

John Ruskin Primary School and Language Classes

R.E. Policy

Co-ordinator: Mary Honeybone

Last review: October 2023

Next review: 2026

May 1999

Revised: June 2000

Revised: October 2009

Reviewed: 2012



"Be responsible, be fair, stay positive and care"

We believe Religious Education to form a vital part of a curriculum which “promotes the spiritual, moral, cultural, mental and physical development of pupils” and prepares them “for the opportunities, responsibilities and experiences of adult life” (Education Reform Act 1988 1.2)

Teaching Objectives

We teach Religious Education in order that all pupils at John Ruskin School:

- Realise that we live in a society of many religions and develop compassion, respect and tolerance for other peoples’ religious beliefs, practises, sacred text, worship and values;
- Acquire knowledge and understanding of the religious beliefs, practises, sacred texts, worship and values of the six principle religions represented in Great Britain;
- Develop an understanding of the influence of these beliefs, practises and values on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, relevant to their own experience and understanding, with reference to the principal religions of Great Britain;
- Gain a sense of wonder and an appreciation of the complexity of our world;
- Recognise the shared values of the principal religions of Great Britain;
- Understand the use of symbols to convey meaning and their use in a variety of religions;
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teaching can relate to these
 - Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience
 - Reflecting on their own beliefs, values and experiences in the light of their study

Enjoy and achieve – by participating in appropriate and engaging activities;

Make a positive contribution – by developing an understanding of, and respect for others’ beliefs and by reflecting on their own beliefs and ideas and being supported to express these.

Our Teaching of Religious Education

Within our teaching of Religious Education we will give children the opportunity to:

- Work in both individual and group situations
- Record/express their work in different ways e.g. through discussion, art, drama, poetry, dance, music and writing
- Learn about aspects of Religious Education through other related topics /subjects (where appropriate)
- Develop their ability to discover information for themselves from differing sources
- Discuss and formulate their own views about what they are learning
- Reflect on the different experiences that they encounter through Religious Education
- Question what they are discovering
- Evaluate and analyse their own beliefs in the light of what they learn
- Empathise with the thoughts, feelings and experiences of others within the class and society in general
- Use ICT as appropriate to support their discovery of new information and to present the knowledge and skills they have gained

We will actively encourage:

- Open-mindedness
- Respect
- Tolerance
- Questioning
- Critical awareness
- Recognition of the value of the children's own religious experience

Syllabus followed and the time spent on Religious Education

At John Ruskin School we follow the Southwark Agreed Syllabus.

Through the syllabus we address the following religions: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

The scheme of work is intended to ensure continuity and progression as the children move through the school.

In order to follow the syllabus effectively the following hours are devoted to Religious Education:

- KS1 36 hours per year
- KS2 45 hours per year

Legal Requirements

Religious Education will be taught to all children unless they are withdrawn at the request of their parents/guardians.

Any parents/guardians wishing to withdraw their children from Religious Education must see the Headteacher.

Equal Opportunities

At John Ruskin we recognise the effect that bias can have on a child's self image and learning.

We are committed to a continual examination of our attitudes, expectations and methods of working to ensure that both staff and pupils recognise and challenge bias which may devalue/promote particular religious beliefs, practices or denominations.

The planning of Religious Education will ensure full access to the Religious Education curriculum for all children, taking into account their individual learning needs.

Assessment Criteria

The QCA non-statutory guidelines for assessing pupil attainment in Religious Education will be used.

Religious Education will be assessed in line with the school's assessment policy for foundation subjects.

Resources

In order to teach Religious Education effectively a selection of the following resources should be made use of:

- Religious artefacts
- Reference materials (books, posters etc.)
- ICT
- Buildings in the area which have religious significance
- Human resources
- Resource packs/DVDs etc. recommended by the Agreed Syllabus which are available in the school library.

The role of the co-ordinator

The co-ordinator will:

- Monitor resources i.e. suitability /availability
- Monitor the implementation of the policy/planning
- Provide verbal and written feedback to staff about planning and assessment
- Inform and support new members of staff

Document Review

Policy written May 1999

Policy agreed with staff and governors- 1999

Policy review: June 2000

Policy reviewed June 2005

Policy revised October 2009

Policy reviewed 2012

Policy revised February 2016

This policy will be reviewed in the spring term 2019 and every three years thereafter.

The review will consider the appropriateness and effectiveness of Religious Education teaching within the school and whether INSET in the subject is necessary.

**John Ruskin School and Language Classes - Equality Impact
Assessment Form**
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

RE Policy

2. Aim(s) of the policy or practice being assessed:

Realise that we live in a society of many religions and develop compassion, respect and tolerance for other peoples' religious beliefs, practices, sacred texts, worship and value.

3. Type of policy or practice being assessed:

☒

Existing

☐

Proposed

4. Department and/or name of person responsible for the policy or practice:

Mary Honeybone

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☐

Parents and carers

☐

Governors

☐

School volunteers

☐

Visitors to the school

☐

Wider school community

☐

Other – (please list) _____


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- ☒ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☐ Other – (please list) _____
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- ☐ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☐ No – Go to Section 3

☐ No – insufficient evidence to make a judgement–  Go to Section 3

☒ Yes  - these being:

☐ children or people from different ethnic backgrounds

☐ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☒ children or people with different religions or belief

☐ children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:


Some families may feel uncomfortable with their child learning about religions different to their own.

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☐ No

☒ Yes 

☐ Not sure 

Please describe any potential issues here:

Some families may feel uncomfortable with their child learning about religions different to their own.

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☐ There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion

☒ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

- Parents are kept fully informed about the content of the curriculum.
 - Parents are invited to discuss any worries or reservations they have on content.
 - We are committed to continual examination of our attitudes, expectations and methods of working to ensure that both staff and pupils recognise and challenge bias which may devalue/promote particular religious beliefs, practices and denominations

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Norfolk County Council (see Equalities and Diversity Contacts on equality pages on Norfolk schools intranet page)
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Norfolk schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Louise Webster Equalities Co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	November 2016
Date of next review:	November 2019
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

