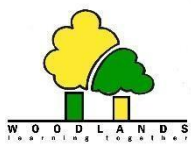


Woodlands Secondary School	RE Policy	
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Date	Review Date	Author	Nominated Governors
November 2026	November 2027	Becky Geary	Headteacher approval
Statutory policy	Website	Source	Ratification date
Yes	Yes	Former Policy Luton Agreed Syllabus The Key	November 2026

Introduction

Woodlands Secondary School is maintained school made up of staff and students who originate from many different nationalities, cultures and faith groups. We believe that Religious Education (RE) 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. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our students, staff and families.

As a maintained school we are required to teach RE following the locally agrees syllabus and we have Chosen to follow the locally agreed syllabus adopted by Luton SACRE.

Legal Requirements

Section 10 of the Education (Special Schools) Regulations 1994 states:

Collective worship and religious education

10. Arrangements shall be made to secure that, so far as practicable, every pupil attending the school will attend daily collective worship and receive religious education, or will be withdrawn from attendance at such worship or from receiving such education, in accordance with the wishes of the parent.

There is no national guidance on what circumstances would mean this isn't practicable.

RE is a compulsory subject for all pupils in maintained schools and academies, except for pupils whose parents have formally requested their withdrawal from RE classes.

The responsibilities of the Governors and Headteacher

Governing bodies and Headteacher must ensure that

- RE is provided as part of the school's basic curriculum, following the locally agreed syllabus.
- RE contributes to the school's duty to promote community cohesion

Aims

By offering RE we aim to:

- Develop knowledge and understanding of major world religions and value systems found in Britain
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop and promote mutual respect and tolerance for other peoples' views and to celebrate the diversity in society
- Promote shared values and to challenge racism and discrimination
- Promote the spiritual, moral, cultural, social, mental and physical development of students and prepare them for the opportunities, responsibilities and experiences of later life
- Make an important contribution to the school's duty to promote community cohesion.
- Offer students times of peace and reflection via sensory experiences

The RE syllabus

RE forms part of the basic curriculum for all state-funded primary and secondary schools up to the end of sixth form but unlike the content of other subjects, the RE content is not nationally defined.

Each local education authority is responsible for determining the syllabus for RE in its area. This means that the content and approach to teaching RE may vary between different regions in England.

Local education authorities are required to establish a Standing Advisory Council on Religious Education (SACRE) to oversee the provision of RE in their area. SACRE includes representatives from religious groups, the local authority and teachers.

Maintained schools and voluntary-controlled schools must teach the agreed syllabus that has been proposed by their local SACRE.

Woodlands Secondary School follows the Luton Agreed Syllabus for Religious Education that was created by The Standing Advisory Council for Religious Education (SACRE) and adopted in September 2024.

The Luton Agreed Syllabus

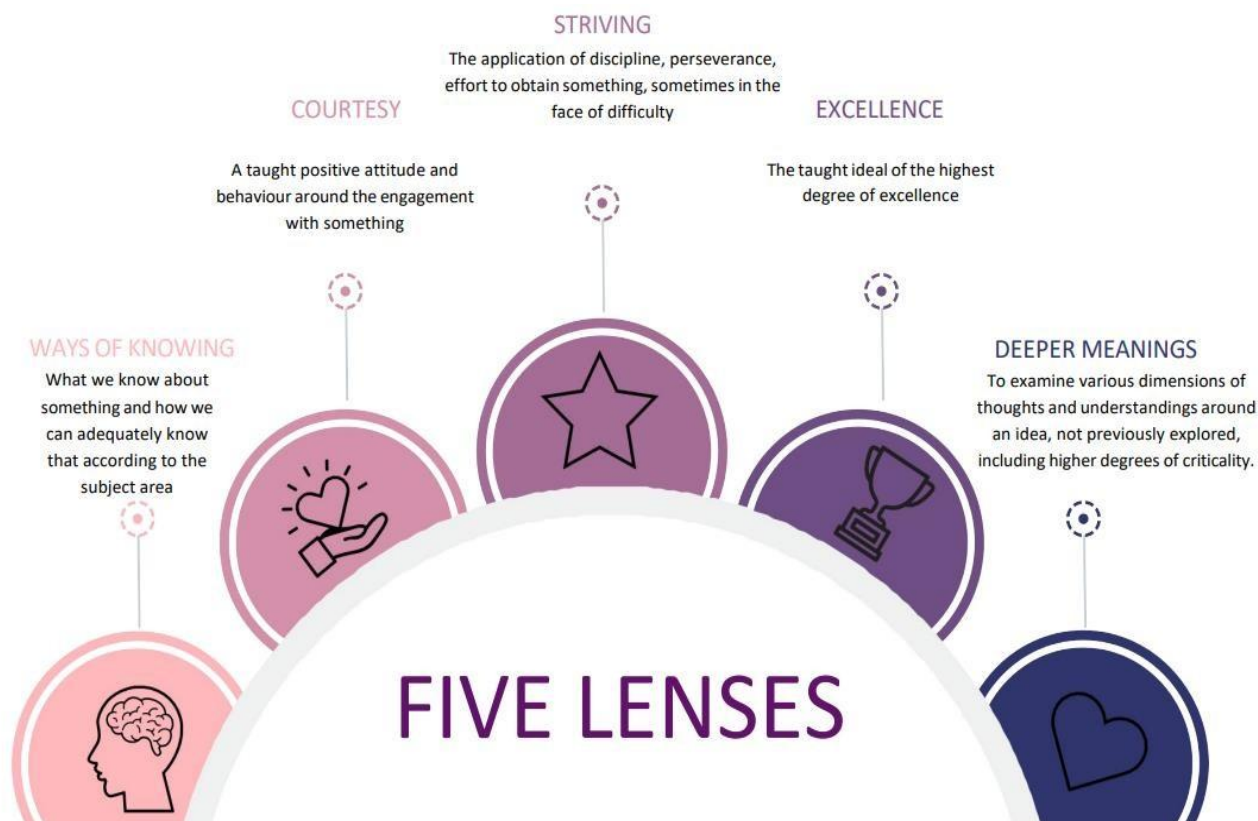
There are five themes.

These are based around understanding the relationship between religion and worldviews and:

1. God and faith
2. Humanity
3. Nature
4. Science and technology
5. Society

These five themes are broad enough to encompass all walks of life and cover the academic disciplines of Humanities, Social sciences, Natural sciences and Applied Sciences - all from the perspective of religion and worldviews.

Five 'lenses' have been introduced that can be used interchangeably against each theme. This aims to ensure that the themes are studied with a specific focus.



How have we adapted the syllabus to suit the needs of the student population at Woodlands Secondary School?

We believe that the creative ethos of the new Luton Syllabus, along with its theme and lens model, allows for rich exploration of RE through play, stories, and sensory experiences. The spiral curriculum aspect of this syllabus allows for topics to be explored again with greater depth and from the perspective of alternative lenses.

How we teach the syllabus

Teaching Approaches at Woodlands Secondary School; we deliver RE through a variety of engaging and inclusive teaching methods that are appropriate for our diverse pupils' needs and abilities:

Sensory and Experiential Learning

Multi-sensory exploration of religious artefacts, symbols, music, and art

Sensory stories that introduce religious themes and celebrations

Hands-on activities such as creating religious art, preparing festival foods, or exploring religious clothing and objects

Use of light, sound, texture, and smell to create immersive experiences related to religious practices

Play-Based Learning

Role-play and drama to explore religious stories and practices

Small world play to recreate religious settings (e.g., places of worship)

Interactive games that introduce religious concepts in an accessible way

Story-Based Learning

Religious stories told through various media including books, videos, puppets, and interactive storytelling

Stories that highlight moral and ethical themes from different religions

Personalised stories that connect pupils' own experiences to religious concepts

Visual and Creative Learning

Art and craft activities related to religious festivals and practices
Use of symbols, pictures, and visual schedules to support understanding
Photography and video to document learning and experiences
Creating displays that celebrate religious diversity

Community and Real-World Connections

Virtual or in-person visits to places of worship (where appropriate and with parental consent)
Visitors from different faith communities sharing their experiences
Exploration of how religion is present in our local community
Connections to pupils' own family backgrounds and traditions

Differentiation and Accessibility

We ensure our RE curriculum is accessible to all pupils by:
Personalising learning objectives to match each pupil's developmental stage and learning needs
Using communication aids including symbols, signs, objects of reference, and assistive technology
Providing sensory supports such as sensory breaks, fidget tools, and calm spaces
Adapting resources to ensure they are accessible (e.g., large print, tactile resources, simplified language)
Working closely with families to understand pupils' cultural and religious backgrounds and any sensitivities
Providing additional adult support where needed to facilitate engagement and understanding
Offering choice in how pupils respond to and demonstrate their learning

Curriculum Structure

RE is taught through:
Discrete RE Days [once per half term in SLD and WISERR departments), and Immersive RE Week for PMLD learners
Cross-curricular links with subjects such as PSHE, art, music
Whole-school celebrations of major religious festivals throughout the year
Assembly themes that explore religious and moral concepts- Assembly takes place weekly and is generally a celebration of students achievement. Values driven content is taught through Collective Worship where appropriate, meaningful and practicable
Enrichment activities which may include visits, visitors, and special events

The Luton Agreed Syllabus themes are explored through a spiral curriculum approach, meaning pupils revisit themes with increasing depth and from different perspectives (lenses) as they progress through the school.

Assessment

We assess pupils' progress in RE through:
Observation of engagement, responses, and participation during activities
Work samples including art, writing, and creative outputs
Communication through pupils' preferred methods (verbal, signing, symbols, etc.)
Progress against personalised learning objectives aligned with the Luton Agreed Syllabus

Resources

We use a range of high-quality resources to support RE teaching, including:
Religious artefacts and objects for hands-on exploration
Age-appropriate books, stories, and multimedia resources about different religions
Sensory resources (music, textiles, scents, etc.) related to religious practices

Visual resources including photographs, symbols, and videos of places of worship and religious celebrations

Technology including interactive whiteboards, tablets, and assistive communication devices

All resources are carefully selected to be respectful, accurate, and appropriate for our pupils' needs.

Right of withdrawal

Parents and carers have a right to withdraw their child from RE lessons, wholly or partly, from receiving religious education given in the school in accordance with the school's basic curriculum. Requests to withdraw a pupil from RE (The Key Leaders) should be made to the Headteacher

Parents and carers do not have to give a reason for requesting withdrawal. However, we encourage parents and carers to discuss their concerns with us before making a final decision.

Our Process for Withdrawal Requests

If parents or carers wish to withdraw their child from RE, they should:

1. **Submit a written request** to the Headteacher expressing their wishes
2. **Arrange a meeting** with the Headteacher to discuss:
 - The RE syllabus and how it is relevant to all pupils and respects personal beliefs
 - The content and approach of our RE curriculum
 - How RE contributes to pupils' broader education and understanding of diversity
 - Any concerns the parent/carer may have
 - The implications of withdrawal for their child

We will ensure parents and carers are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. We will give parents and carers the opportunity to discuss our RE curriculum so they can make an informed decision. Requests to withdraw a pupil from RE (The Key Leaders)

Supervision of Withdrawn Pupils

We have a duty to supervise any pupils who have been withdrawn from RE, but not to provide additional teaching that is not RE or incur extra cost. We cannot ask parents/carers to supervise their children if they're withdrawn from RE. Requests to withdraw a pupil from RE (The Key Leaders)

Students withdrawn from RE will be:

- Supervised in a separate school location, such as an alternative classroom for example, with familiar staff
- They will be provided with appropriate independent learning activities (not RE-related)
- Expected to follow normal school behaviour expectations

Withdrawal from RE-Related Trips

Parents and carers have a right to withdraw their child from any trip that is part of the RE curriculum. Requests to withdraw a pupil from RE (The Key Leaders)

If a parent/carer wishes to withdraw their child from an RE-related trip, we will:

- Meet with the parent/carer to explain what will happen on the trip and how it links to learning
- Invite the parent/carer to attend the trip if they wish
- Explain any adverse effects on the pupil of not attending, such as missing the opportunity to visit a new place or participate in shared learning experiences
- Explain our responsibility under the Equality Act 2010 to foster good relations between individuals from different cultures and backgrounds

Pupils who do not attend RE-related trips will remain in school under appropriate supervision and will be provided with alternative learning activities.

Collective Worship

In accordance with the Education (Special Schools) Regulations 1994, we make arrangements to secure that, so far as practicable, every pupil will have the opportunity to attend daily collective

worship, or will be withdrawn from attendance at such worship in accordance with the wishes of parents/carers.

Our Approach to Collective Worship

At Woodlands Secondary School, collective worship:

- Takes place through class-based reflection time
- Is inclusive and appropriate for pupils of all faiths and none
- Is adapted to meet the sensory, communication, and learning needs of our pupils
- May be wholly or mainly of a broadly Christian character, but is generally values driven and sensitive to the diverse backgrounds of our school community
- Provides opportunities for reflection, celebration, and moral themes
- Uses a variety of approaches including music, story, sensory experiences, and visual resources

Withdrawal from Collective Worship

Parents and carers have the right to withdraw their child from collective worship. The process for requesting withdrawal is the same as outlined in the "Right of Withdrawal" section for RE.

Policy Publication and Accessibility

This policy is published on our school website to ensure parents, carers, staff, and other stakeholders can access information about:

- Our RE curriculum and how it is taught
- The right to withdraw from RE lessons and collective worship
- How to request withdrawal
- Our arrangements for pupils who are withdrawn

The policy is also available in hard copy from the school office, large print, or other accessible formats on request

Monitoring and Evaluation

The quality and impact of RE teaching at Woodlands Secondary School is monitored through:

Leadership Monitoring

Regular learning walks and lesson observations by the RE subject leader, and Curriculum Review by the RE Subject Leads

This monitoring and evaluation cycle ensures that RE at Woodlands Secondary School continues to meet statutory requirements and provides high-quality, meaningful learning experiences for all pupils.

References

The Religious Education Subject Report

<https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-andmeaningful-the-religious-education-subject-report>

Luton SACRE RE Syllabus

https://www.luton.gov.uk/Education_and_learning/Lists/LutonDocuments/PDF/SACRE/Luton-SACREagreed-syllabus-June-2024.pdf

The Education (Special Schools) Regulations 1994

<https://www.legislation.gov.uk/ukSI/1994/652/schedule/made> The National Curriculum – other compulsory subjects <https://www.gov.uk/national-curriculum/other-compulsory-subjects#:~:text=Schools%20have%20to%20teach%20RE,academies%20can%20set%20their%20own>.

Religious Education in English Schools

<https://assets.publishing.service.gov.uk/media/5a7adb3ce5274a34770e7953/DCSF-00114-2010.pdf>

The Key

Review

The policy will be reviewed annually.