



## The Piggott School: Secondary Phase

### Policy with regard to Religious Education

‘Go and do Likewise’ Luke 10:25-37, The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

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<b>Approver:</b>	Local Governing Committee
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<b>Next review:</b>	March 2029 unless there are earlier statutory or guidance changes
<b>Category of policy:</b>	Local Governing Committee

#### Changes history

<b>Version:</b>	<b>Date:</b>	<b>Amended by:</b>	<b>Substantive changes:</b>	<b>Purpose:</b>
2	March 2026	Headteacher & Governance Professional	Section on parents/carers right to request their child is withdrawn from RE and Collective Worship amended	To reflect changes in law

This is a policy delegated to the responsibility of the Local Governing Committee of The Piggott School by Agape Trust Board.

### **THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:**

1. Enabling pupils and staff to develop to the fullest possible extent within a community based upon a Christian foundation.
2. Developing lively, inquiring minds which are capable of independent thought
3. Helping all pupils prepare for adult life in all its fullness
4. Fostering a spirit of co-operation which appreciates individual differences

### **THE VISION OF THE PHILOSOPHY, RELIGION & ETHICS DEPARTMENT:**

The mission of the Piggott School Philosophy, Religion & Ethics Department is to nurture young people, so they grow into deep **Critical Thinkers**, life-long **Reflective Learners**, caring **Good Samaritans**, and empowered **Courageous Advocates**.

We view this as a process.

Firstly, students engage in analysis, evaluation, discussion, and debate of the philosophical, ethical, and theological issues of the present day. This enables them to grow as Critical Thinkers. This leads the students to a place of self-reflection. Through intentional classroom-based activities, we nurture our students to become lifelong Reflective Learners. We believe this approach develops a compassionate response to ourselves and the world around us. This enables students to combine the topical learning with the school's vision from Luke 10:25 – 37 to become caring Good Samaritans who embody a spirit of love and mercy to themselves and those around them. In doing so, we plant the seed of empowerment, giving the students the opportunity to use their evaluation, reflection, and agape for others to respond with Courageous Advocacy to the ethical issues of the day.

### **THE VISION OF THIS POLICY WILL BE TO ALLOW PUPILS TO LEARN ABOUT RELIGION AND FROM RELIGION BY:**

- **provoking challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encouraging pupils to explore their own beliefs** (whether they are religious or nonreligious), in the right of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enabling pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teaching pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompting pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **developing a sense of awe, wonder and mystery**

## **THE LEGAL POSITION**

The 1988 Education Reform Act (ERA) stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The Governing Body of The Piggott School: Charvil Primary, in consultation with the Headteacher, have decided, following advice from the diocese, to adopt the Discovery RE scheme of work, and written by a member of the local SACRE who co-wrote the Pan-Berkshire syllabus.

The ERA allows parents to withdraw their child from religious education classes if they so wish.

## **OUR CURRICULUM INTENT**

Our curriculum intent is founded on the Church of England Religious Education Statement of Entitlement for Church Schools and the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023.

Philosophy, Religion & Ethics at The Piggott School engages pupils in a rich, intellectual discourse about religious and non-religious traditions that have shaped Great Britain and the world. Pupils study the six major world religions and alternative religions. Pupils understand that in many areas of community life they are outsiders that need to understand how insiders might view their religion or ethical view and how that impacts their wider community.

PRE enables students to use a multi-disciplinary approach to tackling significant human questions of believing, behaving and belonging (as outlined in the Pan-Berkshire syllabus). Pupils use this to reflect on their own world view and meaning to life, and how that impacts their life and window into the world. Pupils are taken on a learning journey that involves substantive, multi-disciplinary and personal knowledge. This makes PRE a unique learning experience across the curriculum.

In line with the requirements of a Church of England school, pupils learn and understand Christianity as a diverse global living faith through the exploration of core beliefs and practices using an approach that critically engages with biblical text and the diversity within Christianity.

Philosophy, Religion & Ethics is an open-minded, big-hearted subject that promotes a tolerant yet rigorous discussion of religious and non-religious views on theological, philosophical and sensitive moral issues. Pupils can personally reflect on and critically evaluate these views in a safe environment.

PRE is taught with a strong emphasis on social advocacy and championing others, we incorporate topics and activities that enable pupils to flourish as reflective advocates in a modern, diverse Britain. PRE contributes to the cultural capital of every pupil in the school and plays a major role in The Piggott Schools' spiritual, social and moral development programme. We want to give pupils from Year 7 to 13 opportunities to 'Go and do likewise.'

In other words:

We want to facilitate reflection opportunities for our students in every lesson - on their learning, progress, and themselves, within our curriculum with a consistent approach across all types of assessment and topics. This will encourage our students to take more ownership and responsibility for their own learning. Reflection and peer/self-assessment activities in lessons will help students to grow to become independent learners and critical thinkers.

We want to promote the importance of social advocacy, be imaginative in how we incorporate it into our SOWs and extra-curricular activities, and take a school lead on managing/initiating student engagement in wider issues.

We want to develop our outstanding PRE teaching and learning practices of GCSE exam skills throughout KS3 and KS4, maintain a consistent approach to lesson planning, homework and exam-style assessments and

feedback, make use of internal and external CPD, incorporate 'creative and challenging' activities into most lessons, and help students achieve their full potential at GCSE exams.

How PRE at The Piggott School reflects the Church of England's Statement of Entitlement:

**THE SCHOOL'S APPROACH TO TEACHING PRE (AND HOW IT MEETS THE CHURCH OF ENGLAND STATEMENT OF ENTITLEMENT):**

PRE is taught to every pupil in discrete lessons from Year 7 to Year 12

Every pupil receives 2 hours of PRE per fortnight from Year 7 - 9 with 4 hours per fortnight in Year 10 to allow for early exam entry.

Year 11 pupils receive 1 hour a fortnight of core PRE

Year 12 pupils receive 1 hour a fortnight of core PRE

All Year 12 & 13 pupils receive a 30 minute PRE/CW Assembly every other week – led by the Head of PRE

All students take the full course AQA GCSE Religious Education at the end of Year 10.

OCR A Level Religious Education is part of the A Level provision at The Piggott School

The PRE curriculum is sequenced in a way that allows students to master the core skills and deep, substantive religious knowledge over the 6 years.

The curriculum provides a rich discourse on a range of religions, including Christianity, Islam, Buddhism, Sikhism and alternative religions.

Units on the beliefs, attitudes, and practices of Christianity are embedded into every year group so that pupils develop an excellent understanding of Christianity as a diverse global living faith.

We teach 2 distinctively Christian units in Year 7 - The Good Samaritan and the Life of Jesus. In year 8, pupils are introduced to Christian philosophical ideas on the existence of God, they contrast Christianity with Buddhism and Sikhism, and understand how other 'alternative' religions helped develop Christian thinking. Moreover, Year 8 pupils also study the ethics of Christianity related to animal rights, and put Jesus on trial. Year 9 pupils study the AQA GCSE units of Christianity Beliefs and Christianity Practices, and Year 10 students understand the diverse Christian responses to issues of relationships, crime and punishment, and life and death.

In Year 7 pupils are introduced to the Biblical text, and it is used throughout the KS3 and GCSE lessons within the study of Christian theology, philosophy & ethics and the study of Judaism.

The PRE Curriculum is intrinsic to the establishment of the school's Christian vision as we begin Year 7 with a unit exploring The Good Samaritan story - in its context for pupils individually, collectively, and creatively.

The PRE curriculum is embedded with ample opportunity for social advocacy and reflection, as seen in the SOWs and curriculum implementation document

The curriculum is well-balanced, pupils understand the difference and develop skills and knowledge in philosophy, theology and ethics

Pupils have access to a wide range of professional resources, including: KS3 Explore RE Hodder textbooks, Biblical Literacy Hodder textbooks, the Miracle Maker DVD, AQA GCSE textbooks, 3 different OCR textbooks, and an in-department wider reading library.

**ASSESSMENT AND RECORDING OF RE**

At the end of each unit of work, the PRE teacher will assess the children based on their work and contribution's during class activities. They will assess them according to the descriptors provided by the Head of PRE, taken from the assessment descriptors of the locally agreed syllabus, the AQA GCSE

Specification and the OCR A Level Specification. Attainment of the children will be recorded on the year group PRE tracking sheet on SIMS where progress throughout each year can be monitored. Attainment and progress is sent to parents at regular intervals throughout the year.

### **ARRANGEMENTS FOR MONITORING STANDARDS OF LEARNING AND TEACHING IN PRE**

The Head of PRE will monitor PRE within the school through analysis of assessment data, through lesson observations, learning walks, book looks, pupil and parent feedback surveys and through pupil interviews. This information will feed into the Church school self-evaluation process.

### **RESPONSIBILITIES FOR RE WITHIN THE SCHOOL (HEADTEACHER AND GOVERNORS)**

As well as fulfilling their legal obligations, the governing body and headteacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the PRE curriculum
- the subject is well led and effectively managed and that standards and achievement in PRE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching PRE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of PRE's contribution in developing pupils' understanding of religion and belief and spirituality
- teachers explore how new pedagogies and technology can be fully utilised to support PRE learning objectives and promote community cohesion
- clear information is provided for parents on the PRE curriculum and the right to withdraw
- teachers are aware that they do not have to teach PRE unless specifically appointed to do so
- PRE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on PRE and pupils can make excellent progress
- where there are insufficient teachers in a school who are prepared to teach PRE, the headteacher ensures that pupils receive their entitlement to PRE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE

### **THE RIGHT OF WITHDRAWAL FROM RE**

At The Piggott School: Wargrave Senior, we are an inclusive community but recognise that parents have the legal right to withdraw their children from religious education. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

When a request to withdraw is received, we will grant the request without delay. Parents are not required to give reasons for their request. We may offer to speak with parents to try to understand the basis for the withdrawal but only after the request has been granted. We will advise parents that their right to withdraw their child has been granted.

The Head of PRE or our Headteacher are happy to discuss any concerns about the policy, provision, and practice of PRE at The Piggott School: Wargrave Senior.

### **Managing the right of withdrawal**

- The school will ensure that parents are aware of the PRE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the PRE curriculum and should be given the opportunity to discuss this, if they wish.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it.
- Parents have the right to choose whether or not to withdraw their child from PRE without influence from the school, In order to withdraw, parents must follow the procedure as outlined below.
- Where parents have requested that their child is withdrawn, their right must be respected, and where PRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

### **PROCEDURE FOR REQUESTING WITHDRAWAL FROM PRE**

In line with government guidance from the 'Religious Education and Collective Worship in Academies and Free School Document', The Piggott School provides PRE for every child from Year 7 through Year 13. Every child works towards achieving a full GCSE in RE at the end of Year 10. Under the terms of the Government guidance, parents have the right to withdraw their child from PRE in line with school policy. In this case, the school will provide alternative provision for that child.

To make a request for withdrawal, the legal parent or guardian of the child will need to write to the Headteacher. The Headteacher will then inform the Head of PRE.

If a student has been withdrawn from PRE lessons, the student will receive an 'alternative provision.' The lesson time will not be allocated for any other curriculum subjects.

See <https://www.natre.org.uk/about-re/legal-requirements/> for more detail on the Government guidance.

A copy of the letter will be placed on the student's educational file.