



Religious Education Policy

1. Context and Vision

As a Voluntary Aided Church of England School, the management of Religious Education (RE) is a distinctive role of the Governors and Headteacher.

RE plays a major part in promoting the Christian aims, values and ethos of our school. It lies at the heart of our vision and helps children to flourish and live life in all its fullness (John 10:10), in line with the Church of England's Vision for Education (2016) and the Statement of Entitlement for RE (2024).

At Cathedral School, RE contributes significantly to our distinctive Christian character, supporting pupils to develop religious literacy, personal reflection and understanding of the beliefs and values that shape our community and the wider world.

Mission Statement

Cathedral School strives to provide an attractive, safe, well-ordered, child-centred place of learning within a Christian context. Maintaining and sustaining the highest standards of teaching and learning is the key concern of governors and staff. The school seeks to work positively with parents and carers to fulfil the school's expectation that all learners are enabled to achieve at the highest level of which they are capable.

School Motto

Life in all its fullness (John 10:10)

School Values

Fruits of Friendship with God

The Fruits of Friendship with God (Fruits of the Spirit) are revisited during collective worship and reflected on as part of RE provision where appropriate.

FRUITS OF FRIENDSHIP WITH GOD



2. Aims of Religious Education

At Cathedral School, Religious Education enables every child to flourish spiritually, morally and intellectually, and to live life in all its fullness.

Through the RE curriculum, pupils will:

- Develop strong substantive, disciplinary and personal knowledge of Christianity and of the principal world faiths.
- Explore beliefs and practices through three lenses:
 - Theological (believing) – exploring faith through scripture and Christian teaching.
 - Philosophical (thinking) – engaging with questions of meaning, purpose and truth.
 - Human and social sciences (living) – understanding how faith shapes the lives of individuals and communities.
- Learn about and from The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, the local Church, Christian community, rites of passage, and values rooted in Christianity.
- Recognise that there are different branches of Christianity which may share common beliefs but express their faith in different ways.
- Develop knowledge and understanding of other principal world religions and worldviews, fostering respect, empathy, and sensitivity towards all people and promoting community cohesion.
- Apply an understanding of Christianity and other faiths to make reasoned and informed responses to life issues and moral choices.
- Develop skills of critical analysis, interpretation and evaluation.
- Grow spiritually, morally, socially and culturally, and develop the ability to reflect on their own beliefs, values and experiences.

- Experience awe, wonder, joy and mystery, nurturing a reflective attitude to life and faith.

3. Curriculum and Time Allocation

The school follows the Southwark Diocesan Board of Education (SDBE) Syllabus for Religious Education, which provides a progressive and concept-based structure for teaching Christianity and other world faiths.

Elements of Understanding Christianity are also used in some year groups to deepen pupils' theological engagement with the Bible and key Christian concepts.

In accordance with the Church of England's Statement of Entitlement for Religious Education (2024), RE is treated as a core subject within the curriculum.

RE receives between 5–10% of curriculum time:

- Key Stage 1 – approximately 1 hour per week
- Key Stage 2 – approximately 1½ hours per week

In the Foundation Stage, RE is taught through the Understanding the World area of learning, with an emphasis on knowledge of cultures, beliefs, and special times. Provision reflects the RE topic currently being taught.

Teachers differentiate appropriately to ensure all pupils have equal access to learning.

4. Teaching and Learning

RE is taught using a range of creative, reflective and enquiry-based approaches. Lessons encourage pupils to question, reason, empathise and make connections between beliefs and everyday life.

RE promotes curiosity, discussion and critical thinking. Opportunities for cross-curricular links with subjects such as English, art, history, music and PSHE are encouraged where appropriate.

Visits to places of worship and encounters with members of different faith communities enhance pupils' understanding of living faith.

5. Assessment

Assessment is integral to teaching and learning in Religious Education. Teachers use a range of evidence, such as written work, discussion, observation, reflection and creative response to inform their understanding of pupils' progress.

Assessment is both formative and summative and is designed to support and celebrate pupils' growing understanding and engagement with RE. The school uses the guidance within the SDBE syllabus to ensure progression and coherence across year groups.

Information about children's learning in RE is shared with parents as part of the school's regular reporting arrangements.

6. Monitoring and Evaluation

The RE Subject Leader and Senior Leadership Team monitor standards and progress in RE through:

- Work scrutiny
- Lesson observations
- Pupil voice and questionnaires

An annual RE report is presented to the Governing Body, highlighting strengths, progress, and next steps.

The RE Link Governor visits the school to monitor standards and discuss developments in the subject.

7. Leadership and Professional Development

The school's RE Subject Leader oversees the curriculum, teaching quality and assessment of RE. They are supported by the Headteacher, Governors, and the SDBE Adviser.

All teaching staff have access to appropriate professional development, including diocesan training and opportunities linked to Understanding Christianity.

8. Parental Right of Withdrawal

























Although parents have a legal right to withdraw their children from RE, Cathedral School believes that, by applying to a Church of England school, parents understand that RE is central to the life of the school and is inclusive of all.















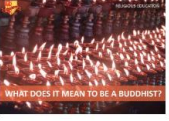









RE is taught in a way that is respectful, academically rigorous, and relevant to all pupils. Withdrawal requests are therefore expected to be rare.

9. Review Cycle

This policy will be reviewed every three years by the Governing Body, or earlier if national or diocesan guidance changes.

Appendix 1 RE Curriculum Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NURSERY N	 WHAT MAKES US SPECIAL?	 WHAT IS A CELEBRATION?	 GOD'S CREATION	 THE EASTER STORY	 WHAT MAKES A PLACE SPECIAL?	 STORIES FROM THE BIBLE
RECEPTION R	 WHO AM I AND WHERE DO I BELONG?	 WHY IS CHRISTMAS SPECIAL FOR CHRISTIANS?	 THE STORIES OF JESUS WHAT CAN WE LEARN FROM THEM?	 WHAT IS AN EASTER GARDEN?	 WHAT MAKES SOMETHING SPECIAL?	 WHAT MAKES OUR WORLD WONDERFUL? HOW SHOULD WE CARE FOR IT?
CLASS 1 1	 WHY DID JESUS TELL STORIES?	 WHO IS WHO IN THE NATIVITY?	 WHAT IS IN OUR SCHOOL NAME?	 WHO ARE OUR CHRISTIAN NEIGHBOURS?	 THE GIFT OF SHABBAT WHY DO SOME PEOPLE CELEBRATE THIS?	 WHAT TEACHES PEOPLE TO LOOK AFTER THE WORLD?
CLASS 2 2	 PROMISES WHY DO CHRISTIANS MAKE AGREEMENTS BEFORE GOD?	 LIGHT OF THE WORLD WHAT DOES THIS MEAN FOR CHRISTIANS?	 THE STORY OF NOAH WHAT CAN WE LEARN FROM THE STORY OF NOAH?	 EASTER SYMBOLS DO EASTER SYMBOLS HELP US TO UNDERSTAND EASTER? WHO ARE IMPORTANT FIGURES IN THE BIBLE?	 WHAT DOES IT MEAN TO BE MUSLIM?	 HOW IS PRAYER IMPORTANT?

CLASS 3 3	 WHAT IS THE STORY?	 WHY DO WE REMEMBER? THE CHRISTMAS MESSAGE WHAT IS THE MOST IMPORTANT MESSAGE OF CHRISTMAS?	 HINDUISM IN BRITAIN WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?	 THE EASTER NARRATIVE HOW DOES IT HELP PEOPLE TO UNDERSTAND EASTER?	 WHAT DO SIKHS BELIEVE?	 WORDS AND ACTIONS WHAT IS YOUR RESPONSIBILITY?
CLASS 4 4	 OLD TESTAMENT HEROES WHY SHOULD WE REMEMBER THEM?	 NON-RELIGIOUS WORLD VIEWS ADVENT HOW DOES THE ADVENT MESSAGE RELATE TO US?	 WHY SHOULD HINDUS LIVE A GOOD LIFE?	 HOLY COMMUNION HOW DOES HOLY COMMUNION HELP US LIVE A BETTER COMMUNITY?	 WHAT DO SIKHS VALUE?	 FAITH AND FAIRNESS HOW DOES FAITH HELP PEOPLE TO TRY AND MAKE THE WORLD A BETTER PLACE?
CLASS 5 5	 SERVING GOD HOW CAN WE SERVE GOD IN OUR DAILY LIVES? SHOULD EVERY CHRISTIAN GO ON A PILGRIMAGE?	 THE CHRISTMAS STORY: HOPE AND PROMISE FEARLESS PEOPLE OF FAITH	 WHAT DOES IT MEAN TO BE A BUDDHIST?	 CHRISTIAN COMMUNITIES HOW DO DIFFERENT COMMUNITIES LIVE OUT THE GOSPEL STORY? HOW DID THE CHURCH BEGIN?	 COMMITMENT HOW DO BUDDHISTS LIVE OUT THEIR COMMITMENT TO BUDDHISM?	 THE JOURNEY OF LIFE AND DEATH WHICH DOES FAITH AND BELIEF TEACH ABOUT THE JOURNEY OF LIFE AND DEATH?
CLASS 6 6	 THE CHRISTIAN MESSAGE HOW HAS IT SURVIVED FOR TWO THOUSAND YEARS?	 CHRISTMAS: ART AND MEDIA HOW DO ART AND THE MEDIA CONVEY CHRISTMAS TO ALL PEOPLE? UNDERSTANDING FAITH	 THE BUDDHIST WAY OF LIFE	 GOOD FRIDAY WHY DO CHRISTIANS CELEBRATE GOOD FRIDAY? WHAT IS WISDOM?	 THE TORAH HOW DOES THE TORAH HELP US UNDERSTAND THE WORLD WE LIVE IN TODAY?	 RIGHT AND WRONG WHAT DOES IT MEAN TO LIVE A GOOD LIFE?