



# ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL

## Religious Education

	Position/Committee	Date
Prepared by	Deputy Headteacher: Quality & Impact	September 2017
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## **1. Introduction to Religious Education at Ilkley Grammar School**

As a school within Moorlands Learning Trust without a religious designation, clause 2Xa of Ilkley Grammar School's Supplemental Funding Agreement states that: "provision shall be made for religious education to be given to all pupils at the Academy in accordance with the requirements for agreed syllabuses that are set out in 375 (3) of the Education Act 1996 and paragraph 2(5) of schedule 19 to the School Standards and Framework Act 1998". This means delivering a syllabus which reflects that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented.

The law does give parents/carers the right to withdraw their child from RE lessons and/or collective acts of worship. Ilkley Grammar School respects that right and the right to be able to make an informed decision based on knowledge of the educational objectives and content of the RE syllabus.

All students in years 7-9 have discrete Religious Education lessons; in Years 10- 11 Religious Education is incorporated into our CSI (Concepts, Societies and Ideologies) programme, and at Post-16 is linked to CEP (the Curriculum Enrichment Programme). In addition, we offer options in Philosophy and Ethics both at GCSE and A-Level. Our aim is for students to not only learn about religion, but learn from religion. We believe Religious Education contributes to the education of the whole child; not only does the subject teach knowledge and understanding of the major world faiths, but it enables students to develop the skills of respect, tolerance and empathy.

Our curriculum is broad and balanced ensuring that all six major world faiths are studied in Years 7-9. Through their studies, students will learn core beliefs of believers and how these impact on attitudes, lifestyles and worship. Students will explore philosophical and ethical issues and a range of responses from not just a faith perspective, but from their own. Through reflection on their own beliefs and values in the light of their learning, it is our aim that students will develop their own sense of morality and self and grow in respect for themselves and others.

Religious Education at Ilkley Grammar School also plays a key role in delivering Social Moral Spiritual and Cultural education to our students. Lessons create space for individual reflection, with a focus on wondering, who and why? Lessons identify the reality of injustice and suffering and explore how life for different groups can be affected positively by religious and humanistic values. Religious Education promotes an awareness of others in society and a tolerance with this.

## **2. Aims and Objectives of Religious Education**

- Religious Education should 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 students' knowledge and understanding of religions fostering personal reflection and spiritual development.
- Religious Education encourages students to explore their own beliefs and ideas (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.

- Religious Education enables students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. It promotes tolerance, respect and empathy.
- Religious Education teaches students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and misconception.

### **3. Withdrawal from RE**

Whilst RE lessons at IGS are fully inclusive, parents/carers can decide to withdraw their child/children from RE lessons under section 71 of the School Standards and Framework Act 1998. This statutory right to withdraw only extends to RE lessons and acts of collective worship and does not apply to other areas of the curriculum with the exception of the non-science based aspects of Sex and Relationship Education (see separate SRE policy).

Parents/carers wishing to exercise the right of withdrawal should note the following procedures which are designed to respect the rights of parents/carers whilst also ensuring the process is robust and fulfils all safeguarding responsibilities.

- Parents/carers should write to the Headteacher to communicate formally that they wish to exercise the right to withdraw their child/children. Whilst there is no obligation to give a reason for requesting the withdrawal, it would help Ilkley Grammar School to understand the reasons and be assured that the school has communicated effectively about the teaching of RE

In responding to requests for withdrawal from RE lessons, Ilkley Grammar School will:

- Contact the parents/carers and invite them to a meeting with a member of the Leadership Team and, where possible, the Head of RE or Curriculum Leader for Humanities. This meeting will allow parents/carers to discuss their concerns and clarify whether the child/children should be withdrawn from RE lessons in their entirety or specific aspects of RE provision. It will also discuss the practical implications of withdrawal and the arrangements to be put in place to accommodate the request.
- Offer parents/carers an opportunity to look at RE Schemes of Learning and resources to develop their knowledge of what happens in RE lessons.

Should parents/carers continue to request withdrawal, then Ilkley Grammar School will accommodate this request and will fulfil its duty to supervise. Parents/carers should note that there is no obligation or resources to provide additional teaching as this would incur extra costs. Students who are withdrawn from RE will remain on site and will be supervised either in the library or at the back of another humanities lesson. They will be expected to complete appropriate work which has been set by parents/carers.