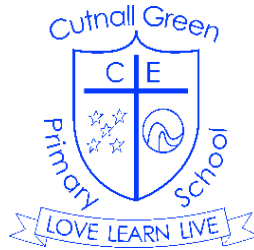
Religious Education Intent

The intent of Religious Education at **Cutnall Green C of E Primary School** is to teach our pupils to love, learn and be extraordinary as global citizens and to follow Jesus' example by valuing and cherishing all God's children in an ever-changing world. We ensure every child and adult can become life-long learners and see their limitless potential as well as flourishing to become extraordinary people now and in the future..

Through RE, our aim is to deliver an RE curriculum that develops children's knowledge and understanding of different beliefs, giving them the values and attitudes needed to live good lives in a diverse and ever-changing world. Following our Biblical underpinning, "**Love your neighbour as yourself (Mark 12:32)**", we strive to give children rich opportunities and broad learning experiences to enable them to flourish as unique individuals and appreciate, understand and value all beliefs, both in their local community and in the wider world. Our school vision and Christian values - **Compassion** (linked to the STARS value, Sharing), **Trust** (linked to the STARS value, Trust), **Perseverance** (linked to the STARS value, Achievement), **Respect** (linked to the STARS value, Respect), **Hope** (linked to the STARS value, Safety) - guide all decisions about our school curriculum, ensuring every child can flourish and meet their full potential.



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We aim to give our children opportunities to develop both a sense of belonging within their own local community and to develop a growing awareness of where they fit within the wider world by exploring a range of national and global issues. Our Religious Education curriculum contributes dynamically to our children's education by exploring challenging questions about meaning and purpose in life, beliefs about God and issues of right and wrong. Children gain knowledge, skills and understanding of a range of religions and world views. Children learn to articulate their own personal beliefs, ideas, values and experiences while respecting the differences of others.

We know there will be many challenges ahead. Climate change is one of the greatest challenges of our time which impacts on all living things. Due to inequalities, global health issues, more frequent and intense natural disasters, natural resource depletion, increase in global temperatures and sea levels rising, we are now at a pivotal point. The survival of many living things and biological support systems of the planet are at risk. We have to act now.

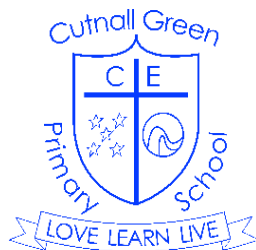
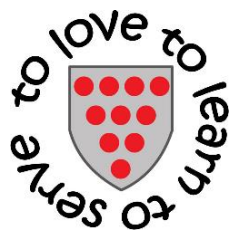
School Approach to Religious Education

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



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- 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.

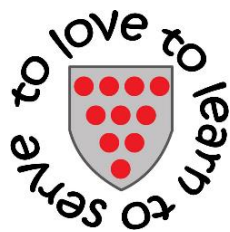
RE at **Cutnall Green C of E Primary School** will be taught following the Worcestershire Agreed Syllabus 2025 - 2030:

RE Yearly Overview					
Worcestershire Yearly Cycle					
	Autumn Term		Spring Term		Summer Term
EYFS	Being Special: Where do we belong? 	Why do Christians perform Nativity Plays at Christmas? 	Why is the word 'God' so important to Christians? 	Why do Christians put a cross in an Easter garden? 	Which places are special and why?
Year 1	What does it mean to belong to a faith or belief community? 	Why does Christmas matter to Christians? (Core Learning) 	Who is Jewish and how do they live? 	Why does Easter matter to Christians? (Core Learning) 	How should we care for the world and for others and why does it matter?
Year 2	Who is a Muslim and how do they live? 	Why does Christmas matter to Christians? (Digging deeper) 	Who do Christians say made the world? 	Why does Easter matter to Christians? (Digging Deeper) 	What is the good news Jesus brings?
Year 3	What do Christians learn from the creation story? 	What is the 'Tenny's' Christmas? (Core Learning) 	How do festivals and worship show what matters to a Muslim? 	Why do Christians call the day Jesus dies 'Good Friday'? (Core Learning) 	What makes some places sacred to believers?
Year 4	What do Hindus believe God is like? 	What does it mean to be a Hindu in Britain today? 	What is the 'Tenny's' Christmas? (Digging deeper) 	How do festivals and family life show what matters to Jewish people? 	What is it like for someone to follow God?
Year 5	What does it mean if Christians believe God is Holy and Loving? 	Why do Christians believe Jesus was the Messiah? 	What does it mean to be a Muslim in Britain today? 	When Jesus left, what was the impact of Pentecost? 	How and why do people mark the significant events of life?
Year 6	Creation and science: conflicting or complementary? 	What does it mean to be a humanist in Britain today? 	Why do Hindus want to be good? 	How do Christians decide how to live? What would Jesus do? 	What kind of King is Jesus?

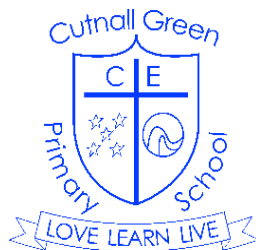
Organisation & Time Allocation

In accordance with the structure of Worcestershire Agreed Syllabus / Dudley 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



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- 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 / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2020-2025 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.

As a school we track progress in RE through regular staff meetings and monitoring which includes learning walks, lesson observations, book looks and staff and pupil voice.

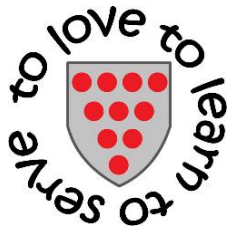
School reports are sent home in the Summer term of each year. The report is written to include a progress and attainment mark for RE as well as a next steps target for each individual pupil.

Responsibilities for RE in School

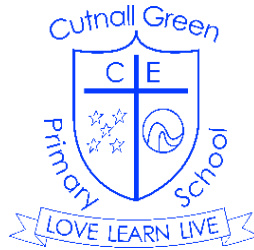
The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At **Cutnall Green C of E Primary School** some of the responsibilities for RE may be delegated to other members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



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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 Strand 7.

The **Headteacher** must ensure:

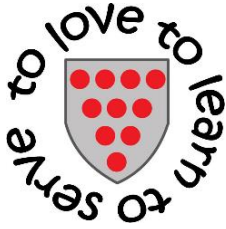
- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality 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

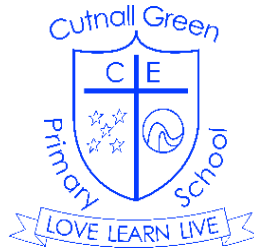
At **Cutnall Green C of E Primary School** we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, 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 topics covered in RE so that parents can make an informed decision
- what supervision arrangements will be in place for child(ren).



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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.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the SIB board annually. 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

Headteacher signed: B. King
Date of next review: 01/09/2026

Date: 01/09/2025