

RE AND INCLUSION: INTRODUCTION

Providing Effective Learning Opportunities For All Pupils

This syllabus meets the needs of pupils from all faiths or none. Teachers can modify the programmes of study to provide pupils with appropriate challenge at each key stage.

Inclusion requires that schools actively remove barriers to learning and provide opportunities for every student to develop and achieve to their best potential. Resources are maximized, diversity is celebrated and the school ethos is one where all are welcomed, valued and supported. Pupil voice is a core element of inclusion as it takes account of their concerns, aptitudes, talents and challenge areas when learning.

Inclusion relates to children with special educational needs and disabilities (SEND) and reflects the overall provision that schools make for:

- religious and cultural groups
- gender: boys and girls
- ethnic minorities, asylum seekers, refugees
- those for whom English is an additional language (EAL)
- traveller's and looked after children
- gifted and talented
- disaffected pupils
- looked-after children
- pupils with medical needs
- young carers and pupils from families under stress.

Schools should cross reference this section with guidance on selecting appropriate resources for inclusion.