

RE Policy

Date: September 2025

Review Date: September 2026 – or sooner if
changes to curriculum or legislation

Legal requirements

Cranford Primary follows the Hounslow Agreed Syllabus for Religious Education: *Widening Horizons* (2022–2026), which sets out the statutory expectations for all pupils. The school's scheme of work has been adapted to reflect these requirements and is supported by the Discovery RE programme.

The school complies with the statutory requirements for Religious Education as set out in the Education Act 1996, the Equality Act 2010, and the Hounslow Agreed Syllabus. This includes:

- An allocation of one lesson a week for the teaching and study of Religious Education.
- Maintaining a clear distinction between Religious Education and Collective Worship.
- Respecting the legal right of parents/carers to withdraw their child from Religious Education.
- Recognising the legal right of teachers, including the Headteacher, to withdraw from teaching Religious Education in accordance with statutory guidance.
- Ensuring that the Headteacher has overall responsibility for meeting the statutory requirements relating to Religious Education.
- Delivering Religious Education that is non-denominational while recognising and exploring denominational differences where appropriate.
- Providing Religious Education that reflects the principal religious traditions represented in Great Britain, while taking account of the beliefs and practices of other religions and worldviews represented within our diverse school community.
- Promoting respect for people of all faiths and beliefs, including those with no religious belief.
- Preparing children below statutory school age for the Religious Education curriculum they will follow as they progress through the school.
- Using Discovery RE as the school's principal teaching resource to deliver the Hounslow Agreed Syllabus, adapting teaching and learning to meet the needs of all pupils.

SCHOOL AIM

We believe that through Religious Education we will:

- Foster the children's spiritual awareness
- Foster a reflective approach to life in the context of understanding the experiences, beliefs and practices of humankind
- Promote respect for and a sensitivity towards those with beliefs and life stances that are different from one's own
- Help the children to understand what it means to hold a religious view of life
- Develop children's knowledge of the major world faiths: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and as well as ethical non-theistic traditions such as Humanism.

Teaching and Learning

Intent:

At CPS we aim to create engaged and enthusiastic lifelong learners. We believe that RE prepares children for life in modern Britain by enabling them to express, explain and respectfully justify their own views while appreciating the beliefs of others. We seek to help pupils gain coherent knowledge and understanding of the world. We aim to build progressively on pupils' prior learning.

RE is crucial for all pupils of diverse backgrounds and personal or religious beliefs.

We help our pupils by preparing for their future by:

- 1) Allowing them to develop an awareness of fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- 2) Ensuring our pupils can respond to questions by referring to religious teachings and other belief systems, relating them to their own understanding and experience;
- 3) Reflecting on their own beliefs, values and experiences in light of their study.

Implementation:

- When planning, RE lessons should make reference to previous and prior learning
- Lessons to include open-ended questions which can have a variety of responses
- Adaptation of the Discovery RE scheme of work which adopts an enquiry based approach to teaching and learning RE

Top Ten

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| <ul style="list-style-type: none">- Begin and end each lesson with the same Discovery RE question that is based on the religious topic the children are learning about.- Child-friendly knowledge organisers, less keywords, more pictures- Use a variety of different sources e.g. photos, paintings, videos, newspapers, physical, religious artefacts/ objects if possible (boxes under the stage).- To include a range of different activities within lessons so that the task is not always writing at length. | <ul style="list-style-type: none">- Use a range of different methods for formative and summative assessment e.g. end of term RE quiz- Pre-teach RE vocabulary prior to lesson using pre-teaching sheets where children can match vocabulary to a picture- All units include an element of chronology and where events fit in a timetable.- Include RE as a homework task once a term- Ensure next steps are questions that will stretch the children's understanding, previous knowledge and outside beliefs- Ensure there is a link between religions for each lesson as shown on the overview. |
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Impact:

The children will have a secure knowledge and understanding of a range of religious topics being able to discuss and link to their previous learning and build on this, developing a range of skills.

Children are able to discuss a range of topics where different viewpoints can be expressed and respected.

At Cranford Primary School we measure the impact RE has on our students if students can:

- Demonstrate a positive attitude towards all religions and show an understanding of cultural beliefs.
- Demonstrate respectful behaviour to all cultures and religions/non religions which will be transferable outside of school (wider community)
- Assess children's understanding of vocabulary before unit using pre-teaching of vocabulary and after each taught unit
- Ensure pupil voice is taken seriously and help our understanding of their learning of RE
- Ensure learning outcomes match what is seen in books through book scrutinies and learning walks

SCHOOL STATEMENT

“The aim of Religious Education in the London Borough of Hounslow is to help children and young people to learn about and learn from religious and spiritual insights, beliefs and practices.” - Widening Horizons

Religious Education shares with other subjects the task of helping children to acquire the skills, knowledge and attitudes for their personal development and their life in society. It also makes a distinctive contribution to the curriculum in directing attention to the religious understanding of life, involving reflection on human existence, exploring religious language and studying a variety of religious traditions. Through Religious Education the children will develop self-awareness, reflective skills, relationships with others and the experience of the natural world.

The whole curriculum contributes towards the moral and spiritual education of children but Religious Education can make a particular contribution. Religious Education can “present opportunities for children to explore beyond their immediate environment to enable them to develop their understanding of experiences at home, at school and in their wider community”. - Widening Horizons.

EARLY YEARS

In the Early Years Foundation Stage, Cranford Primary School aligns Religious Education with the statutory EYFS framework. Learning experiences are intentionally mapped to the prime area of Personal, Social and Emotional Development, alongside Communication and Language and Understanding the World (People, Culture and Communities), which are critical to early pupil progress. Children explore these foundational concepts through engaging stories, cultural festivals, and learning about special people and places.

KEY STAGE ONE AND TWO

In Key Stages 1 and 2, RE is delivered through half-termly units, each focused on a specific religion and guided by a central inquiry question. Termly assessments are conducted to directly inform and support teachers with planning for the subsequent term. The curriculum places a strong emphasis on vocabulary acquisition and the promotion of fundamental British values, specifically mutual respect and tolerance. Throughout these lessons, pupils connect key themes to prior knowledge of other faiths and are encouraged to reflect on and share their own beliefs and experiences.

SPECIAL EDUCATIONAL NEEDS & EAL

Religious Education can be a lively, exciting and enjoyable part of the curriculum. Many of the children in the school are very aware of their own faiths and those of others. This can be readily built upon to extend the children and to support them.

Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Questioning is adapted based on the needs of the pupils' needs. Lesson plans include references to Unicef's Rights of the child so the children gain an understanding of how to be an effective citizen.

EQUAL OPPORTUNITIES & RACE EQUALITY

Religious Education plays a vital role in promoting equality, inclusion and mutual respect. Through the RE curriculum, pupils develop an understanding and appreciation of people from different religious, cultural and non-religious backgrounds, helping to prepare them for life in a diverse and inclusive society. In line with the Equality Act 2010, Religious Education promotes respect for people of all faiths and beliefs, including those with no religious belief, and encourages pupils to value diversity while challenging prejudice and discrimination.

To ensure that the principles of equality, diversity and inclusion are embedded throughout the RE curriculum, the following indicators of good practice are promoted:

- Pupils are encouraged to share with others their own experiences of religious observance or non-observance, but only if willing to do so
- Common elements within religious traditions are identified, but without distorting the individual nature of each faith or belief system
- Diversity within each faith is recognised and teachers avoid making generalisations such as "Christians believe....." or "All Hindus....."
- Christianity and other major faiths are presented in a world context; the teachings, practices and lives of individual faith adherents come from a wide range of ethnic, cultural and national backgrounds
- Pupils visit a variety of places of worship and care is taken to ensure that such visits do not reinforce negative attitudes
- Members of faith communities visiting the school reflect a diversity of backgrounds
- Each faith is taught from the perspective of its own adherents
- Pupils are enabled to understand that all belief systems have teachings and stories which promote respect for others and justice for all
- Resources and displays feature positive images of each faith community and all its adherents

ASSESSMENT, RECORDING AND REPORTING

At Cranford Primary School gathering evidence of pupils' attainment is seen as an integral part of teaching and learning. This will be done in a variety of ways including:

- a) Observing pupils whilst working individually or in groups.
- b) Questioning, talking and listening to pupils.
- c) Considering material produced by pupils and discussing these with them.
- d) Recordings/ pictures of children's work

End of year reports highlight attainment and progress in RE during the year.

MONITORING, EVALUATION AND REVIEW

- a) Each half term, year groups will identify and plan appropriate links within their topics.
- b) Teachers ensure that pupils are making progress.
- c) This policy was reviewed in 2025.

THE ROLE OF THE COORDINATOR

- a) Overseeing the overall programme in collaboration with the Year Group teams.
- b) Evaluating termly using Target tracker
- c) Exploring new possibilities for cross-curricular work.
 - Developing a resource bank.
 - Identifying training needs.
 - Keeping in touch both locally and nationally.
- d) Co-ordinators will also complete regular book looks and feedback any observations to class teachers so they can improve their implementation of this subject.

TEACHING AND LEARNING STYLE

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.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking.

We recognise that, in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

RESOURCES

Resource books are kept in the classrooms, with Year Group Leader (where possible) for use when required. There is currently an extensive range of artefacts, posters, music, videos, software, websites and books which have been built up for Religious Education and Collective Worship over recent years. Staff resource books are kept in the RE Resource Cupboard along with resource boxes for each of the major religions. Most of the artefacts are labelled and stored with brief details of their significance and use within the relevant religions.

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In the future, it is planned to purchase further resource books and additional artefacts within the limit of the allocated budget. Class teachers are aware they must communicate with the subject co-ordinators when resources are required but cannot be allocated. Discovery RE scheme is adapted to suit the needs of our school community e.g. Early Years have celebration days and encourage children to participate in activities by showing an awareness and respect for other cultures.

PARENTAL RIGHT TO WITHDRAW

Parents/carers have the legal right to withdraw their child, either wholly or partly, from Religious Education (RE). The school will discuss any requests with parents/carers to ensure they are fully informed about the nature and purpose of the RE curriculum. Alternative arrangements for pupils who are withdrawn from RE will be agreed on an individual basis.

Parents/carers wishing to withdraw their child from Religious Education should contact the Headteacher in writing.

Reviewed/Revised: September 2025