Cubitt Town Primary School
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, our Religious Education (RE) program is committed to helping students gain a comprehensive understanding of various religions within a supportive and respectful environment. Our goal is for students to become well-informed, articulate, and critical thinkers about the diverse religious traditions they encounter. The RE curriculum is multi-faith and aims to provide a balanced perspective without promoting or endorsing any particular religion. Instead, it empowers students to make informed decisions about their own beliefs while appreciating the faiths of others, thereby contributing positively to a diverse and pluralistic society.

Teaching and learning

RE topics are taught in accordance with the current Tower Hamlets Religious Education Syllabus (2022). The syllabus, which has been created by the SACRE's Agreed Syllabus Conference in consultation with schools, brings together guidance materials and primary schemes 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.

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, 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.

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.

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 headteacher 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.

Curriculum and Time Allocation:

Religious Education (RE) is a statutory subject for all pupils at primary school, and it must be taught in line with the legal framework. RE lessons are a legal requirement, and they must be delivered at a clearly identifiable time within the school timetable. This ensures that pupils are provided with the opportunity to achieve appropriate standards in their understanding of religious and non-religious worldviews, in accordance with both the curriculum and national guidelines.

- **Key Stage 1 (KS1):**
  Pupils in KS1 study four units of RE across the academic year. These units are designed to offer a broad, balanced, and inclusive approach to understanding key religious concepts and practices.
- **Key Stage 2 (KS2):**
  Pupils in KS2 study four units of RE throughout the academic year. These units build on the foundational knowledge gained in KS1 and delve deeper into the exploration of world religions, ethical issues, and the role of religion in the modern world.

Lesson Duration: Each RE lesson is designed to be 1 to 2 hours long, depending on the context and the depth of the topic being covered. This ensures that pupils have sufficient time to engage with the material and reflect on the religious and philosophical concepts being taught.

Timetable: RE lessons are scheduled as part of the regular school timetable and are taught at designated times, ensuring clear differentiation from other subjects. This enables both teachers and pupils to focus on the subject and achieve the appropriate standards for each key stage.

Inclusion

At Cubitt Town, we teach RE to all pupils, regardless of their individual needs and abilities. Learning is adapted 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 risk assessment prior to the outing to ensure that the activity is safe and appropriate for all pupils.

Assessment in Religious Education

At Cubitt Town, assessment in Religious Education is a vital part of our approach to teaching and learning. It ensures all pupils make progress in understanding key beliefs, practices, and concepts as outlined in the Tower Hamlets Agreed Syllabus
We use a variety of formative and summative assessment methods to ensure effective teaching and learning, while providing opportunities for pupils to reflect on their understanding.

Formative assessment in RE begins with a retrieval task at the start of each lesson to review prior learning, helping to embed knowledge into long-term memory and identify gaps or misconceptions, which are then addressed during the lesson. Teachers use questioning, class discussions, and observations to check understanding and provide immediate feedback, while pupils are encouraged to reflect on their own learning through self-assessment and peer-assessment activities.

Summative assessment in RE takes place at the end of each unit, where pupils complete a Kahoot quiz to evaluate their understanding and address any misconceptions. This provides a clear picture of the knowledge and skills gained throughout the unit, enabling teachers to assess progress and plan for future learning.

Progress is tracked through the use of floorbooks, which are closely linked to curriculum objectives. These provide a clear record of individual and class learning over time, allowing teachers to monitor growth, address gaps, and celebrate achievements in line with the agreed syllabus

Monitoring and review

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

1. Monitor and review the implementation of policy and units of work.
2. Supports colleagues in their planning and teaching, by keeping informed about current developments in RE.
3. Monitors evidence of the children's work and teachers' planning to ensure coverage, adequate provision and progression year on year.
4. Organises celebratory events from different religions.
5. Ensures that teaching resources (e.g., books, multimedia resources, artifacts) are current, accessible, and appropriately support the RE curriculum.

Religious Education Policy

Date of policy review: September 2024

Date of next review: July 2025

Chair of Governors signature:



Headteacher's signature: _____

Date: _____