



# CUBITT TOWN JUNIOR SCHOOL

[www.cubitttown - jun.towerhamlets.sch.uk](http://www.cubitttown-jun.towerhamlets.sch.uk)

## RELIGIOUS EDUCATION POLICY

Headteacher signature:

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Chair of Governors signature:

A handwritten signature in black ink, appearing to read 'M. E. Davies'.

Review date: September 2021

ONLY THE BEST IS GOOD ENOUGH



## OUR VISION

For everyone in the Cubitt Town Community:

- We will **CARE** for each other - ensuring our community remains happy at all times. We will treat each other with respect and use language that shows this.
- We will **COLLABORATE** with each other. We work as a team. We enter Cubitt Town ready to learn and support each other in our learning journeys.
- We **COMMUNICATE** with each other. We ask for help and use words of support and listen.
- We **CHALLENGE** ourselves. We don't give up even when things seem hard. WE have a can do attitude!
- We are **CURIOUS** - we try new things and learn from our mistakes.
- We are **COMMITTED** - to learning, to each other, to our environment.
- We know that **ONLY OUR BEST IS GOOD ENOUGH** and so we aspire to be the best that we can be academically, socially and creatively.

## OUR VALUES

We **CARE** about ourselves and learning.

We **COLLABORATE** with all.

We **COMMUNICATE** because it is important.

We **CHALLENGE** ourselves.

We are **CURIOUS** people and learners.

WE are **COMMITTED** to lifelong learning.

*We aspire to be 'ONLY THE BEST' that we can be!*





## **Religious Education Policy**

### **Principal Aim**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### **Vision**

At Cubitt Town we provide a range of opportunities for personal reflection and spiritual development. Pupils develop their own spiritual awareness through a range of activities including collective worship and reflection in assemblies; experiential visits to places of worship; visits by members of faith communities; festivals and themed weeks, such as Diwali, Eid, Christmas and an International Week. We devote time for pupils to share their own traditions, values and experiences and develop an understanding of those of others. A culture of respect and sensitivity of all faiths and beliefs is fostered throughout the school.

Pupils respond thoughtfully to stories from the principal world faiths and draw comparisons between them. They explore puzzling questions and suggest answers. They relate to moral and religious issues and develop their understanding of why certain things are held to be right or wrong.

Pupils learn in an environment that challenges misconceptions and prejudices and inspires them to develop their sense of identity and belonging. They are encouraged to flourish individually within their communities and as citizens of a diverse society and global community.

### **Key Objectives**

1. Help pupils to develop knowledge and understanding of the major world religions and value systems found in Britain.
2. Encourage pupils to reflect on their own religious beliefs and practices.
3. Actively promote tolerance and mutual respect of those who are committed to different religious traditions or sets of non-religious beliefs.
4. Provide pupils with the opportunity to question discuss and defend points of view based on philosophical, spiritual and moral issues.
5. Ensure that the curriculum reflects the richness and diversity of modern Britain and helps pupils develop the skills to live harmoniously within a multi-cultural society.
6. Help pupils develop a positive attitude towards others regardless of background and respect the right of people to hold beliefs that are different from their own.
7. Maintain and develop an inclusive culture where every individual feels valued and aspires to succeed.
8. Value each other's contribution irrespective of race, gender, religion or ability.
9. Foster and build on relationships with parents, governors and the wider community.



### The legal position of Religious Education

The Education Act (1998) stipulates that Religious education must be taught to all pupils in full time education with the exception of those withdrawn by their parents. RE is not taught to propagate religion in general or any particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

As well as forming an important part of our school's spiritual, moral and social teaching, the religious education curriculum promotes education for citizenship. 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Parents who wish to withdraw their children because of personal choice or religious affiliation, are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the head teacher and governors. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet the head teacher to discuss their concerns. A record of withdrawals is kept by the head teacher. At Cubitt Town, this is extremely uncommon.

### Spiritual, Moral, Social and Cultural Development

At Cubitt Town, we seek to ensure both high quality teaching, and a broad enjoyment of RE. Our varied range of teaching and learning styles is based on the key principle that children should both learn about religious traditions as well as reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important. Through their experiences of listening to leaders from local places of worship, children consider the answers offered by faith groups to questions of meaning and purpose.

RE also promotes citizenship by introducing pupils to the significance of belonging to a diverse community, in addition to an understanding of faith rules and their application to moral and ethical issues as well as cultural influences on religious practice.



## **Teaching and learning**

RE topics are taught in accordance with the current Tower Hamlets Religious Education Syllabus (2017). The syllabus, which has been created by the SACRE's Agreed Syllabus Conference in consultation with schools, brings together guidance materials and primary scheme of work for RE. The RE Syllabus for Tower Hamlets establishes what shall be taught in RE, providing teachers with practical support and guidance about how to teach RE effectively. Our Religious Education provision is based on the three aims in the Agreed Syllabus:

- 1. Know about and understand a range of religions and worldviews, so that they can:**
  - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - Identify, investigate and respond to questions posed, and responses offered by some sources of wisdom found in religions and worldviews
  - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
  
- 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
  - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - Appreciate and appraise varied dimensions of religion
  
- 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
  - Find out about and investigate key concepts and questions belonging, meaning, purpose and truth, responding creatively
  - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

At Cubitt Town, effective teaching and learning of Religious Education and high standards are achieved by:

- Pupils having enthusiasm to explore openly, respecting their beliefs and those of others
- Pupils being confident in their spiritual and moral awareness through reflection on their experiences in RE
- Pupils being reflective, understanding how they learn and actively identifying how to improve
- The relevance of religion and faith informing planning across the curriculum



- The whole school community celebrating religious and cultural diversity in school, locally, nationally and globally
- Adopting a wide range of learning strategies appropriate to learners' needs including those with SEN and subject to content
- Effective resources being used to engage children and enrich learning
- Full and consistent use of assessment data to inform teaching and learning

### **Time Allocation**

**RE lessons are a legal requirement for all pupils** and must be taught at a clearly identifiable time to enable pupils to achieve appropriate standards. In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE (45 hours of tuition per year).

### **Inclusion**

At Cubitt Town, we teach RE to all pupils, regardless of their individual needs and abilities. Learning is differentiated to ensure that all children can access lessons and make progress. We strategically plan lessons in order to meet the needs of pupils with special educational needs, those with special gifts and talents, and those learning English as an additional language.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We aim for all children to have at least one RE trip every year and we carry out a rigorous risk assessment prior to the outing to ensure that the activity is safe and appropriate for all pupils.

### **Assessment for learning**

We assess children's progress through informal observations, differentiated questioning and assessments of written work. Our assessments support teaching and learning and inform future planning.

### **Monitoring and review**

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

1. Supports colleagues in their planning and teaching, by keeping informed about current developments in RE.
2. Monitors evidence of the children's work and teachers' planning to ensure coverage, adequate provision and progression year on year.
3. Organises celebratory events from different religions.