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# drb Ignite Multi Academy Trust

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## **Religious Education and Collective Worship Policy**

## **United Nations Convention on the Rights of the Child**

### **Article 29**

*Children's education should help them to develop their personalities, talents and activities. It should teach them to understand their own rights and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.*

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## 1. Policy rationale

Religious Education is a subject taught in all Trust schools. It educates pupils about the different religions of the world. The principle aim of this subject is for pupils to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious education is not about the promotion of religions.

This Policy sets out the Trust's approach to the teaching of Religious Education. This approach aligns with the vision, culture and values of the Trust whilst also reflecting the local needs and context of the different Trust schools. All Trust schools take decisions in accordance with the needs of the children and families they serve.

### **For note:**

The term *Religious Education* (RE) is used throughout to describe the Trust's approach.

***Article 2: Every child has the right to be treated equally and with respect***

## 2. Policy aims

The aims of RE in Trust schools are to:

- provide pupils with knowledge and understanding of the religious traditions of Britain which are, in the main, Christian, while taking account of the teachings and practices of the other principal religions in Britain.
- provide a framework in which sensitive discussions about religions can take place.
- prepare pupils for a world of diversity including deepening the knowledge of British values.
- help pupils develop qualities of being respectful and tolerant to others
- create a positive culture around issues of differences and similarities in our communities.
- promote pupils' spiritual, moral and cultural development.
- improve pupil learning outcomes so that pupils are prepared for the next step in their educational journey.

## 3. Statutory requirements

Under the terms of the Trust's *Funding Agreement*, schools must provide religious education for all pupils, except for those whose parents exercise the right of withdrawal. The Trust's *Funding Agreement* includes schools with and without a religious designation. For our Trust school with a religious designation, Beechwood CE Primary School, RE will

be delivered in accordance with the tenets of the particular faith specified in the designation which is Christian. For our schools without a religious designation, RE will be delivered to pupils in accordance with the requirements for agreed syllabuses that are set out in [section 375\(3\) of the Education Act 1996](#) and [paragraph 5 of schedule 19 to the School Standards and Framework Act 1998](#). Each Trust school has selected the locally agreed syllabus it follows including receiving guidance from the relevant SACRE.

**For note:**

RE and Collective Worship are entitlements for every pupil through their schooling, from Reception Year up to and including Key Stage 5

**For note:**

The Policy is informed by the following DfE guidance:

- Keeping Children Safe in Education 2021
- Behaviour and Discipline in Schools 2020
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years 2020
- Religious Education and Collective Worship in academies and free schools
- Promoting Fundamental British Values as part of Spiritual, Moral, Social and Cultural guidance in schools 2014

***Article 28: Every child has a right to an education.***

#### **4. Broad and balanced curriculum**

Pupils attending Trust schools experience a broad and balanced religious education enabling them to grow and learn in a safe environment with respect and tolerance. This curriculum prepares them for adult life by enabling them to:

- understand the different religions people choose to follow.
- make sense of beliefs and understand the impact of beliefs on how people lead their lives.
- develop a broad knowledge of religious principles to nurture respect and tolerance for all religions and cultural values.

**For note:**

All schools are required to publish information about the curriculum on their websites.

***Article 12 – Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.***

## 5. Curriculum content

The progressive curriculum in place in every Trust school is in line with the chosen locally agreed syllabus. It may be adapted as and when necessary e.g. as a result of national legislation change or in response to changing local needs.

It aims to provide pupils with a rich, broad and cohesive curriculum, enabling them to engage with meaningful learning experiences and preparing them to become confident and self-aware global citizens. It is designed to teach about world religions so that children can learn from them and make connections between them.

The curriculum is designed to consider the age, feelings and needs of pupils. Such outstanding pupil experience will provide children with an opportunity to develop their critical thinking and evaluative skills as they consider their own viewpoints and those of others.

A key intention is to prepare pupils for life both in modern British society and the wider global community, by fostering positive attitudes and qualities, enabling pupils to become confident, tolerant, respectful and responsible citizens.

### **For note:**

The content of *Collective Worship* in Trust schools is predominantly Christian. This is in line with statutory expectation whilst taking account of other principal religions, national awareness days and current events.

## 6. Curriculum delivery

- In Trust schools, RE is a whole-school approach, rather than simply a lesson-a-week scheme of work. There are numerous elements built in to the curriculum that engender a wider sense of belonging and community and that value every individual. RE is taught in a way that equates to one RE lesson a week. As an overarching curriculum focus, the following religions are considered:
  - Christianity
  - Judaism
  - Buddhism
  - Hinduism
  - Islam
  - Sikhism.
  
- The curriculum is contextualised at each school so that the local community is reflected in teaching.

- Across all Key Stages, pupils are supported to develop their knowledge of the above religions in a sensitive and age-appropriate way which is respectful. A carefully planned progression is built to ensure children's knowledge and skills are improved and challenged as they move through school.
- A daily act of collective worship takes place at all Trust schools.
- Each school identifies the most suitable resources to deliver the curriculum to their pupils. This includes the use of educational visits to places of worship and visitors into school when appropriate.

***Article 13: Children have the right to share freely with others what they learn, think and feel by talking, drawing, writing or in any other way unless it harms other people.***

## **7. Impact, pupil voice and assessment**

In order to be confident of the impact of RE, trustees, executive leaders, headteachers and RE lead teachers have oversight and monitor all aspects of teaching and learning effectively using the *deep dive methodology*.

Leaders also carry out discussions with pupils. The Trust believes this is a valuable way of knowing exactly what children feel is the impact on them of their learning.

This approach ensures that impact matches intent across all school communities and forms an important part of Trust wide reviews. Trustees receive regular feedback about the success of this Policy and approach to RE within an *Annual RE Report* to the Trust Board.

### **Assessment**

Assessment is a major contributor in ensuring impact and will also be used to ensure pupils are building on their skills and knowledge over time and making good progress. This will evidence the quality of education in place and the impact of the curriculum.

Assessment information also informs the relevant next steps of learning through the teaching and any targeted support required. In the Trust's denominational school, assessments are recorded in line with other core subjects and will be regularly reviewed.

Assessment in RE is both formative and summative. Clear learning objectives for each lesson allow the teacher to be mindful of the assessment elements within the planned session. This supports them to pitch and plan subsequent lessons.

Assessment also serves to ensure compliance with all statutory requirements.

**For note:**

The statutory government guidance the DfE states:

- schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.
- whilst there is no formal, examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

## **8. Roles and responsibilities**

### **Trustees**

Trustees have responsibility for the approval and review of the Trust's *Religious Education and Collective Worship Policy* and hold headteachers to account for its implementation. Trustees receive an *Annual RE report* and review this Policy annually.

### **Headteachers**

Headteachers have responsibility for ensuring that RE is taught consistently across their school and for the quality of education in place. Headteachers are required to ensure they have an *RE leader* who can fulfill the role of a subject leader. They also have responsibility for ensuring staff are suitably inducted to teach this subject and manage requests to withdraw pupils from RE effectively and efficiently.

### **Subject leaders**

Subject leaders have responsibility for ensuring that the RE curriculum is delivered effectively in their school fulfilling the aims of this Policy.

### **Teaching Staff**

Staff have responsibility for:

- delivering RE in an accurate and sensitive way so that lessons are engaging and interesting.
- ensuring they have sufficient subject knowledge to deliver the curriculum effectively and seek support when needed.
- engaging in staff training and using support documentation to ensure they feel confident to teach all religions and non-religious view points.
- addressing viewpoints of pupils and modelling positive attitudes to all religions.
- monitoring and assessing pupil progress.
- responding to the needs of individual pupils.
- responding appropriately to pupils whose parents wish them to be withdrawn from RE.

Teachers are expected to reply to and answer pupil questions sensitively and openly, ensuring that balanced information is provided. This should take into account the different faiths' views and avoid any negative impressions.

Pupil questions should be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering will be discussed with a senior member of staff and parents informed. Consideration should always be given to religious or cultural factors and to parental wishes before questions are answered.

## **Pupils**

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

## **10. Partnership with parents and right to withdraw**

To support parent partnership this Policy is available and easily accessible on the Trust and individual school websites.

Parents have the right to withdraw their children from the teaching of RE and acts of Collective Worship. Alternative work is given to pupils who are withdrawn.

If a parent does not want their child to take part in the lessons, they can request that they are withdrawn. Requests for withdrawal are required to be put in writing using the form found in *Appendix 1* of this Policy. The completed form should be submitted to the headteacher of the child's school.

## 11. Professional development and training

Trust staff are trained on the delivery of RE as part of their induction and it is included in the Trust’s continuing professional development programme.

Headteachers also invite outside visitors and professionals, such as religious leaders, to provide support and training to staff teaching RE as appropriate.

## 12. Monitoring and review

The delivery of RE is monitored by each school’s *RE Lead* using *the deep dive methodology*. This may include planning scrutinies, learning walks and collecting pupil voice. Individual pupil progress in RE is monitored by class teachers as part of the Trust’s assessment systems in order to ensure teaching is impactful and pupil progress is secure.

This Policy is reviewed annually by Trustees. Following every review the Policy is approved by the Trust Board.

<b>Monitoring and review:</b>	Trustees CEO Executive Director of School Improvement
<b>Staff responsible:</b>	Headteachers RE Leaders Teachers
<b>Committee responsible:</b>	Achievement, Support and Scrutiny
<b>Date approved by Trust Chair:</b>	Date: July 2021
<b>Next review date:</b>	<b>July 2022</b>
<b>Sign off by Chair of Trust:</b> 	<b>Date: July 2021</b>

\* Please note that should there be any changes/further national guidance issued relevant to this Policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

### Change Management

Issue No:	Change date:	Change description:
1.0	July 2021	Initial release

**Appendix 1**  
**Religious Education/Collective Worship**  
**Right to Withdraw Request Form**

*Please submit to the school office for the attention of the Headteacher*

<b>Child's Name:</b>	<b>Year Group:</b>	<b>Teacher:</b>
<b>Religious Education or Collective Worship</b> Please specify:	Explain your reasons for wishing to withdraw your child:	
<b>Parent/carer name:</b>	<b>Parent/carer signature:</b>	
<b>Request submission date:</b> Please request withdrawal at least 14 days prior to the date.	<b>Response (<i>within 14 days of receipt</i>):</b>	
<b>Headteacher:</b>	<b>Name:</b>	<b>Signature:</b>