



Religious Education Policy

(based on model policy from Ely Diocese September 2019)

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Religious Education Policy for Cherry Hinton C of E Primary

Our values and vision

Our school values are Agape, Courage and Thankfulness; ACT.

These values are underpinned by this Bible verse and our vision-

Love God with heart, soul, mind and strength- and your neighbour as you love yourself (Matthew 22.37-39)

We **ACT** out this verse through our values of Agape, Courage and Thankfulness. Recognising we are all neighbours, we ACT with **Agape love**, giving us kind hearts, with **Courage** to ask inquisitive questions of God, ourselves and others- and with **Thankfulness** for the love, courage and inspiration we receive from God.

As a result of our vision and values, we want our children to become;

Inquisitive thinkers; Inspired learners; Kind hearts

Religious Education (RE) Policy statement

Religious Education is a compulsory subject in the National Curriculum and the Local Authority (Cambridgeshire) are responsible for producing the Locally Agreed Syllabus. As a Church of England Primary School we must follow the National Curriculum for all subjects.

Intent

Our aim is to deliver a high quality Religious Education curriculum, which is challenging, rich in knowledge and vocabulary, and varied, enabling learners to acquire a thorough understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. The 'Understanding Christianity' and 'Emmanuel Project' resources support in the curriculum delivery and the questioning approach of both these resources reflect the school's vision for our pupils. Pupils have the opportunity to engage with a range of theological concepts leading to deeper understanding of neighbours and so of how to live well together.

The teaching of RE aims to:

- Support children to develop a knowledge about and understanding of Christianity as a living faith that influences the lives of people worldwide and as a religion that has most shaped British culture.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Support children to develop a knowledge about and understanding of other major world religions and world views, their impact on society, culture and the wider world, thus enabling them to learn for life.
- Show a well-informed, balanced and respectful attitude to religions and worldviews.

- Enable children to engage in meaningful and well-informed dialogue with those of other faiths and none.
- Enable children to reflect critically and responsibly on their own spiritual and ethical convictions exploring and enriching their own beliefs and values.
- Provide opportunity for pupils to ask and answer questions and give ideas and insights, enabling them to become neighbours in the true sense of our school values.

Implementation

The curriculum for RE is designed to ensure that by the end of their time with us, the children have gained knowledge and understanding about all of the major world faiths. Each unit of work is planned with a topic question and vocabulary to be taught. Children are encouraged to interpret what they learn for themselves enabling them to come to their own worldview

In accordance with the structure of the locally agreed syllabus;

- In EYFS pupils study Christianity with some reference made to other religious celebrations and stories
- In KS1 pupils study Christianity but also have some topics on Judaism and Islam.
- In KS2 pupils study Christianity plus 5 other world religions such as Hinduism, Sikhism and Buddhism. We also complete a topic on Humanism and science and creation.

Allocation of teaching time

As a Church school, Christianity is the majority religion studied in each year group and takes up at least 50% of RE curriculum time. The other major world faiths take up the other part of RE curriculum time.

This entitlement is met through weekly or blocked teaching of RE and through occasional additional RE days and visits, including Godly Play, going to our local Church St. Andrew's, and visits to places of worship e.g. the local mosque and synagogue. This equates to 6.6% of our teaching time on RE but we are actively focusing on adding to this.

In EYFS RE is taught through discussion and stories related to their question each half term. Alongside this they also look at the different religious festivals such as harvest, Christmas and how they are celebrated.

Impact

Pupils are assessed half termly in how they are making progress in RE. Assessment is based on knowledge and expression of that knowledge against the two attainment targets within RE;

Performance Target 1 (PT1) – Knowledge and understanding of religion and worldviews enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources,

practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

Performance Target 2 (PT2) – Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied.

Assessment is supported by documents linked to ‘Understanding Christianity’ and the ‘Emmanuel Project’.

Teachers record progress on half termly assessment grids. Half termly, pupils also complete one written assessment piece which goes in their RE progress book which travels with them through school. Other learning is recorded in foundation folders. A whole class RE portfolio captures the range and depth of pupils’ discussions and thoughts on their learning.

The Right to Withdraw

Cherry Hinton Church of England (VC) Primary is an inclusive school but recognises that parents have a legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PHSE.

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

Managing the right to withdraw

- We will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of what is covered in the RE curriculum and should be given the opportunity to discuss this if they wish.
- We will review any request to withdraw each year, in discussion with parents.
- The use of the right to withdraw should be at the instigation of parents and should be clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- If pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will remain on the school premises. How the child’s withdrawal can best be accommodated will be discussed on an individual basis and will depend on the age of the child.

Role of the RE lead

- To ensure that the RE policy is implemented and to keep up to date with reviews.
 - To have oversight of the RE curriculum and to keep up to date with local and national changes.
 - To monitor implementation and impact of the RE curriculum across the school
 - To monitor pupil progress and attainment and to ensure this is regularly captured in ways appropriate to all pupils.
 - To support teachers in developing their subject knowledge.
 - To enrich the curriculum with additional trips and visits.
- To liaise closely with the RE link governor in monitoring the intent, implementation and impact of the RE curriculum

Entitlement and Inclusion – EAL, SEND

All children are entitled to access a broad and balanced curriculum at the appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given an opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Review

The policy will be reviewed every three years.