

## **Liberty Academy Trust**

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

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## 1. Purpose of this document

- 1.1. To outline the Liberty Academy Trust approach to the teaching of Religious Education and arrangements for Collective Worship.
- 1.2. The policy has been created in order to ensure that:
  - All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
  - All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
  - All pupils receive a high level of quality teaching.
  - Community cohesion and high standards of achievement are promoted.
  - Progression of academic achievement occurs consistently throughout the key stages and post-16 study.

## 2. Introduction

- 2.1. It is a legal requirement that religious education is taught in schools together with a daily act of collective worship. The Law states specifically that in special schools every pupil should receive RE as far as is practicable and there is no requirement in EYFS. However, it may form a valuable part of the educational experience.
- 2.2. The Education Reform Act 1988 states that the agreed syllabus for religious education must reflect the fact that the religious traditions in the United Kingdom are in the main Christian, whilst taking account of the teaching and practices of the other religions represented in the United Kingdom. Teaching about Christianity, therefore, must have a role but will not be distinctive of any one denomination or theological position, though teaching about denominations is permitted. Schools will not either promote or undermine any particular religious stance.
- 2.3. Under the terms of their funding agreement with the Secretary of State for Education, Liberty Academy Trust schools are required to provide Religious Education for all pupils, in accordance with Section 78 of the Education Act 2002 and the School Standards and Framework Act 1998, except for those whose parents/carers exercise the right of withdrawal.
- 2.4. Academies may follow the Locally agreed syllabus for RE recommended by a local standing advisory committee for RE (with the permission of SACRE)
- 2.5. Our schools are made up of staff and pupils who originate from a variety of religious and ethnic backgrounds. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils and staff. We believe that Religious Education provides an opportunity to celebrate and

foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

2.6. In our schools, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural (SMSC) development. Religious education will link with, and support work undertaken within PSHE programmes and promote the spiritual, moral, social and cultural development of pupils/students and prepare them for the opportunities, responsibilities and experiences of adult life. The Liberty Academy Trust Policy for Personal, Social, Health and Economic education (PSHE) also provides information about the teaching of SMSC.

2.7. Parents/carers have the right to withdraw their children from religious education and staff to decline from participation in religious education. Pupils above 18 also have the right to withdraw themselves from RE. (See later section: **Withdrawal from Religious Education or Collective Worship**)

2.8. Autistic pupils may experience differences in communication, sensory processing, and abstract reasoning that can affect their engagement with Religious Education. Teaching should be adapted to support these needs, using concrete examples, visual support, and structured approaches to promote understanding, empathy and participation.

2.9. Religious education will be taught both in individual classes and whole school assemblies. It will be meaningful and relevant and will promote pupils/students' participation. Collective worship encourages pupils to share achievements and aspirations within the school community as well as providing opportunities for recognising and celebrating Christian and other religious festivals. Specific lessons will consider a pupils individual abilities and level of understanding to enable them to gain a greater insight into Christianity and other faiths.

2.10. The Education (Special schools) Regulations 1994 state that all special schools must, "so far as is practicable", provide daily collective worship for every pupil attending the school. In our schools' individual needs, ability, age and key stage of pupils will be considered when determining the frequency and grouping of pupils in "assemblies".

### 3. Objectives

3.1. The aims of religious education are to help pupils:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;

- develop an understanding of what it means to be committed to a religious tradition and be able to communicate and where appropriate reflect on their own experiences
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- where appropriate develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

## 4. Delivery of Religious Education

4.1. Each school will deliver religious education considering the locally-agreed syllabus of the local authority in which the school is situated.

4.2. Curriculum planning should be informed by the [RE Council's National Statement on Religious Education](#) and reflect the aims of enabling pupils to develop religious literacy and respect for diverse worldviews

4.3. Each school will determine the timetable arrangements for the delivery of RE and Collective worship.

4.4. Each school will have its own curriculum documentation or scheme of work to support the teaching of RE and ensure pupils have a high quality, coherent and progressive experience of RE. Good practice would be to include:

- The distinct body of knowledge that will enable all pupils to make effective progress in achieving RE learning outcomes.
- The attitudes and skills to be emphasised across a school year or key stage, which meets the needs of the pupils.
- Cross-curricular dimensions of the wider curriculum.
- Links to SMSC, covering issues such as right and wrong, good and evil, conflict and justice.
- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

4.5. Classroom teachers will use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, avoid stereotypes and promote British Values.

4.6. Classroom teachers will use a range of teaching methods, appropriate to the

group and individual. This may include but not limited to:

- Storytelling.
- Adult-led activities.
- Child initiated activities.
- Debating.
- Dramatic performance.

4.7. Teachers will in their teaching of R.E and during Collective worship take into account the communication, social and sensory needs of pupils. And plan activities accordingly.

4.8. Teachers will plan using the school's agreed system. Planning in R.E will be informed by a knowledge of each pupil's Educational, Health and Care plan (EHCP). EHCP's will provide long-term targets for personal development that may be linked to RE

4.9. Any home work will be given in line with the school's homework policy.

4.10. Teachers will assess progress in RE in line with the school's Assessment policy.

## **5. Collective Worship**

5.1. The aim of collective worship is to provide the opportunity for pupils/students to:

- Worship God/Gods of their choice if applicable to them.
- Understand and reflect on the values of themselves and others
- Reflect on religious values and on their own beliefs
- Develop a community spirit; a common ethos and shared values
- Consider spiritual and moral issues
- Respond to the worship offered
- Celebrate achievements and show appreciation of others
- Include everyone

5.2. All Liberty Academy Trust schools hold assemblies which reflect the traditions of religions that are represented in the school and the wider community.

5.3. Assemblies provide an opportunity to reward pupils/students for their achievements both within and outside of school. They also play an important part in promoting the ethos of the school, which is that all pupils/students are valued, and all achievements are recognised.

5.4. Each school will determine the timetable arrangements for the delivery of RE and Collective worship. Where, appropriate this may include a daily act of collective worship. . In order to be meaningful to a wide range of communities, collective worship at Liberty Academy Trust schools takes place in many forms. These may include:

- Attendance at whole school, departmental and/or class assemblies.
- Collective celebration of achievements and appreciation of others.

- Collective sharing and exploring of things of value and worth to individuals and groups of people.
- Moments of spiritual reflection.
- Exposure to meditation, yoga, drama, music art & literature.
- Praying together
- Singing hymns and/or other religious sounds (e.g. chanting)
- Moments of quiet and inner worship as appropriate to each young person.
- End of day reflection / celebration sessions

## 6. British Values

- 6.1. The government set out its definition of British values in the 2011 Prevent Strategy. These values were reiterated by the Prime Minister in 2014 and in the Promoting Fundamental British Values DoE advice November 2014. At Liberty Academy Trust Schools these values are reinforced regularly. British values include: democracy; rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs.
- 6.2. British values are taught through Personal, Social, Health, and Citizenship Education (PSHCE); and Religious Education (RE).
- 6.3. Schools should take opportunities to actively promote British Values through assemblies and whole school systems and structures, such as electing and running a successful School Council. We also actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents/carers expressing opinions contrary to fundamental British Values, including extremist views, and following safeguarding procedures in line with the school's Safeguarding and Child Protection Policy.

## 7. Withdrawal from Religious Education or Collective Worship

- 7.1. Parents/carers have the right to withdraw their children from religious education and staff to decline from participation in religious education. Any parent/carer wishing to do so must contact the Principal in writing.
- 7.2. Pupils over 18 have the right to withdraw themselves from religious education. Where this applies the pupil should be supported to understand this option and decision.
- 7.3. 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 principal of the school and the director of education. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE
- 7.4. **Post 16 pupils** have the right to withdraw themselves from assembly if they

choose but the opportunity should be given.

**7.5.[Primary schools only] Early Years Foundation Stage (EYFS)** Though there is no statutory requirement for teaching RE within the Early years foundation stage all pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.

7.6.All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

7.7.All pupils will be encouraged to reflect on their feelings and experiences and celebrate their achievements.

7.8.Teachers will encourage imaginative play and curiosity in pupils.

## **8. Roles and responsibilities**

8.1. The responsibilities of the Principal

- Monitor implementation of this policy
- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed
- To ensure that the specialist curriculum facilitates the development of all pupils.
- To ensure all staff have the appropriate training to enable them to understand and implement this policy and its procedures.
- To inform parents/carers of this policy, curriculum content and their right to withdraw their child from Religious education.

8.2. The responsibilities of the Religious Education Coordinator / subject teacher

- To support and monitor the implementation and development of this policy and the Religious Education curriculum throughout the school
- Monitoring the learning and teaching of RE, helping to develop subject colleagues' expertise in RE providing support for staff where necessary.
- Be responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive RE education that ensures continuity and progression and achieves the aims laid out in this policy
- To ensure that adequate assessment procedures for tracking pupil progress in this area are in place.
- To coordinate staff training.
- To manage any allocated curriculum budget, procuring appropriate resources.
- Work with the Clinical team and other teachers within the school to track non- academic progress over time at individual and whole school level

8.3. The responsibilities of Staff

- All staff are required to understand the importance of RE for the



- pupils we support and to feel confident in delivering the curriculum.
- To provide a safe and secure environment where pupils feel able to discuss personal issues
- To carry out individual and group teaching and report on progress
- To work with external professionals in the development and delivery of personal & social development teaching.
- The responsibilities of Parents and Carers
- To work in close partnership with the school and their child to address key issues relating to personal & social development.

## **9. Evaluation of policy**

- 9.1. This policy will be reviewed on an annual basis for its effectiveness and to ensure it takes account of current legislation.
- 9.2. The delivery of RE will be monitored by the school's leadership team and by the Director of Education and Children's services who in turn will inform the policy lead about any required changes to policy.

## **10. Equality Impact Assessment**

- 10.1. Teaching approaches and resources will enable all pupils to have equal opportunities to participate in Religious Education and Collective Worship. Content will be age-appropriate, developmentally appropriate, and delivered with sensitivity to pupils' backgrounds, beliefs, and neurodiversity. We will not re-enforce stereotypes and will challenge prejudice