

RE Statement of Entitlement



The Christian Vision of Immanuel College

All God's Children

“Perseverance produces character, and character, hope” (Romans 5:4)

Our school name and the Immanuel dove embody the fact that God is with us in everything we strive to do, cultivating a community rooted in the biblical values of perseverance, character and hope, where students are inspired to flourish in their educational journey. At Immanuel, we embrace the diversity of all God's children, creating an inclusive and nurturing environment where every member of the school community is respected, valued and celebrated. The Immanuel family encourages, models and practises forgiveness and reconciliation.

Embracing Jesus's mission to serve others, we are dedicated to tackling disadvantage and fostering social justice and sustainability, equipping students with the knowledge, empathy and skills to make a positive impact and advocate for those facing challenges in our local and global communities.

We believe that academic achievement is grounded in perseverance, and we inspire and support our students to overcome challenges, develop a strong work ethic and reach their God-given potential.

Through a broad and balanced academic curriculum, as well as an extensive programme of enrichment opportunities, we develop character in our students, encouraging them to embrace challenges, explore their spirituality, exhibit resilience and demonstrate integrity as they grow to become well-rounded individuals.

We nurture a culture of hope, inspiring our students to develop a sense of optimism and independence, enabling them to confidently pursue their aspirations and embrace life in all its fullness with abundant possibilities.

At Immanuel College, we are committed to meeting the criteria outlined in the statement of entitlement for Religious Education (RE) while providing a rich and inclusive learning experience for our students.

Our approach is grounded in the belief that every child should have the opportunity to flourish and live life to the fullest, a principle inspired by the [Church of England's vision for Education](#). We prioritise fostering dignity, respect, and inclusivity among our students, staff, and the wider school community. We also respect the integrity of different religious traditions and the religious freedom of each individual.

All students progress to complete a GCSE Religious Studies qualification with the AQA examination board. The school syllabus is informed and inspired by the Church of England's 'Understanding Christianity'. Students have the opportunity to study Religious Studies at A Level in our Post-16 provision.

Philosophy, Ethics and Religion Intent

We are concerned with the deep meaning and purpose that individuals and groups seek in their lives. Students will develop the wisdom to evaluate different approaches to this for their place in society. This is part of the school's drive to provide a broad and balanced education that nurtures and equips the whole child within a faith framework. It nourishes aspiration for hope in and beyond school.

Students have opportunities to reflect upon the mysteries of life and its spiritual dimensions. They will learn that faith and hope are central to believers in these mysteries². Students will learn that the Christian concept of hope is not a vague wish but a confident belief in a future good or inheritance. This hope can be applied to their own aspirations in life as well as in eternal terms. Central to religious education in a Church school is knowledge of Christianity as a living and diverse faith focused on the teachings of Jesus. Students will come to recognise the continuing influence of religions on Britain's cultural heritage and understand Christianity as a foundational force in the history of their country. Through our curriculum they will learn how that force has been used for good and take inspiration for their own courageous advocacy developing character and understanding.

Spiritual, moral, social and cultural development takes place through the study of a range of world faiths and dialogues into the human condition and experiences. Students will understand that the search for these ideas helps us with living well, knowledge and understanding the influence of beliefs, traditions and values on different communities enables students to be ready for the diversity of life in modern Britain and to grow in respect for different ways of life, affording individuals and communities the dignity they deserve

By broadening their horizons we endeavour to prepare them capable of becoming valuable citizens able to positively contribute to their immediate community and beyond⁸. Within a community that is concerned with the wellbeing of others and welcoming of the worldviews of others, students will be able to make confident choices about spiritual matters and grow secure in their own identity because they have learned to make reasoned and informed judgements in a safe space. Through perseverance students will develop include philosophical and ethical enquiry, critical analysis, interpretation, evaluation, reflection, communication both written and verbal, empathy, abstract thinking and compassion⁹
Student achievement

PER is staffed by a large team of specialists that ensure the subject is comparable to the performance of other subjects. Students develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. A Level Religious Studies continues to thrive and students regularly go on to university to study philosophy and theology at degree level. Others have left and gone into ministry.

Curriculum

Key Stage 3 Curriculum map

	HT1	HT2	HT3	HT4	HT5	HT6
Year 7	Ultimate questions	Incarnation	Old Testament	Holy Week	New Testament	The Lion, The Witch & the Wardrobe
Year 8	Hinduism	Judaism	Islam	Teachings of Jesus	Heroes of the Faith	Sikhism
Year 9	Philosophy	Philosophy / Mark intro	Mark G (using textbook as guide teach chapter 2.6 – 3.6)	Mark G & H (selected from textbook)	Mark H / Ethics	Ethics

Key Stage 4 Full Course GCSE map

Year	HT1	HT2	HT3	HT4	HT5	HT6
Year 10	Crime and punishment (8 weeks)	Islam - beliefs (8 weeks)	Finish Islam - beliefs Religion and Life (8 weeks)	Finish Religion & Life Islam – practices (8 weeks)	Finish Islam – practices Human Rights (8 weeks)	Finish Human Rights
Year 11	HT 1 Christianity – beliefs (8 weeks)	HT2 *Relationships & family (6 weeks)	HT3 Christianity – practices (8 weeks)	HT4 Revision	HT5 Revision	

The subject leader will:

- mentor and support staff to ensure teaching is of the highest quality
- ensure that all students receive their legal entitlement of religious education.
- ensure PER provision reflects the Church of England Statement of Entitlement.
- produce and regularly review a subject policy to ensure that it remains up to date.
- ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- monitor and review the implementation of policy and units of work.
- monitor the quality and effectiveness of teaching and learning in PER and student's progress and standards.
- ensure there are rigorous assessment systems in place to enable teachers and students to gauge progress and attainment in PER.
- monitor, analyse and question assessments carried out by staff.
- liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- oversee the PER budget and monitor PER resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Contribution to the life of the school

PER will inform student biblical and theological knowledge and understanding of the key Christian festivals and events in the life of the school. It sets high expectations of staff and students and contributes significantly to SMSC and the personal development of the student body.

Links

PER will:

- be supported by the advisory team at Leeds diocese including attendance/contribution to network meetings and training events
- seek to make links with other secondary providers, in particular other Church of England schools and academies

- will forge links with local churches and faith communities especially our own Holy Trinity, Idle Church

Legal requirements

Religious Education must be provided for all registered students in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE.

We aim to provide an open curriculum which can be taught to all students, by all staff. Teachers are asked to refer to the headteacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

In summary, Immanuel College is dedicated to delivering a comprehensive and inclusive RE curriculum that aligns with the statement of entitlement. We provide sufficient time for the study of Christianity while ensuring that our curriculum embraces living world faiths, diverse views, and non-religious worldviews. Our approach promotes respect for diversity, encourages meaningful dialogue, and equips our students with the skills and knowledge needed to thrive in a multicultural and pluralistic society.