



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

A shining light in our community

You are the light of the world. A city on a hill cannot be hidden. - Matthew 5:14b

Religious Education Policy

Approved by:	Board	Date: June 2025
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Related Documents	RE Curriculum Design Document	
Guidance	DFE guidance for RE SIAMs inspection Handbook Church of England Statement of Entitlement	
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Religious Education Policy (secondary)

Aims of Religious Education

Bradford Academy is Church of England school and the RE curriculum is delivered in line with the Leeds and York Agreed syllabus.

The distinctive nature of the school's RE curriculum will;

- Give learners a secure understanding of the Christian faith and other world faiths
- Contribute to the personal, spiritual, moral social and cultural development of all learners
- Give learners the opportunity to explore what it means to believe and belong
- Value the faith or non-faith background of all child

Aims of Religious Education in a CofE school

- To ensure that learners know and understand Christianity as a living faith that influences of people worldwide and as the religion that has most shaped British culture and heritage
- To ensure that learners understand the role of other world faiths and non-faith worldviews. The ways in which these impact society, culture and the wider world enabling learners to express ideas and insights
- To engage with challenging questions of meaning and purpose raised by human existence and experience
- To contribute to the development of pupils own spiritual /philosophical convictions, exploring and enriching their own beliefs and values
- Nurture virtuous characteristics with learners

Appropriate to their age at the end of their education in Church Schools, the expectation is that all pupils are religiously literate and as a minimum are able to:

- Give theologically informed and thoughtful accounts of Christianity as a living and diverse faith
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning
- Engage in meaningful dialogue with those from their own faith and those from other faiths
- Reflect critically and responsibly on personal ethical, spiritual and philosophical convictions.
- Question with respect and articulation

Importance of Religious Education

Religious education at Bradford Academy is considered a CORE subject and is taught to all learners across all phases. The school are committed to ensuring all children receive the curriculum balance and time identified in the 'Statement of Entitlement'.

Key Stage 3

Learners will receive 2 hours of discrete RE lessons per week in year 7 (from September 2023) and 1 hour in year 8 and 9.

Key Stage 4

Learners will for a GCSE qualification in RE during their KS4 CORE RE lessons. This will be delivered across 2 lessons per week in year 10 and 1 lesson per week in year 11.

Key Stage 5

Post 16 learners, learners explore RE themes through their Form time activities. This ensures they receive a core offer of religious education that exceeds the minimum requirement of 10 hours over 2 years (as

stated in the Dioceses of Leeds and York Diocesan Syllabus for Religious Education) during their time in our provision.

At Bradford Academy religious education is rooted in academic excellence and rigour. Learners have the opportunity to develop religious and theological literacy through the use of key texts and readings. Learners also apply philosophical and anthropological lenses to religious texts to gain a deeper understanding of context and teaching.

Key Concepts and disciplinary knowledge

The curriculum at Bradford Academy is underpinned by a number of disciplinary knowledge structures allowing learners to deepen and broaden their knowledge. These structures allow us to promote academic excellence ensuring that learners have a broad and rich curriculum.

- **Making sense of the text**

Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these mean within their traditions; recognising how and why sources of wisdom and authority are used, expressed and interpreted. Within this making sense of belief allows learners to access authentic text and scripture ensuring that they recognise the importance for religious believers today.

- **Understanding the impact**

Reasoning about, reflecting on and connecting the concepts, beliefs and practices studied. This allows learners to challenge ideas and gives them an opportunity to be challenged. Having the opportunity to explore such ideas and the place they may hold in the space of their own lives ensuring that they deepen their understanding of the world around them. Within this evaluating, reflecting on and connecting the texts and concepts studied.

- **Making connections**

Understanding how and why people put their beliefs into action in diverse ways in the world today. Looking at the ways religious believers make connections between their own lives and evaluating their responses to key religious texts.

Legal requirements

The National Curriculum states that:

- Every state funded school and Academy must offer an RE curriculum which is balanced and broadly based, and which:
 - Promotes the spiritual, moral, cultural, mental and physical development of learners
 - Prepares learners at the school for the opportunities, responsibilities and experiences of later life

...schools in England must offer the statutory curriculum as set out in Section 80 of the Education Act 2002 as amended. The statutory curriculum currently includes... Religious education (RE) for all registered pupils

The school curriculum in England commons briefing paper 2021

....in a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice

Religious Education in Church of England Schools - A Statement of Entitlement

Right of withdrawal

Religious Education is an expected requirement of the National Curriculum and an integral part of being in a Church school, however parents have the right to withdraw their children either partially or wholly from RE. Parents are not obliged to state their reasons for seeking withdrawal. However, the Principal will find it helpful to establish with any parent wanting to exercise the right of withdrawal:

- The elements of RE in which the parent would object to the child taking part;
- The practical implications of withdrawal;

After receiving the letter the Principal will invite parents to discuss the matters that have been raised.

In addition, teachers have the right not to teach RE. Should they wish to withdraw they must submit to the Principal and Chair of Governors requesting consideration, after which the Principal will invite the teacher to discuss the request.

The way the curriculum is designed takes into account all learners' and their communities, thus, our hope would be that this right is rarely, if ever, exercised by both parents and staff.

Breadth of RE

In line with the Religious Education in Church of England Schools – Statement of Entitlement, parents and pupils are entitled to expect that the majority of RE curriculum time will focus on Christianity. The curriculum will however ensure breadth by exploring 'the teaching and practices of the other principal religions represented in Great Britain' School Standards and Framework Act 1998 The breadth of the curriculum is referred to in the section under secondary curriculum of the school website.

Teaching and learning strategies

- Aspirational for all learners
- Recall and revisit
- Embedded literacy using Oracy, Reading and Writing as backbones to the curriculum and lessons
- Effective use of assessment strategies including written and verbal feedback
- High quality text looking at authentic voices
- Theology in text giving learners access to key scriptural reading
- Broad and balanced
- Substantive knowledge and disciplinary knowledge throughout each unit of work
- Interleaving of key units to plan for long term learning
- Specialists staff
- Centralised resources and planning
- Golden threads and threshold concepts identified throughout
- Use of DIRT to embed skills and knowledge
- Mixed ability groupings ensuring that all have access
- Direct Instruction

Promoting the **spiritual, moral, social and cultural development through religious education**

- Discussing and reflecting on key philosophical questions
- Exploring the ways religious belief is expressed through the creative and expressive arts
- Combining science with religion through the use of 'big questions in classrooms'
- Valuing others and creating a sense of belonging
- Developing personal views and growing personal spirituality
- Developing the ability to be reflective on personal beliefs
- Learning ways to disagree well and with conviction

Promoting the spiritual, **moral, social and cultural development through religious education**

- Enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth justice and trust
- Exploring ways in which the society around us influences our moral choices
- Studying a range of ethical issues including those that focus on justice, promote religious and racial literacy
- Considering what is of ultimate value to learners and believers through the exploration of key beliefs and philosophies
- Considering the importance of rights and responsibilities and developing a sense of conscience
- Understand how to apply what is right and wrong to personal actions
- Have clarity of the consequences of behaviour

Promoting the spiritual, moral, **social** and cultural development through religious education

- Considering how religious beliefs can lead to particular social actions
- Investigating social issues from religious perspectives, recognising that religious people are not a homogenous group within their thinking
- Understanding the common grounds that religious people live their lives on
- Developing the ways learners' can articulate their own ideas and beliefs on a range of contemporary issues

Promoting the spiritual, moral, social and **cultural** development through religious education

- Encountering people, literature, the creative arts and resources from different and diverse cultures
- Exploring what makes a culture distinctive and how this is different from religion but also looking at the interplay of the two
- Promoting racial and interfaith harmony and respect for all
- Combating prejudice and discrimination contributing positively to community cohesion and prompting the awareness of how interfaith cooperation can support the pursuit of the common good
- Exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and respect towards others from differing religions, ethnic groups and socio-economic groups within the local area and global communities.

Promoting citizenship through religious education

- Developing knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the needs for mutual respect and understanding
- Enabling pupils to think of the ways they can promote being a good citizen
- Using oracy as a way to articulate personal opinions and being able to disagree well

Promoting British Values through religious education

The RE curriculum provides our learners with the opportunity to engage with the British Values and understand what these mean in their everyday life. The curriculum is formed around explicit teaching of the values (where appropriate) and through T&L strategies.

Monitoring and Evaluation

As a curriculum subject the monitoring and evaluating of the delivery of this subject will be completed in line with the Quality of Education teams, M&E cycle. Teachers' classroom practice will be monitored through:

- Lesson visits
- Book Scrutinises
- Departmental Reviews
- Feedback from children in class

As part of the year preparation to update inform for a SIAMs inspection RE will be reviewed to evaluate the impact it has on promoting and the Christian vision and religious education of our school community. This aspect will form part of the SIAMs SEF which will be shared with Governors so they can provide both support and challenge as we continue to develop this area of school to meet the needs of our pupils.