



ASHFIELD
SCHOOL

RELIGIOUS EDUCATION POLICY

Date of issue: 01/11/2019

ASHFIELD SCHOOL Ambition | Teamwork | Honesty



Ashfield School as an academy follows DfE guidance and therefore is able to set its own RE syllabus for the delivery of RE.

1. INTRODUCTION

In Religious Education at Ashfield School we aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

2. THE CONTRIBUTION RE MAKES TO OTHER CURRICULUM AIMS, IN PARTICULAR TO COMMUNITY COHESION

- Spiritual, moral, social and cultural development

All pupils should follow a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

- Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

- Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. RE is an important subject in contribution to the school's development as a Rights Respecting School.

3. HOW RE IS ORGANISED

As an academy we have agreed that:

- At Key Stage 3 pupils are explicitly taught RE within Humanities in Philosophy and Ethics lessons. This is further supported by content in other subjects such as history, assemblies, drop down opportunities, outside speakers and tutor time.



- At Key Stage 4 & 5 pupils have access to Philosophy and Ethics GCSE as well as via drop down opportunities, PHSE/tutor programme, assemblies and across the curriculum, within subject areas.

4. MONITORING OF RE

In line with the school policy on assessment and recording it is expected that each teacher will be responsible for the regular assessment of his/her pupils through marking work set. Each pupil will complete agreed key assessment tasks that will form part of the work done in RE. The level achieved will be used by the class teacher to track pupil progress and to ensure that each pupil is set work that is appropriately challenging.

5. THE RIGHT OF WITHDRAWAL FROM RE

At Ashfield School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as History or Citizenship. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

General Data Protection Regulation

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

Date of policy renewal: Nov 2021

