



Religious Education (England)

Date	Review Date	Coordinator	Nominated Governor
May 2016	May 2019	Non-Core assistant Head	Curriculum Chair

We believe this policy relates to the following legislation:

- Education Act 1944
- Education Reform Act 1988
- Education Act 1996
- Equality Act 2010

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)

We are aware that although Religious Education is not a National Curriculum subject we have a duty to provide RE for all registered pupils.

We teach RE according to the Local Authority's Agreed Syllabus which reflects the fact that the religious traditions in Britain as a whole are in the main Christian, whilst taking account of the other main religions of Hinduism, Buddhism, Judaism, Islam and Sikhism.

We feel that the teaching of RE makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life through the study of Christian and other principal religions.

We want pupils to understand the significance of religion and its contribution to their spiritual, moral, social and cultural development. We want them to gain a greater understanding of themselves and to have a sympathetic awareness of the needs of others.

We respect the faith background of all pupils, parents and school personnel. We acknowledge that parents/carers have the right to withdraw their child(ren) wholly or partly from RE without providing a reason and that teaching staff have the right to withdraw from teaching RE.

We wish

to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

May 2016

Aims

- To develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community.
- To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

The Governing Body has:

- a legal duty to provide RE for all registered pupils;
- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Executive Headteacher and The Leadership Team

The Executive Headteacher and the Leadership Team will:

- ensure that RE is taught to the Local Authority's Agreed Syllabus as determined by the Standing Advisory Council on Religious Education (SACRE);
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the subject leader and the governors;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;

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- ensure the agreed syllabus is taught;
- work closely with the Executive Headteacher, the governors and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson drop-ins
 - scrutinising children's work
 - discussions with pupils

- ensure continuity and progression throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- review and monitor.

Role of School Personnel

Teachers will:

- be aware that they have the right to withdraw from teaching RE;
- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- use a variety of teaching styles;
- have high expectations for all children and will provide work that will extend them;
- celebrate the success of pupils in lessons;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- participate fully in all lessons;
- treat others, their work and equipment with respect;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

Role of Parents

Parents/carers will:

- be aware of and comply with this policy;
- be aware that they have the right to withdraw their child(ren) wholly or partly from RE without providing a reason;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- join the school in celebrating success of their child's learning.

Teaching and Learning

Through teaching and learning we want our pupils to:

- learn about religious traditions;
- reflect on what the religious ideas and concepts mean to them;
- extend their own sense of values;
- promote their own spiritual growth and development.

Curriculum Planning

All long, medium and short term planning is based on the Local Authority's Agreed Syllabus.

Inclusion

All children at this school are taught RE whatever their ability, race or gender.

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

The RE coordinator keeps all staff up to date with new developments and resources. Published resources are available from the central library.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ English	▪ History
▪ Geography	▪ Art
▪ PSHE and Citizenship	▪ Equal Opportunities
▪ English as an Additional Language (EAL)	▪ Disability Non Discrimination

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
RE	To develop knowledge and understanding of Christian and other major religions in Britain as a whole and in the local community. To help pupils respect different religions by exploring issues within and between them in order to develop a positive attitude towards living in a religiously diverse society.			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓			

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓				✓		
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date