

Inclusivity in Religious Education

This syllabus embodies an open, objective and educational approach to the subject. Religious Education should contribute to the spiritual, moral, social, cultural and academic development of all pupils whatever their gender, ability, family, ethnicity or religious or non-religious beliefs. Therefore, the Religious Education curriculum provided in accordance with this syllabus should present the beliefs and practices studied as perceived by the believers, and should protect the integrity of pupils by ensuring that the teaching is not designed to promote, convert or urge a particular religion or belief.

The long-term curriculum should reflect that the religious traditions in Britain are in the main Christian. They should also take into account the teachings and practices of the other world religions and non-religious beliefs and reflect the make-up of the local community, as well as the wider population in response to 'Big Questions'. Religions and non-religious worldviews should not be presented as static, and due recognition to diversity within religions and belief systems should be given. Investigations into religions or belief systems may include considering their influence and relationships with cultural traditions, but should not be confused with them or taught instead of them.

As per the General Teaching Requirements, and in accordance to the Legal Requirements for Religious Education and collective worship in special schools according to the 1988 Education Reform Act, 'so far as practicable, every pupil attending a special school will attend religious worship and attend religious education'. Therefore, teachers should create a curriculum that builds on and is enriched by the differing experiences that pupils bring, and should meet all pupils' learning needs, including those with 'Special Educational Needs,' which covers a whole range of learning difficulties, physical, emotional, or intellectual and has degrees from mild to profound. To overcome potential barriers to learning some pupils (for example, those with learning difficulties, physical impairments or English as an Additional Language EAL) may require additional resources, materials, support, varying teaching techniques to preferably access the same information, texts and activities as their peers, perhaps through differentiated audio materials, worksheets and texts in alternative languages or in large print.