



Castleford Academy



Religious Education Policy

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Statement of intent

Section 80 of the Education Act 2002 and Schedule 19 of the School Standards and Framework Act 1998, entitles all pupils to receive a religious education (RE) as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural (SMSC) development.

This policy sets out the framework in which Castleford Academy will ensure that this duty is met.

While meeting this duty, our academy will also ensure that RE is:

- Of a high standard, where expectations are clear to pupils, parents, teachers, governors, employers and the public.
- Coherent and shows progression, particularly across the transition of the key stages and post 16.
- Contributing to the academy's responsibility to promote community cohesion and high standards of achievement.
- Well understood by the school community, who have confidence in the academy's provision and achievement.



1. Legal framework

1.1. This policy will have consideration for and be in compliance with the following legislation:

- Education Act 2002
- School Standards and Framework Act 1998

1.2. This policy will also have due regard to the following statutory and non-statutory guidance:

- Religious Education in Schools – February 2010

2. Roles and responsibilities

2.1. Governors and the headteacher will fulfil their duty to:

- Ensure that RE is provided as part of the academy's basic curriculum.

2.2. The governors and headteacher must also ensure that:

- All pupils make progress in achieving the learning objectives of the academy's RE curriculum.
- The teaching of RE is well led and effectively managed, and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for continuous professional development (CPD).
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact in promoting community cohesion.
- Where appropriate, pupils have opportunities to take courses which lead to an accredited qualification in the subject.
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion.
- Clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed and timetabled so that the academy can fulfil its legal obligations regarding RE and pupils can make good progress.

3. Teaching

3.1. Christianity will be the main focus of study in RE at Castleford Academy. This will draw upon the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms.

3.2. RE at Castleford Academy will also:



- 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. As well as Christianity, it will also develop pupils' knowledge and understanding of 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 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, thereby helping 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.

4. Community cohesion

- 4.1. RE makes an important contribution to a academy's duty to promote community cohesion. It provides key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.
- 4.2. Castleford Academy will use RE to promote community cohesion:
 - Within the academy, through the exploration, promotion and celebration of diversity, beliefs and values.
 - At the local level, investigating patterns of diversity of religion and belief, and forging links with different groups.
 - At the national level, through the study of the diversity of religion and belief across the UK and how this influences national life.
 - At the global level, through the study of matters of international significance, recognising the impact of the diversity of religion and belief on world issues.
- 4.3. 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 an inclusive school ethos that champions democratic values and human rights.



5. Staffing and training

5.1. A well trained and confident workforce is crucial in ensuring good quality RE. We will therefore ensure that:

- At least one member of staff has specialist RE qualifications.
- Other teachers can contribute to the teaching of RE, regardless of their personal beliefs.

5.2. We will also ensure that:

- All teachers teaching RE are up-to-date with the latest regulations, guidance and best practice regarding RE.
- Our school action plans identify the CPD needs of staff in relation to RE.

6. Right of Withdrawal

6.1. Castleford Academy recognises the right of withdrawal of pupils from RE at the request of their parents.

6.2. Parents wishing to withdraw their child should contact the head of RE in the first instance to discuss alternative arrangements.

6.3. The academy will provide facilities for the alternative RE to be given at the school unless there are special circumstances which would make it unreasonable to do so or agree to outside arrangements being made as long as no financial burden falls on the school as a result of these arrangements.