



# Highcliffe School

## RE Policy

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## Contents:

### [Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Curriculum](#)
4. [Teaching and learning](#)
5. [Planning](#)
6. [Homework](#)
7. [Assessment and reporting](#)
8. [Resources](#)
9. [Equal opportunities](#)
10. [Monitoring and review](#)

## **Statement of intent**

Highcliffe School recognises the effect that an inclusive teaching style can have on students' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed BCP syllabus.

The school has created this policy in order to ensure that:

- All students are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All students know how to plan, practice and evaluate their work.
- All students receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently throughout the key stages

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2019) 'Religious education in English schools: Non-statutory guidance 2010'

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy

## **2. Roles and responsibilities**

The Director of Learning and Assistant Director of Learning are responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for students.
- Helping to develop subject colleagues' expertise in RE.
- Managing and maintaining writing resources.
- Liaising with the Finance team to purchase further resources.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing student performance as per school assessment procedures.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons and Activity week.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Reviewing and updating long-term and medium-term lesson plans on an annual basis and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of students' RE, with due regard to the locally-agreed BCP syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed BCP syllabus.
- Liaising with the Assistant Director of Learning about key topics, resources and support for individual students.
- Monitoring the progress of students in their class and reporting this on continuous assessment for parents.
- Reporting any concerns regarding the teaching of the subject to the Director of learning or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account students' needs and identifying the methods in which topics could be taught.

### **3. Curriculum**

Highcliffe School adheres to the locally-agreed BCP syllabus.

RE provision will include a distinct body of knowledge and will enable all students to make effective progress in RE.

The school will make provisions to account for parents' right to withdraw their child from RE lessons. All students will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise, which in turn meets the needs of the students.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days which celebrate different beliefs.
- Encouraging students to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of students within their local community.

#### **RE provision at Highcliffe School**

In accordance with the structure of the locally agreed syllabus RE is taught in all years as a discrete subject.

**Key Stage 3 – Core**

	Year 7	Year 8	Year 9
Unit 1	Ultimate Question	Faith in action - Democracy	Human Relationships
Unit 2	Life of Jesus	Faith in action - Christianity	Equality
Unit 3	Hinduism	Faith in Action- Islam	Humanism
Unit 4	Sikhism	Faith in action - Buddhism	Judaism

**Key Stage 4 – Core**

	Year 10	Year 11
Unit 1	Religion and Science	Philosophical and ethical issues
Unit 2	Medical Ethics	

**Key Stage 4 – Examination**

OCR GCSE Religious Studies - The topics covered per the exam specification: Christianity, Judaism and Philosophy

**4. Teaching and Learning**

The RE curriculum is delivered once a week for KS3 and once a cycle for KS4. Additional lessons are added for examination students.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.

Classroom teachers encourage students to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for students to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Student initiated activities
- Debating
- Retrieval practice
- Periods of Sustained intense concentration

To improve communication and language in the classroom, teachers will encourage students':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Exploration of their feelings and emotions towards religion and values

## **5. Planning**

All lessons will have clear learning objectives, based around 'big questions', which are shared and reviewed with students.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the Director and Assistant Director of Learning and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the Director and Assistant Director of Learning and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and via 'big questions' will be outlined by the teacher.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE and learning activities.

## **6. Homestudy**

Students will be set regular homestudy tasks which will take no more than 40 minutes to complete. The duration of tasks will increase depending on the year group and qualification.

Tasks will exercise students' core skills of reading, writing and spelling, and also assess the students' understanding of the topics covered, including retrieval practice and research.

## **7. Assessment and Reporting**

Students will be assessed using methods of formative and summative assessment throughout the year.

Formative assessment will be carried out via homestudy tasks that will be carried out throughout each topic to measure students' development throughout each term.

Students will be primarily graded based upon performance in 'Subject Assessment Point' exams spread across the year. We will use the results to assess students' overall achievement for each unit. This information will be passed onto the students and parents via progress

Verbal reports will be provided at parent's subject evenings.

RE is marked 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 or her students through marking work set.

At KS4 (GCSE examination) Students are regularly assessed through examination style questions using exam board assessment criteria and levels of response.

## **8. Resources**

Writing resources, such as books, dictionaries and thesauruses, are stored in each classroom.

Display will be utilised and updated in accordance with the topics being taught.

The school library will contain an array of resources to support students' learning.

## **9. Equal Opportunities**

All students will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede students from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a student's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the student's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **10. Monitoring and Review**

This policy will be monitored and reviewed on a biannual basis by the subject leader.

The Director of Learning or Assistant Director of Learning will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed BCP syllabus.

The Director of Learning or Assistant Director of Learning and a nominated member of the governing board will attend the Agreed Syllabus Conference (ASC) to review the locally-agreed BCP syllabus.

Any changes to the locally-agreed syllabus or advice from the BCP SACRE will be communicated to the headteacher.