

# Sample FoRB School Policy

## 1. Policy overview, context and review information

Reviewed: February 2026

Shared with staff: March 2026

Revision Date: March 2028

To be read in conjunction with the following policies: Anti-Bullying, Anti-Racism, Curriculum, Safeguarding, SMSC, PSCHE, Behaviour Management Policies, and Statutory Guidance for British Values

## 2. Introductions and rationale

Being an inclusive school which promotes and protects FoRB aligns with the Education Act 2002 and the Academies Act 2010 which both demand that all schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of students and prepares them for later life.

## 3. Aims and objectives of a school promoting and protecting FoRB

As a school which promotes and protects FoRB, Example School seeks to create opportunities for all members of the school community to:

- talk about their own religion or belief, experience ways in which other people explore and express meaning, and to learn about where and how their religion or belief may be different from others;
- talk about freedom, what it means to be free, what it means for others to be free, what it might mean or feel like to have those freedoms restricted, and to learn about places and times when those freedoms have been restricted;
- learn and talk about Human Rights, that they are for everyone, everywhere, both religious and non-religious, and that FoRB is a human right.

Critically, as a school where FoRB flourishes, we recognise the vital importance of ensuring that the school environment is safe for everyone. We understand that in the UK discrimination or hate-crime is the most commonly experienced violation of FoRB (e.g. antisemitism, anti-Muslim hate). We both actively promote FoRB and also take seriously and challenge violations of FoRB which occur. We ensure our approaches are both trauma informed and shame sensitive.



#### **4. What is the Freedom of Religion or Belief (FoRB)**

Freedom of religion or belief is the right of every person to hold, change, manifest, or reject religious or non-religious beliefs, individually or collectively, in public or private, without coercion, discrimination, or undue interference from the state or others whatsoever. The Right is rooted in key documents such as the Universal Declaration of Human Rights (UDHR), Article 18, and the International Covenant on Civil and Political Rights (ICCPR), UNCRC Article 14 which guarantees children the right to freedom of thought, conscience and religion, Article 18 and the European Convention on Human Rights, which is enacted in Law in the Human Rights Act 1998.

#### **5. FoRB development**

In developing this policy we recognize that there are three domains across which opportunities for engagement with FoRB exist:

- Professional Knowledge
- Curriculum
- Leadership Practice

Opportunities to deepen their understanding and awareness of FoRB are available to all pupils regardless of religious or belief and are fostered through relationships, reflection, creativity, contemplation and exploration of meaning. Pupils are supported in developing their beliefs while respecting others. Opportunities occur across the curriculum, assemblies, events, visits, pupil leadership, displays and lesson planning.

#### **6. Curriculum Contributions to FoRB**

All subject and pastoral leads are made aware of their responsibility to consider opportunities to promote understanding and awareness of FoRB within their curriculums. Similarly, all staff understand that it is everyone's responsibility to consider the contribution that the entire curriculum and school culture can make. Nonetheless, there are specific areas of focus.

Subjects contributing most directly to FoRB are:

- Religious Education/Religious Studies
- Citizenship
- PSHE
- History
- English
- Geography



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Each subject contributes through reflection, ethical discussion, cultural awareness, collaboration and appreciation of human achievement.

Examples of school practice can be found in Annex 1.

## 7. Beyond the curriculum and enrichment

- Assemblies and collective worship
- Student leadership and school councils
- Visits, trips and exchanges
- Community projects and volunteering
- Cultural and religious celebrations
- External speakers and partnerships
- Behaviour policies

Examples of school practice can be found in Annex 2.

### Annexe 1. Curriculum contributions

1. Example School participates in activities provided by Faith & Belief Forum enabling children to engage with people of different faiths and beliefs; student from Example School were actively encouraged to reflect on difference and develop skills for respectful dialogue. The partnership was publicized in communications to parents/guardians and the wider school community.
2. In Year X, students at Example School learn about civil and political rights by studying the American Civil Rights movement. Subject leads from History, English and RE have coordinated to develop a set of questions which students explore enabling opportunities to reflect on contemporary restrictions of civil and political rights, including religious freedom. Curriculum leads have engaged with Teach for Tomorrow (formerly Facing History and Ourselves) and accessed resources which specifically mention and focus on FoRB.
3. In Year X, students at Example School learn about World War II. Subject leads from History, English and RE have coordinated to develop a set of questions which students explore enabling opportunities to reflect on issues of contemporary discrimination including thinking about anti-Semitism and anti-Muslim hate. Teachers have worked with providers including Remembering Srebrenica and the Holocaust Memorial Day Trust to develop these framing questions.
4. Example School provides time and support for the RE lead to engage with the local SACRE. By doing so, they feel confident to take pupils to local places of worship and regularly welcome approved speakers into classrooms, including those from minority religious backgrounds.

## **Annexe 2. Beyond the curriculum and enrichment**

1. Teacher A was encouraged to do FoRB professional development provided by Culham St. Gabriels; Teacher A then created resources which were disseminated to colleagues.
2. Example School hosted an Iftar for its local Muslim community; school displays were created to mark this event linking hosting the Iftar directly to the vision and ethos of the school. The event was also publicized in communications to parents/guardians and the wider school community.
3. Example School participated in local Holocaust Memorial Day commemoration activities; school displays were created to mark this event linking directly to the vision and ethos of the school. The event was also publicized in communications to parents/guardians and the wider school community.
4. Holocaust Educational Trust delivered 90min training on identifying and addressing antisemitism in schools to all staff.
5. Staff from Example School with responsibility for anti-bullying, anti-racist and Behaviour Management policies developed specific measures for addressing Anti-Semitism, Anti-Muslim hate and other forms of religiously motivated hate. They worked with Stand Up Education, delivering training to colleagues and communicating to parents/carers and the wider school community zero tolerance approach to all forms of anti-religious hate.