

Stanbridge Primary School

RELIGIOUS EDUCATION POLICY



Signed (Chair):	Name: Mrs F Lindsey-Clark	Date: 22/06/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 22/06/15
Ratified: by Curriculum Committee	Next Review: Term 6 (16/17)	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Religious Education Policy	Date:	22/06/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

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 (transgender)		
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)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Stanbridge Primary School

Religious Education Policy

Rationale:

- RE is taught in accordance with the requirements of the LA through the 'SACRE' Agreed Syllabus: Mystery and Meaning.
- 'SACRE' ensures that RE contributes to children's spiritual, moral, and cultural development.
- The agreed syllabus will be, in the main, Christian. The other World Religions taught are: Hinduism, Islam, Judaism and Sikhism.

Aims and Objectives:

- To develop each child's knowledge and understanding of Christianity, and other World Religions (with a particular focus on Christianity).
- To enable pupils to appreciate and respect the life stances of others.
- To enlighten pupils in their own quests for meaning and purpose.
- To empower pupils to reach the decisions life calls for in responsible ways.
- To encourage pupils to mature in respect of their own beliefs, attitudes and values.

Through key questioning, children will learn about these religions, their beliefs, festivals and artefacts through an **explicit approach** (Knowledge and Understanding of Religion: AT1) and be able to relate this to their own experiences.

Through an **implicit approach** (Reflection on and Response to the Spiritual Dimension of Experience: AT2), children will learn from religion, in particular, develop their quests for identity, meaning and purpose, and help them mature in respect of their own beliefs, values and attitudes. The teaching should empower them to help them reach the decisions life calls for, in a responsible way.

Organisation and Delivery:

We deliver the R.E. Curriculum using our school Scheme of Work which is based on the Programmes of Study from 'Mystery and Meaning'.

Teaching will be delivered through a variety of mediums including: I.C.T, books, artefacts and visits to places of worship (Hindu Temple, Synagogue and Muslim Mosque). Visitors from different faiths will be encouraged to come and share their beliefs in school.

The School's assemblies, led by staff, children, and Church representatives, will provide each child with a knowledge of Christian Beliefs (see Collective Worship Policy).

Assessing, recording and reporting procedures: teachers will use the South Gloucestershire 'Eight Level Scale for Assessment' twice a year to assess children's achievements in RE. Annual Reports have an RE section and this indicates to the parents their child's attitude and achievements in RE.

This policy should be read in conjunction with the Assessment policy, Teaching & Learning policy, Monitoring & Evaluation policy and individual subject policies.