



RE Policy

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Approved by: SLT

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Purpose of Policy

Religious Education (RE) is a foundation subject required by the National Curriculum. This policy aims to outline the objectives, nature, and management of RE within our school, providing clear guidance for teachers.

The policy document is accessible to our staff through the school's server in the shared staff area. Parents interested in reviewing this policy may obtain a copy by simply reaching out to the Head Teacher and making their request.

Aims and Outcomes

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by both adults and children. At Coomb Briggs Primary Academy, the core purpose of RE is to engage pupils in exploring and responding to challenging questions raised by religion and worldviews, so that they can develop the knowledge, understanding and skills needed to appreciate and varied responses to these questions, including their own.

The Aims of RE

RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural (SMSC) development. RE lessons offer a structured and safe space during curriculum time for reflection. Teaching in RE engages pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development. RE makes a key contribution supporting schools to promote 'British values' and to prepare pupils for life in modern Britain.

The government set out its definition of British values in the 2011 Prevent Strategy – values of:

- tolerance
- mutual respect between those of different faiths and beliefs
- democracy
- the rule of law
- individual liberty

RE Outcomes:

The curriculum for RE aims to ensure that all pupils:

- 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 of the 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.
- 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 or a worldview.
- 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 of 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.

The legal position of Religious Education

Our school's curriculum for Religious Education meets the requirements of the 2014 National Curriculum. It makes contributions to the children's spiritual, moral, social and cultural (SMSC) development. RE is not taught to propagate religion in general or a 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 the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents. A record of withdrawals is kept by the teacher and RE coordinator.

Equal opportunities and Inclusion

All children will be given an equal opportunity to maximise their individual learning potential. This should be regardless of ability, gender, race, religion/belief, disability or talent. Activities both within and outside the classroom must be planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience.

Equal emphasis will be given to the roles of both men and women in society, at all levels of religious education. Effort will be made to ensure that activities are equally interesting to both boys and girls. Lessons will be taught with respect and the tolerance of those with different faiths and beliefs.

Teaching and Learning

Our teaching enables children to extend their own sense of values and promotes understanding of different religions beliefs and ways of life. 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 in RE enable children to reflect 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. We achieve this by:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of which develop and extend their understanding
- Challenging pupils to think about other people's views
- Using classroom assistants (where available) to support children individually or in groups

Early Years and Foundation Stage

At Coomb Briggs Primary Academy, we relate the Religious Education aspects of the children's work to match objectives set out under the Personal, Social and Emotional Development and Knowledge and Understanding of the World areas of the Development Matters Framework. This is crucial to the development and progress of all pupils in this stage.

Assessment, Attainment and Progress

Children demonstrate their ability in religious education in a variety of different ways, dependent on age and ability. On completion of a piece of work, the teacher marks the work - using the marking scheme - and gives targeted feedback to the children. Verbal feedback is given to the child to help guide their progress. Older children are encouraged to make judgments about how they can improve their own work.

At the end of a whole unit of work, teachers should assess their pupil's skills based on evidence taken from their written work, through observation, discussion or debate.

Withdrawal

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. We will ask parents if they wish to continue the withdrawal each year.