



Chad Vale Primary Religious Education Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Rachel Wain
School adoption date:	January 2023
School's review date:	January 2025

POLICY STATEMENT

At Chad Vale we endeavour to create kind, caring and empathetic learners through our teaching of RE. By teaching about different beliefs and faiths we aim to promote healthy discussions and debate in order to deepen children's understanding of themselves, their peers and the world around them. Through cultural days, visits to places of worship and celebrations; links are made throughout the curriculum to celebrate the diversity within our Chad Vale family and local community.

This policy is written with consideration to our school's commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 7: We have the right to a name and a nationality.

Article 12: We have the right to say what we think should happen and be listened to.

Article 13: We have the right to information.

Article 14: We have the right to choose our own religion and beliefs.

Article 15: We have the right to meet with friends and join groups and clubs.

Article 30: We have the right to use our own language.

THE AGREED SYLLABUS

This policy sets out the school procedures for the teaching of RE and that of collective worship. At Chad Vale Primary School we follow the Birmingham Agreed Syllabus for Religious Education, which is designed to promote pupils' spiritual, moral, social and cultural development. It states that 'the basic course for every child should include the opportunity to learn from religion and to learn about religion'.

At Chad Vale Primary School we foster a positive attitude of caring and self-respect towards

other people, respecting their rights to hold beliefs that differ from the beliefs of others. We actively teach about equality and diversity and our School Code summarises this view.

Through the teaching and learning of RE and Collective Worship we aim to:

- a. Promote a knowledge and understanding of Christianity and other major faiths by exploring beliefs and traditions, teaching and ethics.
- b. Encourage a spirit of co-operation and mutual respect in a multi-cultural society and develop a sense of identity and belonging.
- c. Encourage a feeling of self-worth and a positive relationship with others, showing sensitivity towards other peoples' needs and feelings, and develop their sense of identity and belonging.
- d. Enable children to live in a world with many diverse religions and prepare them for life as citizens in Modern Britain.
- e. Explore beliefs and behaviour of Christianity and other faiths as part of the multi-cultural dimension and to assist mutual understanding and tolerance of major world faiths.
- f. Investigate the customs, practices and artefacts of the major faiths making comparison to the pupil's own faith.
- g. Consider spiritual and moral questions and judgements that arise from discussions or by reflecting on their beliefs, values and experiences and those of other people.

PLANNING

While Christianity is to form the basis of religious studies the children will also be given opportunities to learn about other faiths; Islam, Sikhism, Hinduism and Judaism as suggested by the Birmingham Agreed Syllabus as well as non-religious worldviews.

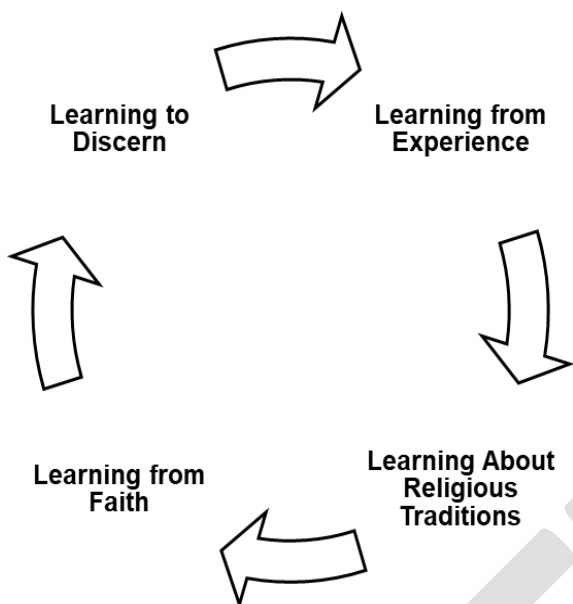
RE at Chad Vale is taught using a learning model, which breaks the dispositions into four tangible, interconnected aspects. They are:

Learning from Experience

Learning about religious traditions and non-religious worldviews.

Learning from Faith and non-religious worldviews.

Learning to Discern



The 24 Moral Dispositions are also explored within and beyond the RE curriculum, in lessons such as Jigsaw and Right respecting.

24 'Moral Dispositions'

DRAFT

	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> ▪ Cultivating Inclusion, Identity and Belonging ▪ Being Thankful ▪ Being Modest and Listening to others ▪ Expressing Joy 	<ul style="list-style-type: none"> ▪ Being Fair and Just ▪ Being Accountable and Living with Integrity ▪ Being Courageous and Confident ▪ Being Loyal and Steadfast 	<ul style="list-style-type: none"> ▪ Remembering Roots ▪ Being Hopeful and Visionary ▪ Being Curious and Valuing Knowledge ▪ Being Open, Honest and Truthful
Year 2	<ul style="list-style-type: none"> ▪ Living by rules ▪ Being Temperate, exercising self discipline and cultivating serene contentment ▪ Being Regardful of suffering ▪ Sharing and being Generous 	<ul style="list-style-type: none"> ▪ Creating Unity and Harmony ▪ Participating and willing to lead ▪ Caring for others animals and the environment ▪ Being merciful and forgiving 	<ul style="list-style-type: none"> ▪ Being silent and attentive to, and cultivating a sense for the sacred and transcendent ▪ Being reflective and self-critical ▪ Being Imaginative and Explorative ▪ Appreciating Beauty
Year 3	<ul style="list-style-type: none"> ▪ Sharing and Being generous ▪ Caring for others animals and the environment ▪ Creating Unity and Harmony ▪ Participating and willing to lead 	<ul style="list-style-type: none"> ▪ Being Fair and Just ▪ Being Accountable and Living with Integrity ▪ Remembering Roots ▪ Being loyal and steadfast 	<ul style="list-style-type: none"> ▪ Being open honest and truthful ▪ Being silent and attentive to, cultivating and a sense for the sacred and transcendent ▪ Being courageous and Confident ▪ Being hopeful and visionary
Year 4	<ul style="list-style-type: none"> ▪ Expressing joy ▪ Being Thankful ▪ Being curious and valuing knowledge ▪ Being reflective and self critical 	<ul style="list-style-type: none"> ▪ Being modest and listening to others ▪ Cultivating inclusion identity and belonging ▪ Being merciful and forgiving ▪ Being regardful of suffering 	<ul style="list-style-type: none"> ▪ Living by rules ▪ Being temperate, excersising self discipline and serene contentment ▪ Being imaginative and self critical ▪ Appreciating beauty
Year 5	<ul style="list-style-type: none"> ▪ Caring for others animals and the environment ▪ Sharing and being generous ▪ Being loyal and steadfast ▪ Being hopeful and visionary 	<ul style="list-style-type: none"> ▪ Being open honest and truthful ▪ Being silent and attentive to cultivating a sense for the sacred and transcendent ▪ Participating and willing to lead ▪ Being modest and listening to others 	<ul style="list-style-type: none"> ▪ Being temperate exercising self discipline and serene contentment ▪ Being thankful ▪ Being imaginative and explorative
Year 6	<ul style="list-style-type: none"> ▪ Living Rules ▪ Being Fair and just ▪ Creating Unity and harmony ▪ Cultivating inclusion identity and belonging 	<ul style="list-style-type: none"> ▪ Remembering Roots ▪ Being courageous and confident ▪ Being regardful of suffering ▪ Being merciful and forgiving 	<ul style="list-style-type: none"> ▪ Expressing Joy ▪ Appreciating Beauty ▪ Being Curious and Valuing Knowledge ▪ Being reflective and self critical

<p>Developing Creativity (How should we imagine and express what matters?)</p>	<ul style="list-style-type: none"> ■ Being Imaginative and Explorative ■ Appreciating Beauty ■ Expressing Joy ■ Being Thankful
<p>Developing Compassion (How and why should we care?)</p>	<ul style="list-style-type: none"> ■ Caring for Others, Animals and the Environment ■ Sharing and Being Generous ■ Being Regardful of Suffering ■ Being Merciful and Forgiving
<p>Developing Choice (What should we stand for?)</p>	<ul style="list-style-type: none"> ■ Being Fair and Just ■ Living by Rules ■ Being Accountable and Living with Integrity ■ Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment
<p>Developing Community (How and where should we contribute and relate to others?)</p>	<ul style="list-style-type: none"> ■ Being Modest and Listening to Others ■ Cultivating Inclusion, Identity and Belonging ■ Creating Unity and Harmony ■ Participating and Willing to Lead
<p>Developing Commitment (What ventures should we undertake?)</p>	<ul style="list-style-type: none"> ■ Remembering Roots ■ Being Loyal and Steadfast ■ Being Hopeful and Visionary ■ Being Courageous and Confident
<p>Developing Contemplation (How do we come to understand what matters?)</p>	<ul style="list-style-type: none"> ■ Being Curious and Valuing Knowledge ■ Being Open, Honest and Truthful ■ Being Reflective and Self-Critical ■ Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence

There are no fixed statutory requirements for the teaching of RE within the National Curriculum 2014, however, as a guide, the following allocations have been made:

Key Stage One 36 hours per year

Key Stage Two 45 hours per year

The EYFS has its own curriculum and teaches RE within Creative Development, Understanding the world, Communication, Language and Literacy and Personal, Social and Emotional Development. To assist in the teaching of RE in EYFS, the RE leader and EYFS leader have co-written a set of 'Mission Cards' designed to link the Birmingham agreed syllabus with the EYFS curriculum.

CROSS-CURRICULAR LINKS

Religious Education links to a variety of other subject areas;

Geography – the children will investigate religion from different parts of the world.

History – they will explore the background and culture of various religions.

English – continually through: writing, reading, speaking and listening.

Art & DT – through artefacts, greeting cards, photographs, calligraphy and encountered on visits to places of worship.

PATHS/PSHE- through opportunities to discuss, for example, feelings, rules, expectations, self discipline, leadership and courage

TEACHING METHODS AND APPROACHES

A wide variety of teaching styles will be employed by the teaching of religious education and should be appropriate to the lesson objectives. These styles will range from teacher-led to pupil-generated activities, which require group or individual work, discussion, drama or art. To enhance the children's learning and experiences of different faiths, each year group will visit a place of worship (with the exception of year 6 who have workshops in school). Visits such as these have proven incredibly valuable in increasing depth of knowledge as well as offering 'hands on' experience.

ORGANISATION

Materials including books, artefacts, videos and photo-copiable materials are stored in the R.E. boxes and cupboards.

ASSESSMENT AND RECORD – KEEPING

The Marking and Feedback Policy must be followed and, where appropriate, learning in RE should be assessed with quality feedback for improvement or next steps. The use of floor books for each class should evidence the learning that has taken place.

REPORTING

Parents/carers will receive an annual report on their child's performance in religious education as part of their end of year report. This report will be undertaken by the class teacher. If concerns are raised relating to child's attainment in RE then Parents/carers will be contacted by the Class Teacher or SENCO to discuss the issues and establish a suitable programme of support.

MONITORING/ EVALUATION

The RE Leader is Mrs Rachel Wain and she will evaluate the teaching and learning of RE and Collective worship across the school, informally and formally during monitoring fortnights. This will take place through learning scrutinies, pupil conferencing, learning observations and review of planning and delivery.

She will feedback areas of strength and areas for development to the Leadership Team and governors and create an RE Action Plan that forms part of the School Development Plan.



There is a school governor who Mrs Wain liaise with throughout the year. This allows for there to be a governor representation at meetings and for parents.

RE currently has four RE ambassadors from across the school to represent the subject. Their role is to champion the subject, support the RE leader during festivals and celebrations, provide a pupil voice and assist with assemblies.

INCLUSION AND EQUAL OPPORTUNITIES

We follow the Birmingham Curriculum Guarantee, which sets out the expectations for all children in Birmingham to have a broad and balanced curriculum. This is shared with parents widely via the newsletter and school website. Parents can exercise their right to withdraw their child from RE lessons and collective worship (1944 Education Act, Sec 25). Should parents wish to withdraw their child, teachers should, in the first instance, inform Mrs Wain and make an appointment with either the Head Teacher or Mrs Wain to discuss this.

Teachers have a right to withdraw from 'religious worship or from giving religious instruction' (1944 Education Act, Sec 30). Should teachers wish to exercise this right, they should make an appointment with the Head Teacher to discuss this.

Policy agreed on:

Chair of Governors: