

# William Cassidi Church of England Primary School

## Religious Education Policy Statement

*'Life in all Fullness'  
(John 10:10)*



As a school, we want to provide children with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for the children who attend our school. We want every child to be the very best that they can be and to recognise that they are precious, loved and valued.

## Introduction

At William Cassidi Church of England Primary School we strive for every child, who studies RE, to become religiously literate so that they can develop their own thinking and understanding of religious and non-religious worldviews. We understand that the study of RE curriculum content curriculum contributes to a child's understanding of the world and their own experience within it. Through the study of this subject children will develop substantive knowledge linked to religious and non-religious worldviews and develop the disciplinary knowledge of a being a: Theologian, Philosopher and Social Scientist.

## Aims

Principle aims of the RE curriculum:

- Empower children to develop their own worldview through the explorative lense of a variety of religious and non-religious worldviews.
- Cultivate a global perspective, fostering understanding of diverse cultures and beliefs, guiding learners to appreciate the interconnectedness of the world.
- Develop knowledge and understanding of major world religions and worldviews.
- Foster respect, empathy and tolerance for those of different faiths and none.
- Promote spiritual, moral, cultural, and social growth in line with British values and our distinctively Christian ethos.
- Sustain William Cassidi's growth as a church school by ensuring 50% of the RE curriculum is distinctively Christian. Children will make links between the core content of Christian teachings in RE and the theological rooting of the school vision, motto and values. The teaching of RE will embed a Christian School Culture and nurture diversity by fostering tolerance and respect; rooted in the teachings of Christ. Children will understand and know that Christianity is a living world faith.

The RE curriculum is designed to empower children to gain core knowledge and understanding of the beliefs and practices of the

world, so that they can navigate life collaboratively and effectively with others. Our aim is for children to foster strong friendships and relationships, built on love and respect. We aspire for children to engage in theological thinking and enquiry; providing a secure space for critical reflection on their religious, spiritual and philosophical beliefs. This encourages contemplation of life's profound questions, allowing children to assess the value of wisdom from various sources, articulate their insights thoughtfully and engage in respectful agreements or disagreements.

### Cross-Curricular Links

The RE curriculum extends beyond individual reflection, offering insight into how religious and non-religious worldviews have significantly shaped history, both locally in Britain and globally. This educational journey supports students' social, moral, cultural, and spiritual development. Moreover, the curriculum integrates with other subjects such as English, Science, Art, History, and PSHE, so that children can make connections in their learning. This holistic approach enhances students' capacity to make meaningful associations in their learning, resulting in enhanced schema and therefore a deeper and more lasting understanding.

### Curriculum and Content

RE is taught in line with:

- The Church of England Education Office's Statement of Entitlement (2019)
- The locally agreed syllabus (Newcastle and Durham Diocese).
- The Understanding Christianity resource to support high-quality Christian RE teaching.

### Content Overview

	Autumn 1 Sep-Oct	Autumn 2 Nov-Dec	Spring 1 Jan-Feb	Spring 2 Feb-Mar	Summer 1 Apr-May	Summer 2 Jun-Jul
Nursery	<u>I am special</u>  Christians and Muslim  Diocesan syllabus for RE	<u>Special People</u>  Christians and Muslim  Diocesan syllabus for RE	<u>Stories Jesus Heard</u>  Christians  Understanding Christianity	<u>Easter</u>  Christians  Understanding Christianity	<u>Friendship, Prayer and Special Places</u>  Christians and Hindu-Dharmas  Diocesan syllabus for RE	<u>Prayer and Special Times</u>  Christians and Hindu-Dharmas  Diocesan syllabus for RE
Reception	<u>God and Creation</u> <u>F1</u> Christians  Understanding Christianity  Why is the word 'God' so important to Christians?	<u>Incarnation</u> <u>F2</u> Christians  Understanding Christianity  Why do many Christians perform nativity plays at Christmas?	<u>Thematic</u> <u>F4</u> Christians and Hindu-Dharmas  Diocesan syllabus for RE  Being special - where do we belong?	<u>Salvation</u> <u>F3</u> Christians  Understanding Christianity  Why do some Christians put a cross in an Easter garden?	<u>Thematic</u> <u>F6</u> Christians and Muslims  Diocesan syllabus for RE  Which stories are special and why?	<u>Thematic</u> <u>F5</u> Christians and Muslims  Diocesan syllabus for RE  Which places are special and why?
Year 1	<u>Muslim</u> <u>I.6</u> Muslims  Diocesan syllabus for RE  Who is Muslim and how do they live?	<u>Muslim</u> <u>I.6</u> Muslims  Diocesan syllabus for RE  Who is Muslim and how do they live?	<u>Creation</u> <u>I.2</u> Christians  Understanding Christianity  Who do Christians say made the world?	<u>Salvation</u> <u>I.5</u> Christians  Understanding Christianity  Why does Easter matter to Christians?	<u>God</u> <u>I.1</u> Christians  Understanding Christianity  What do Christians believe God is like?	<u>Thematic</u> <u>I.8</u> Christians and Jews  Diocesan syllabus for RE  Who am I? What does it mean to belong to a faith community?
Year 2	<u>Creation</u> <u>I.2</u> Christians	<u>Incarnation</u> <u>I.3</u> Christians	<u>Gospel</u> <u>I.4</u> Christians	<u>Jews</u> <u>I.7</u> Jews	<u>Jews</u> <u>I.7</u> Jews (	<u>Thematic</u> <u>I.10</u> Christians and Jews

	<p>Understanding Christianity</p> <p>Who do Christians say made the world?</p>	<p>Understanding Christianity</p> <p>Why does Christmas matter to Christians?</p>	<p>Understanding Christianity</p> <p>What is the 'good news' Christians believe Jesus brings?</p>	<p>Diocesan syllabus for RE</p> <p>Who is Jewish and how do they live?</p>	<p>Diocesan syllabus for RE</p> <p>Who is Jewish and how do they live?</p>	<p>Diocesan syllabus for RE</p> <p>How should we care for the world and for others and why does it matter?</p>
Year 3	<p><u>Gospel</u> <u>2.4</u></p> <p>Christians</p> <p>Understanding Christianity</p> <p>What kind of World did Jesus want?</p>	<p><u>Sikhs</u> <u>2.8</u></p> <p>Sikhs</p> <p>Diocesan syllabus for RE</p> <p>What does it mean to be a Sikh in Britain today?</p>	<p><u>Sikhs</u> <u>2.8</u></p> <p>Sikhs</p> <p>Diocesan syllabus for RE</p> <p>What does it mean to be a Sikh in Britain today?</p>	<p><u>Salvation</u> <u>2.5</u></p> <p>Christians</p> <p>Understanding Christianity</p> <p>Why do Christians call the day Jesus died Good Friday?</p>	<p><u>Kingdom of God</u> <u>2.6</u></p> <p>Christians</p> <p>Understanding Christianity</p> <p>For Christians, what was the impact of Pentecost?</p>	<p><u>Thematic</u> <u>2.10</u></p> <p>Christians, Sikhs and Jews</p> <p>Diocesan syllabus for RE</p> <p>How and why do people mark significant events of life?</p>
Year 4	<p><u>People of God</u> <u>2.2</u></p> <p>Christians</p> <p>Understanding Christianity</p> <p>What is it like for someone to follow God?</p>	<p><u>Incarnation</u> <u>2.3</u></p> <p>Christians</p> <p>Understanding Christianity</p> <p>What is the Trinity and why is it important to Christians?</p>	<p><u>Hindu-Dharma</u> <u>2.7</u></p> <p>Hindu-Dharma</p> <p>Diocesan syllabus for RE</p> <p>What does it mean to be a Hindu-Dharma in Britain today?</p>	<p><u>Hindu-Dharma</u> <u>2.7</u></p> <p>Hindu-Dharma</p> <p>Diocesan syllabus for RE</p> <p>What does it mean to be a Hindu-Dharma in Britain today?</p>	<p><u>Thematic</u> <u>2.9</u></p> <p>Hindu-Dharma, Jewish, Muslim</p> <p>Diocesan syllabus for RE</p> <p>What are the deeper meanings of Festivals?</p>	<p><u>Thematic</u> <u>2.11</u></p> <p>Christians and Humanists</p> <p>Diocesan syllabus for RE</p> <p>How and why do people try to make the world a better place?</p>

Year 5	<u>Muslim</u> <u>U2.10</u>  Muslim  Diocesan syllabus for RE  What does it mean for Muslims to follow God?	<u>Muslim</u> <u>U2.10</u>  Muslim  Diocesan syllabus for RE  What does it mean for Muslims to follow God?	<u>People of God</u> <u>U2.3</u>  Christians  Understanding Christianity  For Christians, how can following God bring freedom and justice?	<u>Salvation</u> <u>U2.6</u>  Christians  Understanding Christianity  What do Christians believe Jesus did to 'save' other human beings?	<u>Thematic</u> <u>U2.12</u>  Christians and Humanists  Diocesan syllabus for RE  What matters most to Humanists and Christians?	<u>Thematic</u> <u>U2.15</u>  Christians, Jewish and Hindu-Dharma  Diocesan syllabus for RE  How does faith help when life gets hard?
Year 6	<u>Creation / Fall</u> <u>U2.2</u>  Christians  Understanding Christianity  Creation and Science: conflicting or complimentary?	<u>Incarnation</u> <u>U2.1</u>  Christians  Understanding Christianity  Why do Christians believe Jesus was the Messiah?	<u>Thematic</u> <u>U2.13</u>  Christians and Atheists  Diocesan Syllabus for RE  Why do some people believe in God and some people not?	<u>Jews</u> <u>U2.11</u>  Jews  Diocesan syllabus for RE  What does it mean for a Jewish person to follow God?	<u>Jews</u> <u>U2.11</u>  Jews  Diocesan syllabus for RE  What does it mean for a Jewish person to follow God?	<u>Thematic</u> <u>U2.14</u>  Christians  Diocesan syllabus for RE  Why is pilgrimage important to some religious believers?

### Time Allocation

RE is taught weekly and receives at least 5% of curriculum time, separate from collective worship. This ensures RE is treated as a rigorous academic subject with parity to others.

EYFS: Approximately 50 minutes of the curriculum and continuous provision.

KS1: One hour per week

KS2: One hour and 15 minutes per week

## Teaching and Learning Approaches

We use a variety of teaching methods to engage and challenge all learners, including:

- Enquiry-based learning
- Use of religious texts and artefacts
- Drama, art, music, and role-play
- Visits to places of worship and visitors from different faith backgrounds

RE is inclusive and accessible to all pupils, irrespective of their background or beliefs.

## Assessment and Progress

We assess pupils' progress through:

- Ongoing formative assessment within lessons
- Summative assessment at the end of units
- Reflection activities and pupil self-assessment

Attainment and progress in RE are monitored and recorded on the school MIS. Data is then analysed across the whole school by the RE leader to assess if children have understood the core content. The outcomes of the data analysis inform future planning and assess the impact of RE teaching. The RE leader can strategically analyse the data to unpick the attainment and progress of specific groups such as: boys, girls, PP, non PP and SEND.

## RE and Collective Worship

It is important to distinguish between RE and collective worship. While both contribute to pupils' spiritual development, RE is an academic subject that promotes open enquiry, while worship is a time for spiritual reflection and expression. At William Cassidi Church of England Primary School collective worship is distinctively Christian whereas RE explores a diverse range of religious and non-religious worldviews.

## Right of Withdrawal

Parents/carers have the legal right to withdraw their child from part or all of RE, in accordance with the Education Act 1996. However, we encourage dialogue with families to ensure understanding of the nature and purpose of RE in our school.

Requests for withdrawal should be made in writing to the Headteacher. The school will provide appropriate alternative provision where necessary.

### Role of the RE Leader

The RE Leader:

- Oversees planning, teaching, and assessment of RE
- Supports staff with training and resources
- Monitors the quality of RE provision
- Liaises with the diocese and local SACRE

### Links to Other Policies

This policy should be read alongside:

- Collective Worship Policy
- Spiritual, Moral, Social, and Cultural Development Policy
- Behaviour Policy
- Equality and Inclusion Policy
- Teaching and Learning Policy

Policy approved by Governors: July 2025

Renewal date: July 2028