

Kings' Forest Primary School

Policy	<i>Religious Education</i>
Author/Person Responsible	<i>Helen Porter - Headteacher</i>
Date of Ratification	<i>May 2022</i>
Review Group	<i>Quality of Education</i>
Ratification Group	<i>Full Governing Body</i>
Review Frequency	<i>Annually</i>
Review Date	<i>March 2023</i>
Previous Review Amendments/Notes	
Related Policies	<i>Collective Worship</i>
Chair of Governors Signature	

Distribution List

- **Full Governing Body**
 - Ratification at Full Governing Body
 - Review is the responsibility of the Curriculum Committee
- **Internal**
 - Kings' Forest Primary School Web Site
 - Staff Meeting
- **Paper Copies**
 - Staff Room
 - Head teachers office
- **Internet Copies**
 - Kings' Forest Primary School Web Site www.kingsforestschoo.co.uk

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	RE	DATE:	
EIA CARRIED OUT BY:		EIA APPROVED BY:	

Groups that may be affected:

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)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

INTRODUCTION

Religious Education is not a National Curriculum subject, but it is compulsory in maintained schools. Across England, RE is taught using each local authority's Locally Agreed Syllabus. The Agreed Syllabus for South Gloucestershire is called Mystery and Meaning. As required by law, the syllabus has been reviewed every 5 years, since the establishment of South Gloucestershire as a separate local authority.

- RE at Kings' Forest will be taught in accordance with the Agreed Syllabus 'Mystery and Meaning' of South Gloucestershire Education Authority published in 2014.
- In EYFS religious education is taught through the strand of People and Communities.
- RE is approached through story, role –play, cross curricular themes, topics, festivals, annual religious assemblies, collective worship and also discussion on specific ideas and spontaneous enquiries.
- Parents have the right to withdraw their children from RE, following the guidelines and advice from SACRE.
- Teachers retain the right to withdraw from teaching RE, after discussion with the Head Teacher.

AIMS

Religious Education enables children to explore religious beliefs and practices. Pupils will develop an understanding of the nature that faith and spirituality play in our lives, the local community and the wider world. Pupils will learn 'from and about' religion.

RE provides an opportunity for children to develop in their social, moral, spiritual, and multicultural education, and therefore can be used as a tool for tackling misconceptions and misunderstandings of other people's faiths and cultures. Pupils will extend their thinking and analytical skills as well as their creative, imaginative and emotional development enhancing their awe and wonder of our natural world. Pupils will explore some important questions of meaning.

Religious Education will foster mutual understanding and respect between children of differing religious and cultural backgrounds. Pupils will be encouraged to develop a reflective approach to life in an atmosphere of openness, exploration and enquiry. Pupils will be encouraged to respect the differences and help in the promotion of a harmonious society.

CONTENT

Children will learn both explicit and implicit aspects of RE, acquiring specific knowledge about religious practices and customs as well as developing, exploring and reflecting on their own personal experiences and feelings about religion.

Children will study six main religions: Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism. Christianity, the principal religion, will be taught throughout the Foundation Stage and Primary experience, celebrating cultural days and festivals. The remaining five religions are covered across the primary phase. Comparisons between the religions studied so far will be made continually.

METHODS

Religious Education will be mainly taught as a separate subject, relating to whole school topics and cross-curricular links where appropriate. Teaching methods are stimulating and engaging, providing all children with access to religious education and an increased familiarity with a range of customs and practices from different cultures.

Children will be encouraged to respond freely to experiences and questions which have a profound or puzzling quality and use a range of different forms of expression to convey their responses.

Children will:

- Visit places of worship during their education.
- Be given the opportunity to take part in Christmas Carol concerts and nativity plays throughout their time in school.
- Take part in whole school celebrations and reflections such as Harvest Festival and Remembrance.

Teachers will:

- Plan RE lessons which cover both explicit and implicit aspects of RE.
- Mark RE work in line with the marking and feedback policy.
- Ensure that expectations within RE follow the same high standards of presentation and basic standards as in other subjects such as English.
- Ensure that trips to places of worship are well planned and pre and post work is to a high standard.
- Ensure that parents receive a yearly report which refers to their child's learning in RE.
- Bring to the attention of the Head Teacher any parents who wish their child to be removed from RE.
- Bring to the attention of the Head Teacher any child who is displaying extreme or racist views or who they believe to be at risk of radicalisation as outlined in the Prevent strategy.