

Policy/Procedure Name:	School Pastoral Religious Care and Education
Policy/Procedure Number:	SMT058
Date of Approval:	10th April 2012
Effective Date:	January 2009
Revised Date:	August 2025
Review by Date:	August 2027
Policy/Procedure Author:	RE Co-ordinator/ Head of School
Policy/Procedure Owner:	Head of School
Management Committee Approved By:	SMT
Governor Committee (where appropriate) Approved By:	Not Applicable
For Action By:	All School Staff
For Information to:	Not Applicable
Approval requested to upload on the Treloar's Website:	Yes ✓ (tick if requested)
Date of Policy Equality Impact Assessment:	25 th September 2025
Impact Assessment was carried out by:	Lorna Woodcroft

Introduction

- The School welcomes students of any religion, philosophical belief or none and will try to facilitate worship for followers of any faith.
- The teaching of RE within the curriculum is the responsibility of the Religious Education Co-ordinator, a fully qualified and experienced teacher.

- The School comes together twice a week for a whole school assembly. Religious principles and values play a significant part in developing students understanding of faith.
- Friday assembly includes a reflection on the week's theme.
- Opportunities for students to attend local places of worship are embedded into curriculum
- If a residential student wanted to attend a different place of worship this would be arranged with the support of their MDT.
- Special assemblies, activities and services are held to celebrate different religious celebrations throughout the year
- Treloar's site has a reflection room /Chapel which is always open and is available to all students as a quiet space.

Religious Education

Religious Education fosters in students a reflective approach to life, enabling and enriching this process through their study of living faiths, acknowledging the fact that the religious traditions in Great Britain are in the main Christian, while also taking into account the teachings and practices of the other principal religions represented in the country: Buddhism, Hinduism, Judaism, Islam, Sikhism.

The Education Act 1996 requires that Religious Education should be taught to all pupils except those withdrawn at the wish of the parents. According to the Education Act students in special schools must be taught religious education "*so far as is practicable*"

Our programmes of study are not designed to convert students, or to urge a particular religion or religious belief on students, but do reflect the agreed Syllabus for Hampshire, Portsmouth and Southampton: "[Living Difference](#)".

When studying a religion we respect and value the contributions made by any student who is a member of that religion.

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It is recognised that in Special Schools it is good practice to embed religious education into the wider curriculum to maximise opportunities to make connections and consolidate children's engagement in systematic and informed ways with the different dimensions, manifestations, words and concepts of religious traditions and practices.

At Treloar's religious education is embedded weekly. Leaders identify key concept to launch each Monday assembly related to either the half termly theme or national and international festivals. During these assemblies' students are given a thought or question to access at a personalised level and explore within their own class. Students add their learning to Friday assembly slides and this is then celebrated.

Our thematic approach offers students opportunities to:

- Raise and investigate questions about a religious issue or theme
- Gather information, consider alternatives and develop thinking on the same theme
- Encounter stimulating religious and spiritual materials in compelling ways
- Make creative, thoughtful and personal responses to the theme

Leaders lead several services and events throughout the year. They lead services related to Remembrance, Christmas and Easter that run as additions to our assembly schedule. Students support these services with readings, accounts, singing and imagery.

Treloar's has well-established links with local churches. Students and staff visit as part of curriculum links.

The school leadership team collaborate with the schools Equality, Diversity, and Inclusion Co-ordinator to ensure each terms events enable students to; gain more insight into the world around them; make informed and healthy choices that do not negatively impact the lives of others and further develop their skills to advocate for themselves and others. See annual curriculum calendar.

As well as the acquisition of knowledge and understanding, religious education seeks to promote the particular skills of:

- reflection
- empathy
- comprehension
- interpretation and analysis
- evaluation

while also promoting students' skills in literacy; citizenship, speaking and listening; information technology.

We particularly hope to foster attitudes such as:

- respect
- open -mindedness
- inclusion
- wonder and appreciation

in the study of religions and the spiritual dimension of human life.

For further information on curriculum delivery see RE Curriculum overview

Monitoring and Review

The implementation of this policy is monitored through

- Learning Walks
- Drop Ins
- Curriculum Reviews
- Student Voice activities
- Self-Assessment Process

Links to other related policies, procedures or documents (internal)

- SMT071 Spiritual Moral Social and Cultural Development Policy

Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Date	Page/para No.	Brief description of the change(s)	Change made by
August 2025		Minor changes made to main content of the policy Added new elements of policy template	Lisa Bond Jo Cox

Policy/Procedure Communication and Implementation Action Plan - Amend and add to as appropriate

	Action	Responsibility
1	Ensure that all managers, employees and volunteers of Treloar's have access to the related procedures.	Head of School
2	Train all managers, employees and volunteers in the implementation of the policy and the related procedures.	RE Coordinator
3	Ensure that all new employees, staff and volunteers are made aware of the policy, understand it, and know where to access a copy and where to access the related procedures.	RE Coordinator
4	Ensure that all managers, employees and volunteers of Treloar's have access to the related procedures.	All Managers
5	Ensure that all new employees, staff and volunteers know their responsibilities, and receive training in carrying these out.	All Managers

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	School Pastoral Religious Care and Education				
Name of Assessor / Author /Lead	Lisa Bond				
Start Date	August 2025				
This EIA is being undertaken because it is:	<ul style="list-style-type: none"> A result of a policy revision 				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					Y
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.					
Has the screening identified the policy as having relevance to the any of the following groups?					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	Y
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes	✓ No o
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes	✓ No o
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes	✓ No o
Date of Screening				25 th September 2025	
Approval by EDI				Lorna Woodcroft	
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				Yes	o No ✓