



Coombe Academy Trust

Knollmead Primary School

Religious Education

Equality Analysis Impact

Title of Policy: Religious Education

Considered at Governors' Committee meeting: Curriculum

Date: Summer 2018

Review: July 2019

Is there relevance to equality?

- 1. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3. **No**
- 2. Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age) **No**
- 3. Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality and Diversity Policy) **No**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

R.E. POLICY

Statement of Intent

At Knollmead Primary School we seek to promote the spiritual, moral, cultural, mental and physical development of each pupil in accordance with the Kingston Reviewed Syllabus 2007 compiled by SACRE.

“The law requires county and equivalent schools to:

- Teach religious education to all registered pupils except those withdrawn by their parents
- Teach religious education according to a locally agreed syllabus
- To teach Religious Education that ‘reflects the fact that the religious traditions of Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain’

(Education Act 1996 Section 3.75 3)

We hope the teaching of R.E. will help children develop self confidence and engage in positive behaviour in and out of school. Through RE, children will have a deeper understanding of world religions, preparing them well for life in modern Britain where people live alongside others from different faiths and cultures with respect and tolerance.

Aims

The aim of Religious Education at Knollmead Primary School is to help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- develop an understanding of the influences of beliefs, values and traditions on individuals, communities, societies and cultures;
- to foster feelings of wonder, mystery, joy and awe of the world around them,
- enhance their spiritual, moral, cultural and social development by
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them;
 - responding to such questions with references to the teachings and practices of religions, and to their understanding and experience; and
 - reflecting on their own beliefs, values and experiences in the light of their study;
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

Objectives

Our objective in order to achieve the above aims is:

- a) To teach pupils about Christianity and the other principal religions by following the scheme of work set out in the Kingston Agreed Syllabus.
- b) To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.

Purpose:

- To help children to understand religious ideas and practices by ensuring that lessons are delivered using a variety of approaches e.g. observation of artefacts, drama, response to stories, discussion of photographs, pictures, posters and videos, etc.
- To challenge children's thinking in R.E., ensuring that learning opportunities reflect the following range of skills and processes:
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 - Investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application and expression.
- To encourage children to reflect upon the celebration of major festivals, talk about their own faiths and share artefacts.
- To use religious and secular stories, actual events and day to day occurrences to highlight fundamental questions of life.
- To help children to make informed judgements related to religious teaching and practice through open and frank discussion of current issues.

Management: (Refer to *Collective Worship* and *PSHE* policies)

- From Year 1 to Year 6, R.E is taught as a subject in its own right, timetabled separately from PSHE, Circle time and Collective Worship. RE is taught for approximately 1 hour a week.
- R.E is taught using the framework set by the Kingston Agreed Syllabus.(SACRE)
- Religious stories, attitudes and moral issues are supported and reinforced within Collective Worship sessions.
- Cross-curricular links supporting and reinforcing R.E. should be encouraged e.g. Exploration of music and dance from different cultures.
Encouraging links between R.E. and Literacy e.g. Learning about and from religions through stories and role-play.

Equal Opportunities: (Refer to our policies for Equal Opportunities and Multi-cultural Education)

- All children, regardless of faith or gender, are encouraged to be fully involved in the study of R.E. unless they are withdrawn from lessons.
- Parents have a legal right to withdraw their children from R.E. studies.
- Major festivals from principal religions including Christianity are celebrated during assemblies, for example, Diwali, Eid ul Fitr, Sukkot Hanukka and the Passover.

Special Needs: (Refer to our policy for *Special Educational Needs*)

- All children (regardless of faith, race, gender or physical ability) have an equal entitlement and access to the R.E. syllabus
- The approach to teaching and expected learning outcomes will be appropriate to the children's level of understanding. Work will be differentiated according to the abilities and needs of the children.
- By exploring R.E. through a variety of recorded and oral forms (e.g. discussion, drama, art and music) children of all abilities are given the opportunity to express their knowledge and understanding.
- More able pupils will be encouraged to use higher order thinking skills in R.E. through responses to more challenging forms of questions.

Resources:

Artefacts, books, posters and videos to support the R.E. teaching are held centrally. It is the role of the R.E. coordinator to manage the resources.

Arrangements for Monitoring, Reporting and Assessment

Monitoring: (Refer to our Monitoring policy)

- The R.E. co-ordinator monitors all medium term planning and checks these against the scheme of work termly.
- The R.E. co-ordinator samples books collected from each class and talks to pupils to ensure that the work covered is matched to planned objectives termly.
- The R.E. co-ordinator liaises with class teachers.
- The scheme of work is reviewed on a 3-year cycle.

Reporting:

- Children's progress and attainment in R.E. are reported annually to parents within the *Annual Report*.
- Parent Consultation Evenings provide an opportunity for parents to peruse children's recorded work.
- The R.E. co-ordinator reports to the Head Teacher on a termly basis to evaluate and discuss R.E. improvement plan targets.

Assessment and Recording:

- Children complete at least two pieces of written work per unit, although RE will be taught each week. This piece of work enables them to express knowledge and opinions developed through the topic.
- All written work is kept in an individual RE book. The same book lasts through from Year 3 to Year 6 and serves as a profile of the child's development in this subject.

The Role of the Co-ordinator

The role of the Co-ordinator is:

- to formulate the R.E. policy and curriculum
 - To identify areas for improvement and development within the School Improvement Plan.
 - To keep staff informed of the latest local and national developments and to provide in-house training accordingly,
 - To advise and support teachers in their planning and teaching of R.E
 - To assess, monitor and evaluate the R.E. curriculum by classroom observation and discussion with staff and children,
 - To ensure that there are sufficient and appropriate R.E. resources,
 - To liaise with the RBK Primary Schools Christian worker and members of local faith communities, as appropriate.
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