

Title	Religious Education Policy
Associated Policies	<ul style="list-style-type: none"> • Single Equality Policy (TPO/EO/01)

REVIEWED: NOVEMBER 2014

NEXT REVIEW: NOVEMBER 2017

1. Policy Statement

1.1 Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that ‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’.

2. Who does this policy apply to?

2.1 All pupils attending Brooke Weston Trust schools.

3. Who is responsible for implementing and reviewing this policy?

3.1 The implementation of this policy will be monitored by the Academy’s Senior Leadership Team and governors and remain under review by The Brooke Weston Trust.

4. What are the principles behind this policy?

- 4.1 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 pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- 4.2 Encourage pupils to explore their own beliefs (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; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- 4.3 Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- 4.4 Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- 4.5 Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- 4.6 Develop a sense of awareness and wonder and mystery.
- 4.7 Religious Education at Brooke Weston Trust schools is delivered in the following way.
- 4.8 We use as a basis for our planning the (Scheme of Work).
- 4.9 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 pupils through marking work set. Each year each pupil will complete an agreed key assessment task that will form part of his or her work done in RE. The class teacher on a separate pro forma will record the level achieved by each pupil. The level achieved will be used by the co-ordinator to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

5. Procedures

5.1 As well as fulfilling their legal obligations, the governing body of each school and Principals will also ensure:

- all pupils make progress in achieving the learning objectives of the RE curriculum
 - the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
 - those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
 - teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
 - where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
 - teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
 - clear information is provided for parents on the RE curriculum and the right to withdraw
 - teachers are aware that they do not have to teach RE unless specifically appointed to do so
 - RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
 - where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE.
- 5.2** Each school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- 5.3** The school may also wish to review such a request each year, in discussion with the parents. The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it will be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- 5.4** Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- 5.5** Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- 5.6** If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- 5.7** Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- 5.8** If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- 5.9** Outside arrangements for RE are allowed as long as the Trust is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

6. Policy Review

- 6.1** This policy will be monitored as part of the Trust's annual internal review and reviewed on a three year cycle or as required by legislature changes.