



The Trafalgar School

at Downton



The Curriculum – ‘Principles and Practice’

March 2022

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Revised March 2022

LINK TO THE SCHOOL STRATEGIC OBJECTIVES AND *AIMS

- Delivering a curriculum that is knowledge rich and secured through application so *that* ***all students can both develop and demonstrate their understanding and capability.**
- Providing teaching (and assessment) of the highest quality so *that* it motivates, stimulates, builds confidence and ultimately ***enables students to think and act for themselves.**
- Providing a co-curriculum *that* ***builds character and develops lifelong interests.**

September 2020

being Trafalgar

TOWARDS A LIFE FULFILLED

By the time you leave here you will be able to communicate effectively. You will be able to solve mathematical and scientific problems. You will be able to express yourself creatively and imaginatively. You will have a strong sense of self, a sense of others and a sense of place. You will make informed choices that effect positively on your own wellbeing. You will ask questions, be reflective and adaptive; capable of thinking and acting for yourself and ready to join forces with others to achieve a goal. You will be positive in your mind-set and willing to face up to a challenge. You will be active and healthy in mind and in body. You will care for your environment and feel a close connection with their natural world. You will understand what is right and what is wrong, and stand up for equality and human rights. You will appreciate other cultures and traditions. You will be thoughtful, caring and active citizens making a difference to your community and to society.

THE TRAFALGAR SCHOOL FOR YOU

GREAT PEOPLE - GREAT TEACHING - GREAT OUTCOMES

“As teachers we should be: experts of, champions of, and guardians of the curriculum”

THE TRAFALGAR SCHOOL EQUALITY STATEMENT

At Trafalgar School, we are committed to ensuring equality of opportunity for all students, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Trafalgar School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

EQUALITY AND THE CURRICULUM

We provide all our students with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Providing breadth and balance in the curriculum.
- Responding to the context of the school and the child and those most vulnerable.
- Ensuring equality of access for all students and preparing them for life in a diverse society.
- Using materials that reflect the diversity of the school, population and local community without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.
- Providing opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Utilising teaching approaches appropriate for the whole school population which are inclusive, engaging and stimulating.

Study Programmes

Study programmes are reviewed annually in order to provide the most broad, balanced and effective provision for all students.

All study programmes:

- Are individualised and provide progression to a higher level of study than learners' prior attainment to meet clear educational and career aspirations.
- Include qualification(s) that stretch the learner and link clearly to progression routes to training, employment or higher education.

TRAFALGAR SCHOOL CURRICULUM STATEMENT

CURRICULUM INTENT – ‘BUILDING CULTURAL CAPITAL’

- Sharing a passion for our subjects and a love of life and each other *so that* it inspires others.
- Developing ‘academic habits’ *so that* all students become highly effective people.
- Delivering a curriculum that is knowledge rich and secured through application *so that* all students can both develop and demonstrate their understanding and capability.
- Developing environmental awareness and care for the world *so that* students can contribute positively to the future of the planet.
- Creating positivity about mental and physical health so that students can take care of themselves and live a long and fulfilled life.
- Providing teaching (and assessment) of the highest quality *so that* it motivates, stimulates, builds confidence and ultimately enables students to think and act for themselves.
- Providing a co-curriculum *that* builds character and develops lifelong interests.

CURRICULUM IMPLEMENTATION

Key concepts in subjects are identified with progression in these concepts mapped sequentially (see progression maps). Substantive and disciplinary knowledge is organised (see knowledge organisers) and ‘chunked’. We have adopted the pedagogical approach of ‘I do, we do, you do’ – a gradual release of responsibility to the student. We make ‘things’ matter through our passionate delivery, relevance, contextualisation, questioning, provocation, challenge and experimentation. Students demonstrate what they have learnt through independent application (you do) and ‘seek meaning’ in what they have learnt or do not fully understand (response to assessment). Our co-curriculum brings to life what students are learning. It both introduces students to, and builds on interests and experiences and is mapped against our school values.

CURRICULUM IMPACT

By the time they leave our school our young people will be able to communicate effectively¹. They will be able to solve mathematical² and scientific³ problems. They will be able to express themselves creatively and imaginatively⁴. They will have a strong sense of self⁵, a sense of others⁶ and a sense of place⁷. They will make informed choices that effect positively on their own wellbeing⁸. They will

Although not exclusive to:

¹ English

² Maths

³ Science, Design Technology

⁴ Creative Arts (Art, Music, Drama, Design Technology)

⁵ PSHE

⁶ History, Geography, RE

⁷ Geography

⁸ PE, Food Technology

ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal⁹. They will be positive in their mind-set and willing to face up to a challenge. They will be active and healthy in mind and in body¹⁰. Our students will have a keen care for their environment and feel a close connection with their natural world¹¹. Our young people will understand what is right and what is wrong¹², and stand up for equality and human rights. They will appreciate other cultures and traditions¹³. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.

⁹ Team sport

¹⁰ PE/PSHCE

¹¹ Geography

¹² RE, History

¹³ RE, Geography

THE 7 PRINCIPLES OF THE TRAFALGAR SCHOOL CURRICULUM DESIGN

These 7 principles provide a shared language and set of foci to stimulate thought, debate and decision making. The following seven principles of curriculum design are taken from Dylan William's (2013): Principled Curriculum Design. They are:

1. **Balanced**

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.

2. **Rigorous**

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.

3. **Coherent**

Makes explicit connections and links between the different subjects/experiences encountered.

4. **Vertically Integrated**

Focuses on progression by carefully sequencing knowledge; provides clarity about what "getting better" at the subject means.

5. **Appropriate**

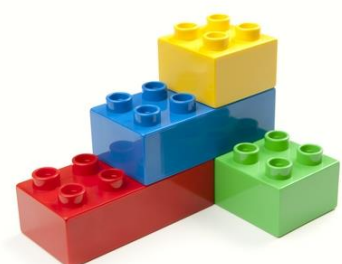
Looks to avoid making unreasonable demands by matching level of challenge to a student's current level of maturity/knowledge.

6. **Focused**

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.

7. **Relevant**

Seeks to connect the valued outcomes of a curriculum to the students being taught it; provides opportunities for students to make informed choices.



THE LANGUAGE OF THE TRAFALGAR SCHOOL CURRICULUM

What we mean by ‘curriculum and co-curriculum’

The curriculum is the knowledge and skills that students are expected to learn as they progress through our school in lessons. The co-curriculum includes experiences beyond the classroom throughout their time at school. Our co-curriculum includes: a programme of assemblies, educational visits, sports and competitive sports, competitions, visiting speakers, careers programme, leadership opportunities and tutor time.

What we mean by ‘learning’

Learning is the process of acquiring new understanding, knowledge, behaviours, skills, values, attitude and preferences that can be retained and used as required. Learning is making sense of information or abstracting meaning. When something is learnt, it is committed to long-term memory.

What we mean by ‘knowledge’

Knowledge is the sum of everything a student knows. It is the facts and information acquired from the curriculum and life-experience. This is embedded in the long term memory as a network of accessible memories.

- Knowledge makes learning easier; it allows links and associations to be made and deepens knowledge further.
- Knowledge allows us to bring concepts together.
- Knowledge learned across the curriculum facilitates understanding.
- Knowledge is highly transferable between contexts.
- Knowledge allows comprehension/understanding.
- Knowledge is generative, the more knowledge you have the more you will learn because new learning ‘hooks’ onto old learning.
- Knowledge empowers students.
- Securing knowledge frees up ‘working memory’.

What we mean by ‘subject knowledge’

Subject knowledge is the subject content or information gained from a specific subject that in turn enables a student to apply what they have learnt beyond its pure meaning - ‘knowledge not for knowledge sake’. For example, a student might learn how to calculate the perimeter of a square. This would contribute to a student’s overall knowledge that can then be used to calculate how much it would cost to carpet a room in a house.

What we mean by ‘skill’

Skill is the ability to do something well which is acquired through direct experiences and practice. For example communication skills and problem-solving skills.

What we mean by ‘understanding’

Understanding is the combination of knowledge and skills. Understanding deepens as structures of knowledge in the long-term memory become increasingly complex.

What we mean by ‘progress’

Progress means knowing more, remembering more and applying more. It is the increase in layering of knowledge acquired and applied in a range of contexts.

What we mean by ‘key concept’

Key concepts are the important ideas and principles of a subject. For example, energy in science, notation in music and diet and nutrition in food technology. They underpin other areas of subject learning.

What we mean by ‘components’

The components are the building blocks of prior knowledge needed in order to achieve a desired outcome- for example to ‘paint effectively with colour’ would involve several components e.g. learning to use colour.

What we mean by ‘assessment’

The way in which we evaluate the knowledge and understanding students have at any time. This can be a written or verbal task with feedback provided for students’ next steps in learning.

What we mean by ‘deficits in knowledge’

A deficit in knowledge is where there is a gap in knowledge and understanding. Research shows this is often linked to the extent a child is exposed to a rich variety of experiences.



A BALANCE OF SKILLS AND KNOWLEDGE

We believe that academic progress means **knowing more, remembering more, applying more**. We believe this is best achieved through the acquisition of knowledge and the development of the skills and personal qualities necessary to apply what has been learnt in achieving a desired outcome. This could be answering a question at GCSE, solving a problem or creating a musical composition.

APPLICATION (KNOWLEDGE + SKILLS) = UNDERSTANDING

KNOWLEDGE

At Trafalgar School the National Curriculum Programmes of Study 2014 detail the subject content (or subject knowledge) that is taught at Key Stage 3. The examination specifications detail what needs be covered at Key Stage 4.

However, it is important to note that in both cases these will never be exclusive to.

SKILLS MAPPING

Critical thinking	In all lessons students will be given opportunities to analyse information and make judgements.
Problem solving	Students will be given opportunities to solve problems to help embed understanding.
Creativity	Building on problem solving students will be taught through Art, Music and Technology how to be creative, inventive and come up with new ideas.
Languages learning	All students in Key Stage 3 and 4 will have the opportunity to study a language.
Computer Skills	See IT across the curriculum
Communication	Developing communication is a feature of all lessons. See Literacy across the curriculum.
Mathematical thinking	In Mathematics, and where appropriate and necessary across the curriculum, student's fluency with numbers will be developed. They will be taught to reason mathematically and solve problems.
Reading fluency	Reading regularly will be a feature of all lessons and 'The Great Big Read'. In all lessons students will be afforded the opportunity to read texts that challenge them. The 'Great Big Read' allows all students the opportunity to read (along with the teacher) a number of set texts covering a breadth of topics. Texts will be chosen on their merit.
Vocabulary	We will ensure we use a wide range of vocabulary in lessons and expect students to answer in full sentences.

Presentation skills	In all subjects students will be given opportunities to present their ideas either as prepared presentations or impromptu exposition.
Interpersonal skills	Through PSHCE, Student Leadership and the wider pastoral system students will be taught how to relate and interact with others, how to work in a team, how to negotiate, how to influence others and how to solve conflicts.
Goal setting	Students will set themselves personal goals and targets and reflect on their progress in meeting their goals. Students will be encouraged to be ambitious, mediocrity will be challenged. Students will be taught to be relentless in achieving their aim. This will be done through PSHCE, the tutor programme and the wider pastoral system.
Resilience	Students will be set challenging tasks that test their resolve and resilience. They will rehearse long periods of sustained concentration. For example through sustained writing in English.
Positive mind-set	Through our THRIVE programme and the wider work of the pastoral system students will be taught how to take value from a situation, to seize the moment, acquire the necessary knowledge to keep going and how to react when something negative happens.
Adaptability	Students will be encouraged not to specialise too early. They will be taught to embrace a diverse range of interests and skills. Students will be taught to be change agents, effecting change not simply moving with the times.
Study strategies	In all lessons students will be taught skills needed for revision and exam technique.
Active citizenship and collaboration	In PSHCE students will be taught how to be active citizens. They will be taught about the law, democracy and British Values and how to express their views effectively. Citizenship is one of our overarching concepts taught cross curricular.
Financial skills	In PSHCE and Maths students will be taught basic finance and money management. In Maths they will be taught financial methods for example: interest, percentages and exchange rates.
Living Healthy	In Food Technology, PE and Science students will be taught about Healthy Living and lifestyle choices.

THE ACADEMICALLY MORE ABLE & TALENTED STUDENTS

We identify students who show great aptitude in academic subjects such as Science, Mathematics, Languages, or Humanities early in their time in the school through norm-referenced assessment. We also identify students with talent within Arts, Computing, Technologies, or Sports. These students are targeted, once identified, and encouraged by teachers in a range of different ways through their time at The Trafalgar School.

In the classroom:

- **Through quality first teaching:** All teachers at our school pitch learning to 'the top'. Differentiation is achieved by providing access to students to this high bar. Teachers provide stretch and challenge as a basic expectation within the classroom for all academically able or talented students.
- **Through homework:** Homework is a key part of learning within the school and our Homework is split between knowledge-testing and homework which inspires and excites students. Students compete in subjects for House Prizes. Talented students get to express themselves creatively in tasks across the curriculum.
- **Through assessment feedback:** Teachers make it clear to students how to improve and build on their performance in assessed pieces of work using our STARC feedback approach.

Beyond the classroom:

Through educational visits and trips: Students are targeted for specific trips to support their development within their strengths. Trips to universities are organised, and there is an annual trip for Academically Able students to Oxbridge to ensure aims and ambitions are as high as possible.

Through co-curricular opportunities: Able and Talented students are well-provided for within our Co-Curricular experience at the school (see below). Students have the opportunity to showcase their abilities within:

- English – through speaking competitions
- Mathematics – by representing the school at the UK Maths Challenge
- Science – by being part of our Science Fair
- Music and Drama – rehearsing and performing in concerts and shows
- Art & Design – visits to galleries, as well as competitions and exhibition opportunities
- PE – by representing the school and beyond at county, regional and national level
- Design and Technology – entry into Academy Tech challenges, the Rotary Young Chef competition and other House-based challenges
- Languages – The option of studying more than one language at GCSE

THE CO-CURRICULUM – LEARNING BEYOND THE CLASSROOM

Being part of Trafalgar School's thriving community is exciting, inclusive and full of possibilities. Our co-curricular programme is about creating enriching experiences that ignite a spark, lead to another question or nurture a quiet confidence. It's the chance to try something new, to challenge body and mind, to follow the 'what-if', to try, perhaps to decide it's not for you, but to be encouraged to explore another path.

Our approach is inclusive with emphasis on getting the most out of your time in Trafalgar.

During their time at Trafalgar School, every student will:

- Participate in physical activity twice a week
- Try a new sport
- Be an active participant in student leadership
- Sleep outdoors under canvas
- Be a participant in an offsite activity each year
- Take part in an Arts competition
- Act as a mentor to a younger student
- Participate in a theatrical production either on or behind the stage
- Participate in a musical event
- Take part in fundraising
- Have an opportunity to complete their Bronze and Silver DofE
- Speak publicly about something they are passionate about
- Take part in an assembly
- Sing on stage in front of an audience
- Be a member of a sports team
- Represent their House or the School
- Be in the audience for at least one event each year
- Be a spectator at a minimum of one sporting event each year
- Take part in an environmental initiative
- Take part in anti-bullying week
- Take part in diversity week

Through co-curricular involvement, we hope that students will:

- Engage and develop current interests and skills
- Try something new to discover new potential interests and skills
- Develop their leadership and interpersonal skills
- Act out our school values
- Make a difference to their community and to society

School Values Tracker – where do we provide the opportunities for students?

Participate in physical activity twice a week	Try a new sport/physical activity	Be an active participant in student leadership	Sleep outside under canvas
PE Lunch time clubs After school clubs House competitions	PE House competitions Co-Curriculum - after school clubs in Dance & Self-Defence Activities Week	School Council Prefects Peer Mentors Eco-Council Ambassadors Programme	Great Big Camp (Y8) DofE (Y9-11)
Participate in an off-site activity each year	Take part in a theatrical production on or behind the stage	Be an active participant in a music event	Be an active participant in a fundraising event
Trips & Visits*: See Educational Visits information	Drama Club School Production (annually)	House Music Festival Co-curriculum: Choir, band, etc...	House Charities Great Big Walk
Be a member of a sports team	Speak publicly about something they are passionate about	Sing on a stage in front of an audience	Opportunity to complete DofE Bronze or Silver award
PE Lunch time clubs After school clubs House competitions	Great Big Speak Eco-Council School Council Ambassadorship	Christmas Concert House Music Festival Co-curriculum: Choir, band, etc...	DofE Bronze (Y9-10) DofE Silver (Y10-11)
Be a spectator at a live sports event each year	Participate in an assembly	Be in the audience for a live entertainment event each year	Take part in an environmental initiative
Trips & Visits*: See Educational Visits information	House Assemblies (weekly) Celebration Assemblies (termly)	Trips & Visits*: See Educational Visits information	Eco-Council Great Green Day
Represent their House or School	Take part in a competition which involves creativity	Mentor a younger student	Take part in a recognised day/week
After school clubs House competitions: Football, Netball, Rugby, Tennis,	Art Competition Photography Comp' Great Big Bake-off Great Big Write	Peer Mentors	Remembrance Sunday Holocaust Day Diversity Week

Cross-country, Rounders, Athletics, Basketball...	Christmas Card Comp'		Black History Month Anti-Bullying Week etc.
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CHOOSING THE RIGHT COURSES

The Key Stage 3 curriculum operates throughout Years 7, 8 and 9 and prepares students so they are ready to start their GCSE courses in Year 10. Students choose a bespoke curriculum pathway at the end of Year 9 which is tailored to their interests. They are supported by teaching staff, and in the information they receive through PSHCE lessons and the Careers Advisor, in making the most informed choices and are encouraged to study a broad range of subjects in STEM and the EBACC subjects, and the Arts.

The Key Stage 4 curriculum is planned with a clear progression onto Post 16 studies and beyond. Key Stage 4 is a two year programme. Whilst students work towards qualifications in their chosen subjects, additional time is given to offer enhanced subject depth and enrichment beyond the examination syllabus. During Year 9 all students have discussions with staff to ensure that their breadth of curriculum pathway is maintained and due to the strength of foundation subjects all students continue to study a humanity subject and almost all at least one art/technology based subject.

A curriculum information booklet and information evening for parents are part of the provision to support students in making choices pre and Post 16. All Year 11 students are provided with a careers consultation to discuss their choices and future plans. The School employs an independent careers advisor who provides information and impartial advice about the full range of available provision locally to inform their choices about the most suitable provider for them. Information provided by the School includes information on where the qualification may lead.

For more information see Careers Education



CURRICULUM MAP 2022/23 – BROAD AND BALANCED

Subject	Key Stage 3	Key Stage 4
Year groups	7-9	10-11
Art and Design	✓	✓*
Careers Education	✓	✓
Computing	✓	✓*
iMedia	-	✓*
Design and Technology	✓	-
Design Technology: Textiles	✓	✓*
Design Technology: Resistant Materials	✓	✓*
DofE	Bronze	Silver
Drama	✓	✓*
English Language	✓	✓
English Literature	✓	✓
Film Studies		✓*
Food & Nutrition	✓	✓*
Geography	✓	✓*
History	✓	✓*
Languages (French)	✓	✓*
Languages (Spanish)	✓	✓*
Mathematics	✓	✓
Music	✓	✓*
Personal, Social, Health, Citizenship & Economic Education inc.	✓	✓
Sex and relationship education (SRE)	✓	✓
Physical Education (PE)	✓	✓
PE GCSE	-	✓*
PE (Vocational)	-	✓*
Religious Studies	✓	✓*
Science	✓	✓
Biology	-	✓*
Chemistry	-	✓*
Physics	-	✓*

*Option subject

BRITISH VALUES AND SMSC



The promotion of 'British values' is central to education at The Trafalgar School as British values have their origin in the values of our nation. They form a core aspect of our delivery of Social, Moral, Spiritual and Cultural Education.

These values are:

- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs
- Democracy

At The Trafalgar School we recognise the importance of helping students to flourish academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the 'Common Good' of all.

We teach the importance of British values by going much deeper into the meaning of what it means to live a good life. We place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work together for the 'Common Good', in the service of others. Our school vision and values, which includes explicit reference to British values, makes a tangible difference to the way we work together and with our wider communities. The examples that follow are an indication of some of the many ways we seek to embed British values at Trafalgar School and should be seen as an indication of our approach rather than an exhaustive list.

The Rule of Law: The importance of laws, whether they be those that govern the class, the school, or the country (civil or criminal), are consistently reinforced throughout every day, as well as when dealing with behaviour. The curriculum is designed to ensure students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities this involves and the consequences when laws are broken.

Individual Liberty: At Trafalgar School students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. We encourage students to accept responsibility for their

own behaviour and see themselves as individuals able to make a contribution to building community. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely.

Mutual Respect: Respect is one of our core values and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments as well as extra-curricular activities such as sport. Our emphasis on ethics, fairness and justice means that we ask our students to ensure that they look out for those who might be marginalised and disadvantaged. Our approach to teaching and learning across the school fosters mutual respect throughout the curriculum and our Student Code of Conduct promotes the values both of respect and responsibility. The school has taken a very strong stance on social inclusion and anti-bullying through an explicit focus on strategies to enable respect for difference by, for example, reflections on bullying and diversity.

Tolerance of those of different faiths and beliefs: This is achieved through equipping students with the ability to develop positive values, understand their own beliefs and their place in a culturally diverse society. We give our students opportunities to experience such diversity within the school community and within the wider community. All students experience a connection with other cultures and beliefs through our Religious Education and PSHCE programmes and local, regional and international links. Our Religious Studies curriculum provides a broad and balanced education, which includes an understanding of and respect for people of other faiths or none and other religions, cultures and lifestyles.

Democracy: In line with our commitment to democracy, students are always able to voice their opinions as we foster an environment where students can debate ideas and are encouraged to disagree with each other. We also encourage students to substantiate opinions and to realise the value of co-operation and consensus as well as decision making through voting. The election of the Senior Prefects is an effective mechanism for participation in the democratic process, as are regular student voice activities on a range of topics such as teaching and learning, behaviour and wellbeing. The School Council and Eco-Council are active groups within the school.

BRITISH VALUES ACROSS THE CURRICULUM

	Rule of law	Individual liberty	Mutual respect	Tolerance	Democracy
School Values	Trustworthy	Strong & Spirited Giving	Respectful	Open-minded	Giving
PSHCE	Employment Law – focused on child labour in history & today (globally) Internet safety Online-offline relationships & the law Radicalisation & gangs Working with Community Officer County Lines	Money matters Body confidence & self-image Rights & responsibilities The abortion debate	Relationships – friendships, communities & intimate & long-term relationships Working with Chris Loader (Sexual Health Clinic)	Diversity, prejudice & intolerance Families & committed relationships	What is Democracy? How to vote How parliament works Where do we get unbiased information from?
BVT (RE)	Religious teachings in major faiths		Respect and empathy in a global setting Religion in the local, national and global communities	Understanding how people's beliefs impact their lives Attitudes towards people who are different to themselves	Courageous advocacy
Co-curriculum		Public Speaking Competition	Anti-Bullying Week Speakup - Speakout	Black History Month Holocaust Memorial Day Diversity Week	School Council Prefect elections

THE TEACHING OF RELIGIOUS EDUCATION – BELIEFS, VALUES & TRADITIONS

Rel

At Trafalgar School Religious Studies is a compulsory subject for all students in Key Stage 3 and an option subject at Key Stage 4. Understanding religion in all its forms is the foundation of students' Religious Education at Trafalgar. It draws on the richness and diversity of religious teachings and beliefs from across the world. The encounter is an open one which stems from, and instils, respect for different views and interpretations and in which real dialogue and education takes place. Students will be enabled to deepen their understanding of God as encountered and taught by different religions and as a result, students will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes will contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice. At GCSE, students study Buddhism in depth in addition to Christianity.

The right to withdraw from Religious Education

Any parent has a right to withdraw their children from Religious Education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE at the school the school must comply unless the request is withdrawn. The school remains responsible for the supervision of any child withdrawn from RE, unless the child is lawfully receiving Religious Education elsewhere. Parents do not need to explain their reasons for seeking withdrawal.

If a parent is wishing to withdraw their child from RE it is kindly requested that they contact the Headteacher directly. It is helpful to know the religious issues leading to the request and the practical implications of withdrawal.