St Ives School

RE Policy

School Name: St Ives School

Dissemination: Website and staff share

Date policy to be approved by Governors: September 2026

Date policy becomes effective: Immediately

Review date: September 2028

Person responsible for Implementation and Monitoring: Assistant Headteacher

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A. St Ives School RE Curriculum

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).

At Hayle Academy, Religious Education is taught as part of the wider Global Values curriculum which includes RE, PSHE (inc RSE) and Careers.

2. Legal Requirements

The national curriculum states the legal requirement 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.**

(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Academies and free schools are contractually required through the terms of their funding agreement to make provision for the teaching of RE. Legislation requires that: Academies and free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus 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';

RE must be included in the curriculum for all registered pupils.
https://www.natre.org.uk/about-re/legal-requirements/

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:

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

Students have been involved in the creation of this policy through the use of student voice questionnaires. Key feedback from students demonstrated the need for:

- enhanced focus on world religions other than Christianity in preparation for living in the global community
- the need for enhanced focus on learning about respect and understanding of different religious and non-religious beliefs
- underpinning and retrieval of key concepts for students with SEND

Parents and carers are informed about the policy through the School Website which has all school policies listed. Parents who would like a 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 (2020-2025).

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 GCSE RE (A) Component 2 Thematic Studies course.

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 A.

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 provided by the school about each student. 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 Headteacher to account for its implementation.

The Headteacher

The Headteacher 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 of RE

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. <u>Right of Withdrawal</u>

Students

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance. **Any parents who wish to withdraw their child from RE should contact the school to arrange an appointment with the Headteacher in the first instance.**

Staff

Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. **An application to withdraw must be given in writing to the Headteacher and Chair of Governors.** Pupils will not miss out on RE teaching because a teacher has withdrawn from teaching RE and we will make alternative provision for the pupils to be taught RE in this instance.

Our approach to RE has been carefully planned and we expect 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 as part of the wider school monitoring and evaluation programme. This includes but is not limited to:

- Lesson visits to RE specific lessons
- Learning walks
- Student voice
- Student work scrutiny
- Professional feedback (teaching and non-teaching staff)
- Parental surveys and feedback
- School and subject development planning

Student voice is an essential and valued part of our routine provision review which helps further develop the RE curriculum. Student voice surveys are conducted three times per year; 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. <u>Linked Policies</u>

This policy supports and complements the following policies:

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

Appendix A: St Ives School RE Curriculum

All units studied using Christian, Buddhist and non-religious worldview lens

RE (KS3) and Global Values (KS4) Topic Sequence Overview
Year 7
RE - How could we and why should we reduce racism in our communities?
RE - What difference does it make to be an atheist or agnostic in Britain today?
RE - Good, bad, right or wrong? How do I decide?
Year 8
RE - How do religions support diversity and equality?
RE - Should happiness be the purpose of life? (Christians, Buddhists, non-religious worldviews)
RE - How can people in Cornwall express the spiritual through the arts
Year 9
RE - Are humans superior?
RE - Why is there suffering? Are there any good solutions?
RE - How far does it make a difference if you believe in life after death?
Year 10
RE - How should we respond to crime and punishment?
RE - Are humans superior? (2024-25 ONLY)
Year 11
RE - Is life sacred?