



SEXEY'S  
SCHOOL

# Religious Education Policy

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SLT Lead	Ross Dalzell
Policy last reviewed by	Helen Cullen
Policy Level	School Level

Signed:

Helen Cullen  
Headteacher

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## **SCHOOL ETHOS AND VALUES**

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures, and the way we treat one another in our community.

### **1. Aims**

Sexey's School is committed to developing and maintaining a culture that promotes the benefits of good attendance through our whole-school culture and ethos where pupils consistently have highly positive attitudes and commitment to their education and learning.

We aim to achieve this by:

- Promoting good attendance to achieve an overall attendance level of 97%
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school
- Reducing absence, including persistent absence (90% attendance or below) and severe absence (50% attendance or below)
- We will also promote and support punctuality in attending lessons.

### **2. Context**

Sexey's School is a Church of England 11-18 years State Boarding School with approximately 650- students on roll. We deliver Religious Education (RE) in line with the Locally Agreed Syllabus, Awareness, Mystery and Value drawn up by the standing Somerset Advisory Council for Religious Education [SACRE]. In GCSE we follow Eduqas Route A (Focus Religions: Christianity and Islam). In A level we follow Edexcel Religious Studies (Philosophy of Religion, Ethics and Religion, Study of Christianity).

Sexey's School recognises the education value of Religious Education in the school curriculum and also recognises the excellent contribution RE makes to Spiritual, Moral, Social and Cultural (SMSC) development across the school.

As a Church of England school, the aims of the Church of England's Statement of Entitlement for Religious Education are reflected in the provision offered at Sexey's School:

- To know and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

The RE curriculum is broad and balanced, academically challenging, critical and recognises diversity of belief in a pluralistic, multi-faith society.

### **3. 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 ...

Our RE Curriculum is published online on our school website in the RE Curriculum area. 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).

### **4. 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. Where this happens students will be found a quiet space to study work for other subjects as arranged by their parents.