



Curnow School

Religious Education Policy Statement (including Collective Worship)

INTENT - Curnow School (Access)

Every pupil at Curnow School has a legal entitlement to RE and that RE is a necessary part of a 'broad & balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over)

- This requirement does not apply to pupils below compulsory school age
- Special schools should ensure that every pupil receives RE 'as far as is practicable'
- The 'basic' school curriculum includes the National Curriculum, RE, & relationships & sex education
- Parental right to withdraw from RE (APPENDIX A)
- Sixth form pupils may, on their own behalf, wholly or partly withdraw from attendance at collective worship at the school

All staff at Curnow School are involved in the teaching of Religious Education and it forms an important part of our 'Understanding the World' curriculum area, paying due regard to a pupils chronological age and their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need and learning style.

We strive to provide all pupils regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation and knowledge that the teaching of Religious Education can offer by enabling the pupil's to use the knowledge they gain to develop a greater understanding of other people's spiritual beliefs which in turn leads to the development of better relationships with other people.

Due to the needs of our learners we follow the breath of study outlined in the Cornwall Agreed Syllabus 2014 by a thematic experiential approach known as 'concept cracking'. Students have an overarching theme such as 'Sharing' (KS1) and compare and contrast different religious ideas about that theme. This ensures our learners make good progress in RE.

We aim to recognise that whilst we follow the *breath of study* outlined in the Cornwall syllabus we recognise the some programs of study at the end of each key stage do not reflect realistic expectations for students with SLD, SCD or PMLD. Teachers will be sensitive to, and aware of, the distinctive needs of individual students and may select material from a key stage which is appropriate to their educational needs and capabilities.

Curnow School notes that parents are legally entitled to withdraw their children from Religious Education should they desire to do so, we ask that parents/carers place this in writing if they wish their child to be withdrawn from any aspect of RE. The Head Teacher, subject co-ordinator and County Advisor are available should parents wish to discuss the content of the Religious Education curriculum or any other relevant issues.

The SACRE guidance details the following guidance formal for the teaching of RE in schools in Cornwall:

Christianity is to be taught alongside celebrations and ceremonies from all the religions outlined within the Cornwall Agreed Syllabus (2014), at all key stages with themes and aspects of the religions being compared and contrasted.

Common elements to all RE teaching delivery include the further study of festivals and celebrations. Emphasis is additionally placed on the study of social and moral aspects of religions (as detailed within our SMSC aims), including care and respect for others and the world about us. The school identified as a future development point that there needs to be further opportunities to study and experience diverse cultures and festivals within school. The direct result of this is a three year rolling programme of festivals and other religions devised by the SMSC and RE Co-ordinator enabling the pupils to experience and study aspects of other religions through the participation in various festivals and celebrations which are mapped across the school and determined by the academic planner agreed with all staff prior to the new academic year.

The SACRE/National Curriculum and EYFS curriculum outlines the following:

Key Learning indicators

At Curnow we have developed RE key learning indicators to support the development of pre-requisite skills found within RE. Key skill areas following under the following:

- Learn about religion – Spiritual, Moral, Social and Cultural Development
- Learn from religion – Personal Development and Wellbeing, Community Cohesion

A rationale for each area has been identified which provides teachers with an understanding/overview of the purpose of each key skill area. This ensures the areas of learning about and from religion are addressed in an informed way. Through the identification of key skills at each Progression level teachers can ensure challenge within all learning presented and inform assessment outcomes throughout each key stage of the school.

INTENT – Pupil (purpose)

EYFS – Understanding the world

There are seven areas of learning and development that must shape educational programmes in early year's settings, all of which are important and inter-connected. Religious education actively contributes to all of the areas but has a particularly important contribution to make towards the following areas: Understanding the World, Personal, Social and Emotional Development and Literacy.

- make sense of their physical world and their community
- reflect on their own feelings and experiences and talk about how others show love, concern and help one another whilst learning what is right and wrong
- learn and experience religious celebrations and respond creatively, imaginatively and meaningfully to memorable experiences
- visit places of importance that are linked with a festival and handle artefacts with respect, whilst learning associated meanings and words
- talk about the features of their own immediate environment and how environments might vary from one another

At Curnow we acknowledge all areas of learning and development is therefore important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and

enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- Understanding the world
- Personal, social and emotional development
- Literacy

EYFS rationale – Understanding the World

The teaching delivery within EYFS will aim to encourage the pupils of Curnow School to:

- Find out about the world through exploration and from a variety of sources
- Use stories of festivals from religious traditions and role play as a stimulus to reflect on the pupils own feelings and experiences
- Use stories and role play as a basis to help form their own opinions as to what is right/wrong or what they might do in a given situation
- Provide real life experiences, artefacts and opportunities that enable pupils to use all of their senses respond creatively and imaginatively to meaningful or special events/celebrations
- Experience daily sessions in which pupils share their own experiences and feelings, as well as listen to those of others. Pupils are taught to reflect on them with respect and integrity
- Visit places connected with a festival and learn associated key vocabulary
- Attend and experience regular whole school celebrations including; Harvest, Christmas celebrations, Easter, SMSC – whole school celebration days, assemblies/collective worship, whole school/faculty/class celebrations
- Provide supplementary experiences and information to enhance pupils learning and access to the world around them
- Provide stimulating environments that will offer a range of activities which will encourage children’s interest and curiosity in early aspects of religious study

National Curriculum aims Key Stages 1 and 2:

The school follows the SACRE agreed syllabus for Cornwall, this aims to ensure that all pupils in Lower school experience the following:

- **Key Stage 1** explore **Christianity (60%)** and **one other religion (40%)** of the school’s choice, along with learning about different beliefs about God and the world around them
- **Key Stage 2** learn about **Christianity (60%), Hinduism, Islam, Judaism and Sikhism**, recognising the impact of religion **locally, nationally** and **globally**

Our teaching delivery within Key Stages 1 and 2 will be focused around ensuring pupils have the opportunity to learn **about** religion – ***Spiritual, Moral, Social and Cultural Development*** Key skills - and learn **from** religion – Key skills - ***Personal Development and Wellbeing, Community Cohesion***

Through the provision of these areas, our curricula aims promote the opportunity for all pupils to achieve their full potential within the area of RE by:

- Experiencing/understanding the importance of belonging to a group and the effect it can have on lives/communities/families
- Gain an understanding of the world around us
- Developing positive, caring and responsible attitudes towards others and the world around us.
- Enabling a greater understanding and appreciation of other people's needs and beliefs
- Developing an awareness of and reflect on their own spiritual and moral values in life experiences
- Experiencing stories, artefacts and celebrations related to different religions
- Experiencing collective worship that enables pupils to be part of a community and share values
- Experiencing ceremonies and rituals associated with religious beliefs

Pupils will attend and experience religious festivals and celebrations: Harvest, Christmas, Easter, Community days – Murdoch, SMSC – whole school celebration days, visitors from local faith communities, visits to special places – churches/spiritual centres and assemblies/collective worship.

National Curriculum aims Key Stages 3 and 4:

The school continues to follow the SACRE agreed syllabus for Cornwall, this aims to ensure that all pupils in Upper school to experience the following extending their understanding of **Christianity (60%), Buddhism, Islam, Humanism, Local religion (40%)**.

The teaching delivery within **Key Stages 3 and 4** will be focused around ensuring pupils have the opportunity to learn **about** religion – ***Spiritual, Moral, Social and Cultural Development*** Key skills - and learn **from** religion – Key skills - ***Personal Development and Wellbeing, Community Cohesion***

Through the provision of these areas, we will aim to ensure that students will have the opportunity to achieve their full potential within the area of RE by:

- Developing/extending their understanding of religious traditions and to appreciate the cultural differences between them in the local and global context
- Developing/extending their understanding of care and respect for others
- Developing/extending their understanding of the world around them/others
- Developing skills useful for a range of careers in adult life
- Communicating their own ideas/beliefs and have an appreciation of other people's needs and values. Recognising where we hold similar or different beliefs to others.
- Enabling pupils to be part of a community and share values
- Experience ceremonies and rituals associated with religious beliefs

Students will continue to attend and experience religious festivals and celebrations: Harvest, Christmas, Easter, Community days – Murdoch, SMSC – whole school celebration days, visitors from local faith communities, visits to special places – churches/spiritual centres/Temples/Mosques (as appropriate) using ICT as an additional means, explore how

Christians, Buddhists and Muslims and other prominent local religions should live and attend assemblies/collective worship

Post 16 aims of provision:

The SACRE agreed syllabus for Cornwall aims to ensure that all Post 16 pupils continue to learn about the world and religious and non-religious identity. Pupils must complete 20 hours per year of religious education. The teaching delivery within Post 16 is focused around 'World Studies' through specialised days and units of study. These include: Relationships for Life, Being Me, Culture and Travel and The Natural World: These units of work aim to:

- Develop an understanding of their place in the living world in relation to the past and present, including their local communities.
- Develop the student's knowledge and understanding of the natural and man-made world and its resources and explore how their actions effect the environment.
- Appreciate and enjoy the expressive arts.
- Develop an awareness of the inner self and acquire insights into the wonder of the world by developing an appreciation of the world and its people.
- Experience and appreciate the language and lifestyles of other cultures.
- Gain an understanding of charity and work alongside locally based charitable groups.
- Utilise the knowledge, understanding and skills gained to enhance their lives as adults.
- Develop moral and spiritual awareness.

L2L aims of Provision:

Pupils will develop their pre-requisite skills through the National Curriculum subject areas; including RE. L2L pupils will encounter religious ideas and practices as a vehicle whilst concentrating on personalised learning outcomes for the key skills of communication and interaction: expressive communication and receptive communication

RE curriculum

Within their planning teachers will full incorporate the additional subject areas of English and Maths; these areas will be designed to enhance the module of work being addressed. Key vocabulary within both areas will be detailed within the Medium Term planning document to support the structured teaching delivery planned.

Collective Worship

Statutory Duty of School (Recommended by SACRE for Schools)

Collective Worship is an important part of the current education system. SACRE (Standing Advisory Council on Religious Education 2012) identifies that schools have a responsibility to provide acts of collective worship for each pupil. Additionally it provides advice and guidance to all the schools within the Local Authority stating that all maintained schools provide collective worship for registered pupils (apart from those who have been withdrawn by their parents).

The Head Teacher is responsible (under the School Standards and Framework Act 1998) for arranging collective worship after consulting with the Governing body. Collective worship must be wholly or mainly of a broadly Christian character. The precise nature will depend on the family

background, ages and abilities of the pupils. However, if it is inappropriate for some or all of the pupils to take part in Christian collective worship, the Head Teacher may apply to the local Standing Advisory Council on Religious Education (SACRE) for a determination to have this requirement lifted.

This advice ensures that Curnow School:

- Complies with the law
- Provide meaningful collective worship which can positively contribute to the spiritual, moral, social and cultural life of the school and the development of its pupils.

The pupils and staff at Curnow School uphold this advice by meeting together in a variety of contexts to consider it in terms of the great ideas and events of the world. Additionally Curnow School recognises the contribution of religious education and collective worship to the promotion of SMSC as identified within the aims and content of the SMSC policy.

INTENT of Collective Worship:

- To reflect on values that are of a broadly Christian nature and of their own beliefs
- To develop an awareness of Christian values, beliefs, celebrations and patterns of worship
- To develop an awareness of other beliefs, traditions, cultures and patterns of worship
- To provide opportunity for pupils to be still and reflect on symbolism, people and stimuli relating to a theme
- Develop a community spirit and a common ethos and shared values
- To promote awareness of spiritual and moral values
- To respond to the worship offered
- To develop a sense of self worth
- To respond to the worship offered

Content

At present pupils participate in Lower/Upper school assemblies where achievements gained throughout the week are recognised and valued. These achievements are based on the Curnow Code/SPT Code (aimed at the further promotion of British Values). Assemblies may also include themed activities relating to different faith celebrations and festivals, class topic work, stories and fund raising events linked to SMSC development.

Music and singing also form a part of the assembly structure to encourage further responses and participation by pupils. Our school assembly is presented in a multi-sensory way ensuring it has meaning and relevance for each child within the school

Opportunity is additionally given at the end of each day within class groups for reflection which may include listening to music, sensory theme resources and time for reflection and prayers.

Implementation

Collective worship, whether in assembly or class time, will:

- Be acceptable to the whole community, staff and pupils
- Provide time for reflection and responses
- Involve the pupils

Parents/carers/friends are welcome to visit the school at any time and are always invited to join in with whole school/faculty celebrations i.e. Harvest Festivals, Christingle, Nativity plays, Easter Services, Divali celebrations etc.

IMPLEMENTATION

The scheme of work used at Curnow school addresses key aims (intent) outlined for each key stage for Religious Education (Appendix A).

IMPACT

The impact of our curriculum offer will encourage all pupils to develop ideas about their own and other people's worldviews. RE provides opportunities for pupils to explore their emotions in a safe place and understand what it means to be human. Pupils will identify key differences and similarities between themselves and others.

To evaluate the effectiveness of our Religious Education curriculum and use the information obtained to inform future learning we need to monitor and measure the impact of it to ensure it meets its fundamental aims of securing pupil progress over time; to focus in on this aspect Curnow School will:

- Ensure the RE curriculum offer and implementation of it through the class timetable is broad, balanced and relevant and links to statutory requirements.
- Monitor the quality of teaching, learning and assessment via lesson observations/learning walks to ensure teaching is engaging, highly responsive to children's needs and all learning remains personalised
- Monitor the effectiveness (impact) of personalised learning pathways identified and how they inspire pupils to learn which demonstrates an ethos of continual improvement identifying appropriate measures to 'close the gap' if/as necessary (school data sets)
- Ensure formative and summative assessment is accurate (informs next steps) and based on high quality observation/evidence.
- Ensure assessment outcomes provide evidence of lateral learning as well as linear learning
- Record the achievements of all pupils equally
- Measure, assess and record the progress of each pupil in a systematic way, to ensure that each pupil achieves his or her full potential
- Monitor pupils personalised learning offer as reflected within their timetable ensuring pupils are set challenging goals within each aspect of it using assessment data which informs future target setting
- Ensure learning is part of a well-planned sequence
- Monitor standards of pupil achievement via the moderation process embedded across our schools
- Monitor the qualitative data (e.g. – parent survey and where appropriate pupil survey) to ensure parents are happy with the quality of education received by their child

IMPACT (pupil):

- Pupil make progress within RE
- Pupils can use and generalise RE knowledge and understanding confidently within their day to day lives.
- Pupils progress well from their different starting points within the key skills of RE; learning remains sequential
- Pupil progress builds upon prior knowledge and understanding (their current skills/abilities) and prepares them well for their next stage; next steps secure challenge within all learning
- Pupil's enjoy their learning and engage well

Monitoring and review

It will be the responsibility of the teachers, Subject Leader, Leadership Team and the Governors to ensure the areas of Religious Education and Collective worship are monitored and reviewed to make sure the delivery of these areas maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor this policy and the teaching delivery of Religious Education including Collective Worship on a biennial basis as part of the School Self Evaluation Policy and Guidelines and report the findings to the Teaching and Learning sub-committee of the Governing body.

Guidelines

There are different responsibilities for staff members in the delivery of Religious Education & Collective Worship.

1 Responsibility of Teachers:

- Plan for progression
- Use the scheme of work (Long Term Planning framework) to plan RE into Medium- Term Plans
- Plan & differentiate for individual needs & differentiate work & materials using the agreed syllabus approved by the county (SACRE)
- Ensure planned learning sequences identify personalised pupil 'end points' for all pupils
- Assess progress within personalised planned learning sequences following each structured teaching session ensuring outcomes identified meet pupil's developing skills, knowledge & understanding within this subject area
- Provide appropriate information to the Subject Leader
- To maximise opportunities to develop ICT in Religious Education
- To carry out any appropriate risk assessment associated with Religious Education particularly in relation to out of school visits
- Report progress to parents at the end of each academic year

Responsibility of the Subject Coordinator (further informed by the roles/ responsibilities document within the SPT Teaching & Learning policy agreed with Trustees – Appendix A):

- Monitor the teaching of the subject by access to colleagues Medium Term Plans
- Monitor collective worship across the school
- Continue to liaise with the SMSC/ PBV co-coordinator(s) to ensure there is sufficient balance of religions studied & experienced throughout the academic year
- Support colleagues in planning, teaching styles & use of resources
- Purchase resources & organise them in a way that ensures effective & efficient use
- Ensure curriculum coverage across the whole school & be aware of the continuity & progression in the subject
- Plan whole school RE/ festivals/ celebrations day, informing parents of such planned events
- Monitor & evaluate Religious Education across the school as part of the School Self Evaluation Policy & Guidelines via a subject portfolio & lesson observations/ learning walks
- Provide appropriate information on Religious Education to the Governors of the School
- Maintain the Religious Education policy document & teaching delivery biennially as part of the School Self Evaluation Policy & Guidelines passing on all/ any updates to the teaching staff of the school

2 Responsibility of the Senior Leadership Team:

- Ensure adequate resources
- Ensure access to training for Religious Education Subject Leader
- Ensure the RE co-coordinator has sufficient time/ resources to effectively monitor the subject area in accordance to the school's school self-evaluation policy/ framework
- Ensure access to training for teachers & support staff
- Have an overview of the subject area

3 Responsibility of the Governors:

- To monitor the delivery of Religious Education through reports from the Subject co-coordinator
- To approve the Religious Education policy & any subsequent updates

4 Resources:

- Resources will be purchased to underpin the effective teaching delivery of Religious Education to the subject co-coordinator; it will be the role of the subject co-coordinator to identify resources required & detail these to the Head Teacher
- Following such discussion, a resource allocation (budget allocation) will be made. The Subject coordinator will audit all expenditure & consequent value to the school
- Resources can be found in the Library & teacher resource area
- The Subject coordinator, through formal & ongoing monitoring will identify if anything is running out or needs replacing due to general wear & tear
- Additional resources may need to be obtained by teachers for specific activities, or other Subject coordinators to support the delivery of their subject

5 Assessment and Recording

- An assessment of a child's learning will take place during their time within the EYFS phase of the school. The Religious Education co-ordinator needs to ensure that the teaching delivery of this subject area is closely monitored; this scrutiny can be obtained from evaluating the impact of teacher's Medium Term Planning alongside the assessment criteria provided by the key learning indicators and summative assessment framework (as appropriate). Pupils work can additionally be recorded through photographs, examples of pupils work etc.
- Pupils on the L2L pathway will use RE as the 'vehicle' to support their pre-requisite skills, learning and development which will be assessed through B squared Engagement steps
- Pupils within the Post 16 will be assessed using Accreditation opportunities as found in the ASDAN Personal and Social Development and Personal Progress modules of work as appropriate
- Teachers will follow the agreements outlined in the school's Planning, Assessing, Recording and Reporting and Celebrating Policy' to determine pupil's progress in this area of the curriculum as appropriate.

6 Delivery

- We will strive for excellence in the teaching delivery of Religious Education and collective worship opportunities by
 - The quality of learning which pupil's experience
 - The quality of teaching that we provide
 - The richness of the environment in which they learn
 - The opportunity to participate in collective worship across the school
- The Religious Education Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles

7 Delivery of the subject

- Religious Education will be taught in a range of settings within the school.
 - Timetabled Religious Education lessons
 - Whole class, small group and individual teaching
 - Linked to every other subject
 - Within class, Upper and Lower School assemblies
 - Through the provision of planned SMSC development activities (including the promotion of British Values – Curnow Code)
 - Through assemblies

8 Planning

8.1 Teachers will follow the established scheme of work for Religious Education. It will be the responsibility of the Religious Education co-ordinator to ensure this scheme of work accurately reflects the learning needs of the pupils and follows the curriculum ethos for Upper and Lower school.

9 Accreditation

9.1 Pupils within key stage 4 and Post 16 will have the opportunity to undertake accredited units of work within the ASDAN Personal Progress, Personal and Social Development Modules. Teachers in Upper school will determine on an individual basis the appropriateness of each unit based on pupil/student need ensuring these add value to individual learning.

10.2 The awards obtained by the pupils and students will be formally presented during the annual Record of Achievement day in the Summer Term.

10 Equal Opportunities

10.1 Teachers will ensure that provision reflects Cultural Diversity, Ethnicity, Religion, Gender, Ability, Disability and Age.

11 Health and Safety

11.1 All staff should ensure the health and safety of all pupils and staff at all times

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| Policy approved by Local Governing Body | June 2021 |
| Policy to be reviewed | Every 2 years |
| Responsibility | Head Teacher Deputy Head |

Appendices

APPENDIX A - Parental request to withdraw their child from RE/ Collective Worship

Academies in England: The requirements to provide RE & collective worship apply, in similar terms, to academies by virtue of their funding agreement with the Secretary of State, and their Articles of Association.

<https://www.dbmac.org.uk/docs/RightofWithdrawalfromREandcollectiveworship.pdf>

Parents of pupils are permitted, by law, to request that their child is withdrawn from receiving all or part of religious education &/ or collective worship given at the school & any such request shall stand until such time that the parent's request is withdrawn. There is no requirement to provide reasons, written or otherwise, for making such a request & the request stands until such time that it is explicitly withdrawn by the parent/sixth-form pupil.

Parental right of withdrawal from RE was first granted in 1944 when curricular RE was called 'Religious Instruction' & carried with it connotations of induction into the Christian faith. RE is very different now – open, broad & exploring a range of religious & non-religious worldviews. In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with & without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE & can do so without giving any explanation.

What happens to the pupil if he/ she is withdrawn from Religious Education &/or Collective Worship?

If pupils are withdrawn from religious education &/ or collective worship, schools have a duty to supervise them, though not to provide additional teaching or to incur extra costs. Depending on school resources, the withdrawn pupil may be moved to another venue within the school, for example, the library, or, perhaps in a very small school with limited resources (& provided with suitable levels of staff support), the pupil may remain in the RE classroom but will not participate in the RE lesson. If the pupil is moved to another venue within the school they must be supervised. If a pupil is withdrawn and alternative arrangements cannot be made for the type of RE, due to resources/ timetabling etc, it is the parents' responsibility to provide materials for their child which have clear outcomes & are connected to the faith/ philosophy/ world view of the parents.

A school is able to refuse a request that the pupil study other aspects of the National Curriculum during times they have been withdrawn from RE &/ or collective worship as time is already given over to these subjects within the school's basic curriculum. Care should be taken

not to confuse a request for absence due to religious observance with a request to withdraw a child from RE and/or collective worship.

Requests received:

- Where a request to withdraw is received by a school, the Head Teacher will speak with the parent to try to understand the basis for the request; the Head Teacher will note all outcomes of discussions held
- To avoid misunderstanding the Head Teacher will establish the religious issues about which the parent objects to their child being taught (all the while respecting their right to withdraw their child without reasons)
- Once known, the Head Teacher will discuss with the parent the practical implications of withdrawal & the circumstances in which it may be reasonable to accommodate their wishes
- The ultimate aim in any discussion will be to reassure the parent that they either reconsider making a request to withdraw their child from religious education &/ or collective worship, or that they revoke a request which has already been made so that the pupil is able to continue receiving a balanced education, the school will always acknowledge & honor any wishes made by the parent following such discussions/ outcomes
- In a case where the parent still wishes their child to be withdrawn the Head Teacher will then seek to ensure that there is a clear understanding between the school & the parent about the types of activities from which the child will be withdrawn & those which they will not (because, for example, they are National Curriculum subjects), the type of work the pupil can undertake whilst withdrawn as well as who is responsible for monitoring & assessing how the work has been carried out; notes will be taken to ensure the accuracy of information received is understood

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 Head Teacher the school & its Chair of Governors & Trustees. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.