



# St Ives School

## Religious Education Policy



**School Name:** St Ives School

**Dissemination:** Website and T: Drive

**Date policy to be approved by Governors:** March 2021

**Date policy becomes effective:** Immediately

**Review date:** March 2023

**Person responsible for Implementation and Monitoring:** HoS

**Links to other relevant policies:** Curriculum

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## **1. Introduction**

Religious Education is unique in the school curriculum in that although it is neither a core subject nor a foundation subject, the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

## **2. Legal requirements**

The National Curriculum states that: “Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life”

## **3. Policy development**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group compiled relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations
3. Student consultation – we asked students for their views on the programme of study for RE
4. Governors: Governors reviewed and approved the policy

Students have been involved in the creation of this policy through the use of student voice questionnaires which have been conducted within their RE lessons. Key feedback from students was the need for enhanced focus on learning about respect and understanding of different religious and non-religious beliefs.

Parents and carers are informed about the policy through the School Website which has all school policies listed. Parents who would like hard copy may request one by contacting the school reception or via the school enquiries email.

#### **4. Breadth of RE**

We recognise that RE 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act (1996 Section 375 (3)) Schools Standards and Framework Act (1998, Schedule 19, para 5). The breadth of RE is referred to in more detail in the section on 'curriculum' below.

#### **5. Curriculum**

Our curriculum is set out as per the curriculum overview documents found on the school website

We deliver Religious Education (RE) in line with the Standing Advisory Council for Religious Education Locally Agreed Syllabus for Cornwall.

We recognise the education value of Religious Education in the school curriculum and therefore all students study the SACRE in year 7, 8 and 9. In year 10 and 11 we follow the curriculum for AQA short course in Religious Education.

We also recognise the excellent contribution RE makes to Spiritual, Moral, Social and Cultural (SMSC) development across the school and the contribution to British Values.

For information on the full RE programme please see appendix 1.

#### **6. Inclusion**

We ensure RE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by differentiation of the learning tasks which are set to ensure these are suited to student ability, emotional development and needs. Delivery of RE to SEND students follows the guidance within the student's passport. Our autism champions and LSA team support the differentiation, pre-teaching and re-teaching of key content as appropriate.

## **7. Roles and Responsibilities**

### **The Governing Board**

The governing board will approve the RE policy, and hold the Head of School to account for its implementation.

### **The Head of School**

The Head of School is responsible for ensuring that RE is taught consistently across the school, and for managing requests to withdraw students from RE.

### **Staff**

Staff are responsible for:

- Delivering RE in a sensitive way
- Modelling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from RE

Staff who have responsibility for teaching RE can be found on the school website:

<http://www.st-ives.cornwall.sch.uk/wp-content/uploads/2020/09/RE-information-140920.pdf>

### **Students**

Students are expected to engage fully in RE and, when discussing issues related to RE, treat the views of others with respect and sensitivity.

## **8. Right of withdrawal**

Parents (or students who are over 18) have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

## **9. Monitoring and Evaluation Arrangements**

The delivery of RE is monitored by the subject leaders for RE through regular monitoring of all aspects of provision in this area. This includes but is not limited to:

- School culture and behaviour around school
- Feedback from tutors and teachers
- Feedback from LSAs and non-teaching staff
- Parental surveys and feedback
- School and subject development planning
- Lesson visits to RE lessons
- Learning walks
- Student voice
- Student work scrutiny

Students' responses to RE are monitored by class teachers as part of our school assessment systems as well as through student voice surveys. Student voice at St Ives School is an essential and valued part of our routine provision review which helps further develop the RE curriculum. The Student Council also has a role in identifying the needs of students and suggesting approaches to meet these needs. Student voice surveys are conducted three times per year in RE; this allows students to express ideas and opinions about topics which they study.

This policy is reviewed bi-annually by the subject lead for RE in consultation with staff and school leaders. Policy amendments are subject to approval by the governing body.

## **10. Linked Policies**

This policy supports and complements the following policies:

- British Values
- Careers Education
- Anti-bullying policy
- Teaching and Learning

## Appendix 1: Overview of curriculum Year 7-11

Year	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
7	What does it mean for Christians to believe in God as Trinity? [God]	Should Christians be greener than everyone else? [Creation]	Why are people good and bad? [Fall]	Does the world need prophets today? [People of God]	What do people do when life gets hard? [Wisdom]	Why do Christians believe Jesus was God on Earth? [Incarnation]
8	The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dharma/sangha]		Why don't Hindus want to be reincarnated and what do they do about it?	What is good and what is challenging about being a Muslim teenager in Britain?	How are Sikh teachings on equality and service put into practice today?	
9	What difference does it make to be an atheist or agnostic in Britain today?	Good, bad: right, wrong: how do I decide?	How far does it make a difference if you believe in life after death?	Why is there suffering? Are there any good solutions?		Should happiness be the purpose of life?
10	The Nature of God	Jesus Christ and Salvation		Islam, key beliefs		Islam and authority
11	Sex, marriage and divorce: religious and non-religious perspectives	Families and gender equality	Religion, violence, terrorism and war	Religion and belief in 21st century conflict		