

North Yorkshire SACRE monitoring school standards

Legal context of RE in North Yorkshire Schools

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE **for all registered pupils at the school** (from foundation stage to sixth form), *except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. The DfE have confirmed that, **“the duty to teach RE to all pupils means that it must be taught to each year group”**.

Likewise, the funding agreement for academies requires that RE be taught **to all pupils**. See p15ff in the model funding agreement. Note the references to **‘all pupils at the academy’**. As above, the DfE have confirmed that “all pupils” naturally includes pupils in all year groups including foundation stage and years 10 and 11

“It is also the case that, if a school is required by the agreed syllabus to teach a RS qualification at key stage 4 and enters its pupils for this at the end of Year 10, it should still be teaching RE in Year 11. Otherwise, it does not meet the duty to provide RE as part of its curriculum to ‘all registered pupils at the school’”

SACREs: Statutory responsibilities

An effective SACRE should:



- monitor the provision and quality of agreed syllabus RE and of CW in order to provide targeted advice and support on teaching agreed syllabus RE
- advise the LA on the provision of training for teachers
- consider complaints about RE and CW referred to them by their LA
- consider whether changes need to be made to the agreed syllabus, in partnership with the LA
- offer advice to the LA in respect of the agreed syllabus and its implementation

About SACREs
May 2015
www.nasacre.org.uk

nasacre  **supporting**
strengthening
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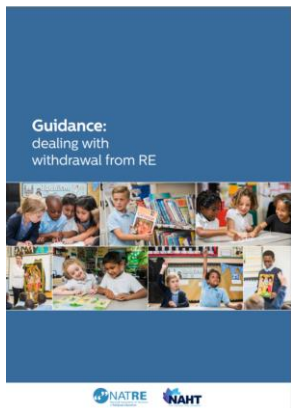
- Schools must publish the content of the school curriculum in **each academic year for every subject**, including Religious Education even if it is taught as part of another subject or subjects, or is called something else.

Sources:

- [Maintained Schools: The School Information \(England\) \(Amendment\) Regulations 2016](#)
- [Academy and Free Schools](#)



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Parental right of withdrawal from RE

This was first granted in 1944 when curricular RE was called '*Religious Instruction*' and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews.

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE.

This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation.

Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE, and can do so without giving any explanation.

SACRE's role in monitoring standards

What activities might we undertake?

Looking at the school website **

Looking at the school RE policy

Talking to Headteacher and subject leader on a visit

What questions might we ask?

For Primary Schools:

Do all pupils participate in RE in all year groups?

Have there been any parental requests to withdraw their children from RE? how can SACRE support the school with advice on this?

For secondary schools:

Do all pupils participate in RE in all year groups?

How is RE organized in KS4? Do all pupils follow an accredited course?

If not all pupils follow an accredited course how does the school ensure all pupils have RE on their timetable?

Have there been any parental requests to withdraw their children from RE? how can SACRE support the school with advice on this?

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North Yorkshire SACRE school website proforma

1. School contact details and information

Name and Type of School (e.g community/academy/ VC)	Name of Head / Principal
Staff List – <i>is there an RE lead? who is this?</i>	
Is there information on how parents / members of the public can find out more about the school curriculum including RE? (e.g. Email for queries from parents and members of the public)	
Is there a school policy that includes a statement about RE and parents right to withdraw?	

2. RE Curriculum

<p>Content of curriculum in each academic year including RE? <i>Does the school reference the ‘intent’ for RE in their school or give an overview of what RE is about in their school?</i> <i>Does the school include an overview of what the RE curriculum is for each year group (bespoke to the school)?</i> <i>Is there reference to the Agreed Syllabus or other statutory document?</i></p>
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<i>Is there any mention of RE outside of the classroom – visits, visitors etc?</i>
<i>Calendar/Diary – Any RE events shown?</i>
<i>Social Media links</i>

3. SMSC / British Values

<i>Is there a published statement Is there any reference to spiritual, moral, social, and cultural development? Is there any reference to Fundamental British Values as part of spiritual, moral, social cultural education or contributed to by RE?</i>
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4. Secondary Only

KS4 - does it indicate RE as a GCSE course? Which Board?	KS4 - Is there a non-examination RE course offered?	KS5 - does it indicate RE as an A level course? Which Board?	KS5- Is there a non-examination RE course offered?

Exam and assessment results KS4 and 6th Form (if relevant) RE Exam results - Secondary only.

KS4	6 th Form

Web search completed by:

Name	Date

You may find it easier use the search function on the website to search for key words if you cannot find specific sections easily.

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Once you have completed the information above please highlight the statements below in terms of best fit on the information you have gathered

Guidance for teacher members on SACREs for making judgements about RE on primary school websites:

Exceptional practice	Green (good or better RE)	Amber (unclear as to the quality of RE)	Red (concerns as to whether RE is being taught)
Excellent levels of detail on RE curriculum plans, which may include additional information about what will happen in RE lessons. You may also see reference to skills being taught and how it builds on prior learning.	The level of detail published on the RE curriculum plans for each year group is at least comparable to that for foundation subjects such as History and Geography (even if the subject is called something else)	The level of detail published on the RE curriculum is not comparable to that for foundation subjects such as History and Geography	The curriculum map does not give the reader a clear indication of what will be taught. For example, A list of religions or belief is provided with no indication about the content of the study
There is a clear and detailed statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow.	The school includes a statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow	There is no reference to the syllabus followed	There is no reference to the syllabus followed
RE features regularly on the website and may include photos of learning, visits and visitors, parent views and pupil feedback.	There are regular references to RE on the website	There is a little reference to RE on the website	There is no reference to RE on the website
There is a clear and detailed explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is a clear explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is little reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is no reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.
A very clear and detailed statement of the aim, purpose or intent of RE.	A clear statement of the aim, purpose or intent of RE.	The aim, purpose or intent of RE is unclear.	There is no statement of the aim, purpose or intent of RE.
It is very easy to discover how parents or other members of the public can find out more about the RE curriculum the school is following.	It is easy to discover how parents or other members of the public can find out more about the curriculum the school is following.	It is difficult for parents to navigate the website to find out more about the curriculum the school is following.	It is impossible for parents or other members of the public to find out more about the curriculum the school is following.
There is a discrete policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website but no statement of the aims of the subject aims and/or the right to withdraw.	There is no policy for RE on the website
Action: Send a congratulatory letter to the school on their excellent RE.	Action: Send a letter of congratulations and support for the good RE in the school.	Action: Send a letter of mild concern and support.	Action: Send a letter of serious concern. State SACRE's statutory duty and the school's need to be compliant with the law which states that all pupils in England must receive Religious Education.

This work was inspired by an activity conducted by Bristol SACRE