



Religious Education Policy

Including statutory requirements from 2020.

Equalities Statement

Over recent years, schools and academies have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places an increased duty on schools, academies and other settings to tackle radicalisation and to establish a positive ethos of British Values. Legislation requires schools and academies both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use their facilities.

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors.

Document Management

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Approved by:	Head of School - Sarah Doyle
Responsible for:	The Turing School

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1. Scope

Religious education increases knowledge and understanding and explores ways that religions inspire people to acts of compassion and service towards others.

The distinctive contribution of religious education to the school curriculum allows children and young people to build their own identity and understand their culture and the cultures of others. This helps children relate to others and supports them in building the moral framework that is so important in guiding them as they grow into active and responsible members of the community.

This curriculum provides many learning opportunities to develop a wide range of transferable skills and knowledge that will benefit our learners across the curriculum. We hope that schools will take the opportunity to purchase the units of work that go with this document, to support their teaching of religious education. It is expected that pupils will be encouraged through their learning to take a Religious Studies GCSE at Key Stage 4.

2. Aims

The aims of Religious Education within our school is to:

To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality,
- issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

3. Statutory requirements

RE is for all pupils:

Every pupil has a legal entitlement to RE.

- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
- This requirement does not apply to pupils below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.
- The 'basic' school curriculum includes the National Curriculum, RE, and relationships and sex education.

RE is locally determined, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority. We currently follow the Kent Agreed Syllabus.
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

RE is multi-faith:

- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- As education policy changes, the legal requirement for RE for all registered pupils remains unchanged.
- RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.
- This agreed syllabus builds on the good practice from the 2004 Non-statutory Framework for RE, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's non-statutory Framework from 2013.8

4. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a cross-Trust working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to share their views and thoughts about the policy
4. Pupil consultation – we investigated what exactly pupils want and need from their RSE
5. Ratification – once amendments were made, the policy was shared with local governing bodies/challenge committees and ratified

5. Curriculum

Our curriculum is set out as per Appendix 1 but we adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, developmental needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in [Appendix 1](#).

6. Pupils with Special Education Needs and Disabilities (SEND)

RE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. SE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

7. Equality

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).

Within the Trust we make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for these subjects.

8. Roles and responsibilities

8.1 The Governing Body

Local Governing Bodies/Challenge Committees will monitor the ongoing implementation of this policy.

8.2 The Headteacher

Headteachers are responsible for ensuring that RE is taught consistently in schools across the Trust, and for managing requests, where appropriate, to withdraw pupils from components of RE (see section 8).

8.3 Staff

All staff in all schools across the Trust are responsible for:

- Delivering RE in a sensitive way
- Modeling positive attitudes to RE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RE

Staff do not have the right to opt out of teaching RE as outlined in this Trust policy. Staff who have concerns about teaching RE are encouraged to discuss this with the headteacher of their school.

8.4 Pupils

Pupils are expected to engage fully in RE and, when discussing issues related to RE, treat others with respect and sensitivity.

9. Parents' right to withdraw

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 or all of the RE Curriculum.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

Requests for withdrawal should be put in writing using the form found in [Appendix 4](#) of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

10. Assessment and Monitoring

The delivery of RE is monitored by leadership teams in our Trust schools through systems including (but not limited to):

- planning scrutinies
- learning walks
- pupil voice

Pupils' development in RE is monitored as part of our internal assessment systems and are used to ensure all pupils gain a sound knowledge of all curriculum areas. Appropriate support and intervention is put in place as needed.

This policy will be reviewed by a cross-Trust working party every 3 years (or as needed). At every review, the policy will be approved by local governing bodies and Challenge Committees.

Appendix 1: Curriculum map

The Turing School Religious Education Curriculum Map

Key Stage 3

Yr	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	What is Religion? (Introducing Comparative Religion)	What is Christianity? What does it mean to be a Christian?	What is Sikhism? What does it mean to be a Sikh?	What is Buddhism? What does it mean to be a Buddhist?	What is Islam? What does it mean to be Muslim?	What is so radical about Jesus?
	This term will introduce the concept of God and religion. It will briefly introduce the major World religions, where they come from, what they have in common and what the main differences are between them. It will also consider symbolism and why is religion important?	This term we will look at Christianity. We will explore its key beliefs, including the Trinity, Commandments and life after death. Christianities place in the world and the effect it has had on it. As well as the life of Jesus and how Christians practice their beliefs.	This term we will look at Sikhism. We will explore its key beliefs, including the first and Tenth Guru... How Sikhism came to be and what it's like living as a Sikh today. . As well as how Sikhs practice their beliefs and the celebrations they take part in.	This term we will look at Buddhism. We will explore its key beliefs, including the life of the buddha. The different groups that exist within Buddhism. As well as its symbolism and celebrations.	This term we will look at Islam. We will explore its key beliefs, including Tawhid, Risalah and Akhirah. The different groups of Muslims. We will explore the 5 pillars and their celebrations of Islam.	Which people are special and why? Why is Jesus inspiring to some people? What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
8	What is good and what is challenging about being a teenage Sikh/Buddhist in Britain today?	What is good and what is challenging about being a teenage Hindu/Muslim in Britain today?	Should religious buildings be sold to feed the starving?	Does living biblically mean obeying the whole bible?	Is death the end? Does it matter?	How can people express the spiritual through music and art?
	Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today?	Where do we belong? What does it mean to belong to a faith community? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today?	Which places are special and why? What makes some places sacred? Why do people pray? If God is everywhere, why go to a place of worship?	Which stories are special and why? What can we learn from sacred books? Why is the Bible so important for Christians today?	What do religions say to us when life gets hard? What are their beliefs on death and the afterlife/	Is it better to express your beliefs in arts and architecture or in charity and generosity?
9	Does religion help people to be good?	Do we need to prove God's existence?	Why is there suffering? Are there any good solutions?	Should Happiness be the Purpose of Life?	What difference does it make to believe in?	Is religion a power for peace or a cause of conflict in the world today?
	How should we care for others and the world, and why does it matter? What can we learn from religions about deciding what is right and wrong? What matters	Who is a Christian, Muslim, Jewish and what do they believe? What do different people believe about God? Does God exist?	What do religions say to us when life gets hard?	How do different religions view happiness? Is it the only or main purpose for life? How do people use religion to find happiness?	What is special about our world? How should we care for others and the world, and why does it matter? What difference does it make to believe in ahimsa, grace, and/or Ummah?	Does religion create conflict? How do different religions view war? Can religion be used as a vehicle for Peace?

	most to Christians and Humanists?						
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Key Stage 4

10	Human Rights (Component 2: Theme F - Religion, Human Rights and Social Justice)	Christian Beliefs and Teachings (Component 1: The study of religions: beliefs, teachings and Practices - Christianity)	Christian Practices (Component 1: The study of religions: beliefs, teachings and Practices - Christianity)	Buddhist Beliefs and Teaching (Component 1: The Study of religions - Beliefs, teachings and practices: Buddhism)	Buddhist Practices (Component 1: The Study of religions - Beliefs, teachings and practices: Buddhism)	Religion and Life (Component 2: Theme B - Religion, Relationships and life)
	Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.	Looking at the nature of God as well as Christian beliefs about the trinity, Jesus, resurrection and the afterlife. They will also contrast differing Christian attitudes and beliefs about these as well understanding the importance of scripture in explaining Christian beliefs	This term we will look at how Christians put the teachings (learnt in the previous term) into practice. This will include worship and prayer as well as the role of the Church in society and in the wider World.	This term we will be looking at the life of Buddha and the key events of his life. We will develop this through a focus on scriptures to understand the 3 gems of Buddhism. The Dharma and enlightenment and Buddhism in today's World are considered as well as the 4 Noble Truths	This term we will look at how Buddhists put the teachings (learnt in the previous term) into practice. This will include worship and meditation as well as increasing their understanding of death and mourning, Karma, ceremonies and rituals. We will also look at a selection of Buddhist festivals.	This term will be looking at the origins of the Universe and the value of the World. It will also cover environmental issues such as pollution and animal welfare then look at issues relating to death such as euthanasia and abortion
11	Religion and Family (Component 2: Theme A - Religion, Relationships and families)	Peace and Conflict (Component 2: Theme D - Religion, Peace and Conflict)	Crime and Punishment (Component 2: Theme E - Religion, Crime and Punishment)	Revision		
	This term will cover human sexuality and marriage as well as issues surrounding the nature and purpose of family. Issues of equality and purpose will be discussed and considered as a contrast to a range of Christian beliefs	This term introduces the concepts of violent protest and terrorism as well as looking at reasons for war and rules within war. We will look at questions such as - Is a war ever 'just'? Is there such a thing as a 'holy war'? And how do Christians respond to conflict?	This term will be looking at why people commit crimes and what different attitudes there are towards crime and criminals within Christianity. We will look at how and why criminals are punished and consider issues surrounding forgiveness and the death penalty	Response to mocks and gap analysis.		

Appendix 2: By the end of Key Stage 3 pupils should know

<p>A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</p>	<p>B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</p>	<p>C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</p>
<p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</p>	<p>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p>	<p>C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.</p>
<p>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</p>	<p>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</p>	<p>C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>

Appendix 3: By the end of Key Stage 4 pupils taught to:

- Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions.
- Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts.
- Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews.
- Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies.
- Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value
- Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others.
- Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy.
- Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally.
- Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.

Appendix 4: Parent form: withdrawal from Religious Education

(An editable copy of this form can be requested from the [Curriculum Lead](#) for Religious Education)

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Religious Education			
Any other information you would like the school to consider			
Please outline below how you plan to ensure your child still receives Religious Education that is open, broad and still explores a range of religious and non-religious worldviews.			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. E.g. Joe Bloggs will be taking part in all Religious Education lessons where Christianity or Comparisons of religions is not the focus. During the lessons where this is not the focus, he will be working independently on a project, supplied by parent, in the Support room.