

POLICY

RELIGIOUS EDUCATION

POLICY FOR SECONDARY

SCHOOLS WITHIN QUEST



November 2024

Review date November 2026

Introduction

Religious education enables students to investigate and reflect on some of the most fundamental questions asked by people. At University Collegiate School we enable students to develop a sound knowledge not only of Christianity but also of other world religions. Students reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. They develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society.

R.E. and the National Curriculum

Religious Education is a statutory subject with a non-statutory programme of study. In KS3 we use the Bolton Agreed Syllabus 2020-2025, and in KS4 we use the AQA short course GCSE specification

Aims

In Religious Education at our school we aim to help students:

- Develop knowledge and understanding of major world religions and value systems found in Britain;
- Explore their own beliefs in the light of what they learn and to express their responses;
- Develop a positive attitude towards other people respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions;
- Enhance their spiritual, moral, cultural and social development and develop investigative and research skills to enable them to make reasoned judgements about religious issues;
- Develop strong moral values to ensure our pupils become responsible citizens in our community.

The Trust states R.E. does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion/faith/belief over another or indeed those of none.

The Trust regards RE as a strand of a broad and balance education for all students, preparing them to be aware of the diversity of the world, the range of faiths and those with none.

Reasonable adjustments for Special Educational Needs

The UCS is an inclusive school and recognises the need for reasonable adjustments to the way that staff approach the teaching of RE in relation to students with Special Educational Needs. We recognise that a calm and orderly environment actively supports students with SEND allowing them to focus on their learning. Staff at the UCS will approach the teaching of RE with due regard to the *“SEND code of practice: 2015”*. Staff will also be made aware of their obligations under the *“Equality Act 2010”* and the *“Children and Families act 2014”*. We recognise that a *“one size fits all”* approach is neither effective or desirable.

Accordingly, UCS staff will make reasonable adjustments when applying this RE policy. In particular, staff should make reasonable adjustments to try to anticipate any triggers for dysregulated behaviour. These could include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Equality of Opportunity

Two of the main aims of RE at University Collegiate School are:

1. To encourage self-respect and respect for others. To achieve this aim it is essential for staff, students and visitors to give individuals the opportunity to express their own ideas and opinions, listen respectfully and challenge through discussion in a sensitive/supportive manner.
2. To enable students to make informed choices.
The content of the curriculum gives significant opportunities to explore a range of beliefs, values and traditions including roles and responsibilities. It is important that all cultures are presented and discussed in respectful ways to avoid stereotyping and to prepare children for life as future citizens with an awareness of individuals of specific faiths and indeed those of none.

Assessment

Students in KS3 are regularly assessed to track whether they are Developing, Securing or Excelling in their RE knowledge, skills and understanding. KS4 follow the relevant GCSE gradings.

Monitoring and Review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Right of withdrawal

Parents (or students who are over 18) have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.

Liaison

The school and community work closely together whenever possible. We share our talents with the community as often as possible, through scheduled events and by welcoming members of all faiths and cultures to bring our learning to life.