



Cartmel CE Primary School

Religious Education Policy

Mission Statement

'Mighty Oaks from Little Acorns Grow'

Teach children how they should live, and they will remember it all their life.'

Proverbs 22:6 (Good News Version)

We will do our best, be happy and honest, show respect and be friendly.

At Cartmel we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Mission Statement pays homage to our conviction that there is something potentially wonderful in every individual.

Approved by	
Name:	D. Milner/N.Devenish
Position:	Governors
Date:	8/07/2025
Review date:	8/07/2027

1. Our vision for Religious Education (RE)

At this school, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

In Cartmel Church of England Primary School where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is '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.' (Statement of Entitlement 2019)

The school provides an RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. Links with the Christian vision and values of the school are intrinsic to our RE curriculum. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, differentiated activities and a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum inspires pupils to explore, develop and affirm their own faith and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and dignity.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion
- Key beliefs and teachings, practices,
- Impact on the lives of believers and communities,
- Different ways of expressing beliefs, teachings and practices
- Developing pupil skills of interpretation, analysis and explanation in relation to religion
- Pupils' communication of their knowledge and understanding using specialist vocabulary.
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment
- Development of religious literacy

2. Aims

The aims of religious education in this school are:

1. To enable pupils to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
2. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils to engage with challenging questions of meaning and purpose raised by human existence and experience.
4. To enable pupils to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
5. To encourage pupils to explore their own religious, spiritual and philosophical ways living, believing and thinking.

National Society RE Statement of Entitlement 2019

3. Legal Framework

As a voluntary controlled school, we have adopted the Cumbria local authority agreed syllabus.

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of Cartmel Church of England Primary School, we ask parents to discuss with the head teacher any reasons they might have for doing this.

4. Teaching & Learning

- We follow the Diocese of Blackburn units of work (Questful RE) and ensure that we meet the required aspects to be covered within the Cumbria SACRE document.
- In addition, we supplement the teaching of R.E by using a variety of resources, such as Understanding Christianity and RE Today.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- RE has at least 5% of curriculum time i.e. 60 minutes per week.
- Long term plans for RE ensure that there is continuity and progression for all pupils.
- Pupil progress and attainment in RE is tracked and recorded by class teachers and the R.E. subject leader. Progress in RE is included in each child's annual report to parents.
- Inclusion and differentiation for children with SEND and EAL are an integral part of RE planning and teaching
- RE is taught as a discrete subject. Some themes or particular festivals are studied as block i.e. Easter/Christmas.
- In EYFS religious education will be reflected in the areas of learning and overall the early learning goals (see Early Years Foundation Stage Framework - Understanding the World). The pupils will have the opportunity to respond to significant experiences, show a range of feelings where appropriate, have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others. Begin to know about their own cultures and beliefs and those of other people, including learning about festivals and religious celebrations. Have a developing respect for their own cultures and beliefs and those of other people, fostering an understanding of our culturally and socially diverse world.
- A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship including our local Church and other Christian places of worship

in the local area, plus visitors from other faiths or visits to places of other faiths, such as the Buddhist Temple at Ulverston.

- In this school the faiths taught in RE are:
 - Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism.
 - Children also look at Humanism during their time in school.
- In KS1 R.E. is taught on a 3-year rolling programme due to the mixed age class structure and in KS2 on a 2-year rolling programme. Teachers plan the units to ensure that progression of skills and understanding is ensured across the pupils' time throughout school.
- Other religions and worldviews may be taught by comparing ideas or as thematic studies.
- Of the RE taught, approximately 75% focusses on Christianity and 25% focusses on other faiths.
- Wherever possible, links are made between Religious Education and other curriculum subjects and also the learning and teaching about global issues.

5. Spiritual, Moral, Social and Cultural Development/ British Values

- Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. We invite children to reflect on their personal responses to issues, consider those of others, and appreciate that for some people belief in a spiritual dimension is important.
- We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society as well as their own experiences
- Religious education also strongly supports the school's citizenship and global programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider community, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on British values (democracy, the rule of law, individual liberty, respect and tolerance) and on the Rights of the Child (UN CRC).

6. Assessment & Achievement

Appropriate to age, at the end of their education in our Church school the expectation is that all pupils are religiously literate and (as a minimum) they are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions
- Engage in meaningful and informed dialogue with those of other faiths and none.

National Society RE Statement of Entitlement 2016

Pupils are assessed in R.E. throughout school based on the expectations of the national curriculum and the Agreed Syllabus. Children are assessed as emerging, expected or exceeding and this is reported to parents in the annual report.

7. Leadership & Management

The teaching, assessing and resourcing of Religious Education is managed by the RE subject leader, (in close collaboration with senior leaders) to ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented. See appendix 1

8. The RE subject leader:

- Will support and regularly monitor the subject across the school;
- Ensure that relevant and regular CPD is in place to keep his/her subject knowledge and expertise up to date and that staff receive appropriate training for the teaching and assessment of RE;
- Report regularly to the governing body so that everyone has an overview about progress and attainment in RE;
- Ensure RE provision reflects diocesan advice and recommendations.

As a Voluntary Controlled Church of England School, inspection will be under the SIAMS schedule.

9. Review

There will be a review every three years of this policy. Its effectiveness will be monitored by the RE leader, the current incumbent (where there is one assigned to the school) and governors. This will include discussions with other members of staff, classroom learning walks/visits and monitoring of children's work. The outcomes will influence the school development plan.