**RELIGIOUS EDUCATION POLICY**

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| **Author/Person Responsible** | ***Kirsty Robson*** |
| **Date of Ratification** | ***12th September 2018*** |
| **Review Group** | ***Standards Committee 1*** |
| **Ratification Group** | ***Standards Committee 1*** |
| **Review Frequency** | ***Every 3 years*** |
| **Review Date** | ***September 2021*** |
| **Previous Review Amendments/Notes** |  |
| **Related Policies** | Anti-bullying;  Behaviour and Discipline;  Collective Worship;  Equality (including anti-bullying);  Equal Opportunities;  Moral, Social Cultural;  Sex & Relationships;  Sprituality; |
| **Chair of Governor’s Signature** |  |

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

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| **Policies, Procedures or Practices:** | RE Policy | **DATE:** | 12/09/18 |
| **EIA CARRIED OUT BY:** | Kirsty Robson | **EIA APPROVED BY:** | Standards Committee 1 |

**Groups that may be affected:**

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| **Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)** | Existing or potential adverse impact | Existing or potential for a positive impact |
| **Age** (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) |  | X |
| **Disability** (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) |  | X |
| **Gender reassignment** |  | X |
| **Marriage and civil partnership** |  | X |
| **Pregnancy and maternity** |  | X |
| **Race** |  | X |
| **Religion and belief** (practices of worship, religious or cultural observance, including non-belief) |  | X |
| **Gender identity** |  | X |
| **Sexual orientation** |  | x |

Any adverse impacts are explored in a Full Impact Assessment.

**St Michael's Church of England Primary School, Winterbourne**

**Learn ~ Care ~ Enjoy**

This school aims to be a learning community in which all:

* Achieve their full potential
* Are motivated to work independently and collaboratively
* Take initiative and responsibility
* Show respect and consideration for others and their environment

**BACKGROUND**

Religious Education is a statutory part of the Basic Curriculum to which all children have an entitlement. Religious Education has equal standing in relation to the core and other foundation subjects but the syllabus is agreed at local level, henceThe Agreed Syllabus for Religious Education in South Gloucestershire 2016-2021

**RATIONALE**

Religious Education should present Christian views and beliefs, whilst incorporating an understanding, respect and knowledge of other beliefs and faiths.

**AIM**

The principal aim of R.E is to engage pupils in systematic enquiry into significant human questions which religion and worldwide views 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**.**

**PURPOSES**

By teaching Religious Education we hope that children will:

. be able to investigate, describe and evaluate religious and non-religious responses to human experiences

. develop a knowledge and understanding of Christianity, its impact on people's lives and its importance in the development of our society and cultural heritage

. develop a knowledge of the beliefs and practices of other religions and be respectful of the beliefs of others.

. consider their own commitments and develop a sensitivity to the values and commitments of believers from various religious traditions

. develop skills and attitudes which will enhance their personal, social and moral development

. investigate the natural and made world

**GUIDELINES**

. Religious Education will be taught in accordance with South Gloucestershire's Locally Agreed Syllabus

. All Agreed Syllabuses must reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of some of the other principal religions represented in Great Britain. This should be reflected in the RE Scheme of Work.

KS1 Christians, Muslims, Jewish and Sikh people

KS2 Christians, Muslims, Jewish, Sikh, Hindu people and Humanists.

. The threefold aim for the R.E curriculum is to ensure that all pupils:

1. Know about and understand a range of religions and worldviews
2. Express ideas and insights about the nature, significance and impact of religions and worldviews
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

As a Church of England School, we aim to deepen children’s understanding of Christianity, raise children’s “religious literacy” and develop their theological enquiry. “Understanding Christianity” resources and materials further enhance the teaching and learning of Christianity, and supplement the Christianity Units in the South Gloucestershire's Locally Agreed Syllabus

As a Voluntary Controlled school we will not seek to convert pupils, or seek to impose on them any particular religion or denomination but teach and encourage understanding and reflection on each others’ beliefs.

. The programmes of study are predominately taught during dedicated weekly R.E lessons. Class teachers aim to make R.E a lively, active subject through employing a variety of teaching methods, including: art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. R.E may also be delivered through topic work set out in the school schemes of work and long term plan.

. Where possible, we want our children to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities to the school.

. Our children benefit from strong links with St Michael’s Church, through whole school visits to celebrate school and religious events, to class visits to support the teaching of the curriculum.

Each class should include work on various religious festivals and celebrations at appropriate times in the religious calendar. This work may be integrated into our collective worship.

. As well as being taught as a subject in its own right, Religious Education can be promoted through other areas such as: Collective Worship; Spiritual, Moral and Cultural Development; Personal, Social and Health Education, and Citizenship.

**ASSESSMENT, RECORDING AND REPORTING ACHIEVEMENT**

The Programmes of Study set out the learning opportunities that are to be provided for pupils. Assessment in this agreed syllabus is related to the end of key stage expectations, ,and assesses progress in each of the threefold aims of R.E: Knowing about and understanding, Expressing and communicating ideas related to and Gaining and deploying skills for learning from religions and worldviews.

Teachers should collect evidence that a pupil is on track to meet end of key stage expectations.

Children’s progress and achievement is reported to parents in the annual end of year report.

**PARENTAL INVOLVEMENT**

Parents will be informed of the RE topic for each class through the class' half-termly newsletter.

**Withdrawal from Religious Education**

Parents can request that their child is partly or wholly excused from Religious Education. Under certain circumstances, a pupil may be withdrawn from the school premises to receive Religious Education elsewhere, if the parent requests this.

Education Reform Act 1988.