

# Bournville Village Primary School

## Religious Education Policy

At Bournville Village Primary School Religious Education is taught in accordance with the Birmingham Agreed Syllabus 2007, focusing on the 24 dispositions, and enabling pupils to develop a deep understanding of beliefs, values and traditions of major world faiths.

### Aims:

The overarching aims of this curriculum is to enable pupils to:

- Learn from faith
- Learn about religious traditions.

In addition, through the teaching and learning of RE we aim to:

- Develop the whole child as a spiritual, moral, social and cultured being
- Develop pupil's knowledge and understanding of the faiths, practices and values of a range of religious traditions
- Enable pupils to develop their own values and beliefs, encouraging them to reflect upon their contribution to the wider world

### Subject Content:

Teachers deliver RE lessons weekly following planning provided by the subject lead. The planning focuses on developing pupils' understanding of the 24 dispositions identified in the Birmingham Agreed Syllabus, and provides them with opportunities to explore how these dispositions are expressed in a range of world faiths. Pupils are given time to develop their substantive knowledge of the beliefs, values and practices of religious traditions, and are encouraged to compare and identify links between these traditions. Pupils are encouraged to ask questions and reflect upon their own values and beliefs.

### Outcomes:

By the end of the Key Stage 1, pupils will:

- Engage with views about God, society and the world around them
- Understand the meaning of Christmas and Easter celebrations
- Be familiar with a small range of key stories, expressions, artefacts and other religious material which express the sense of belong and convey a meaning of life
- Begin to recognise various religious demands and responses
- Articulate and discuss aspects of some basic religious perceptions
- Form their basic dispositions towards all that surrounds them in the wider world
- Begin to ask relevant questions
- Acquire dispositions of caring and respect for the dignity of all human beings and of all animal life

By the end of Key Stage 2, pupils will:

- Become acquainted with some important religious narratives
- Begin to engage with the challenge of making moral distinctions and will value what is right, good and true
- Become familiar with key religious cultural expressions, artefacts and other religious phenomena to appreciate the roots and scope of religious life
- Use religious texts to acquire some basic interpretative skills
- Develop their command of religious vocabulary and concepts in order to have discussions
- Appreciate the role of religious faith in the lives of people as demonstrated by selected historical figures and events
- Acquire widely regarded dispositions

### **Assessment**

Teachers use a range of informal methods to assess pupils' progress within RE. Each lesson includes a mini-quiz retrieving prior knowledge, and regular opportunities are provided to draw links and make comparisons between world faiths. Formal summative assessment opportunities are planned for, providing pupils with opportunities to summarise their learning across a unit of work and to continually develop their understanding of the dispositions.

### **Monitoring**

The impact and implementation of the RE curriculum is monitored termly by the RE subject lead through:

- Book looks
- Pupil voice
- Discussion with staff
- Evidence from informal and formal assessment

The information gathered is then evaluated and used to inform next steps required to continuously improve the RE curriculum.

### **Right to Withdraw**

RE is part of the basic curriculum and as such is the entitlement of all pupils of any faith or none. However, parents have the right to withdraw their child from RE lessons and collective worship. Before exercising any right of withdrawal, we would ask parents to discuss their concerns with the head teacher. Requests for withdrawal should be made in writing to the head teacher.

**Policy Written: September 2021 by Emily Connolly**

**Policy Review: September 2023**

