

Religious Education Policy

September 2026

Hollyfield Primary School
...a place where everyone matters



Version:

September 2026

Ratified by the Governing Body:

23 September 2026

Signed by the Governing Body:

To be reviewed (annually):

September 2027

This policy should also be read alongside the Birmingham Agreed Syllabus for Religious Education.

Intent

The Religious Education (RE) curriculum at Hollyfield Primary School encourages a positive attitude to different religions and beliefs. It links with the British Values taught in school and helps to prepare our children to become well-rounded, respectful members of society with an awareness and acceptance of the views of others.

The aims of our RE curriculum are to enable pupils to:

- Learn from faith
- Learn about religious traditions
- Understand that some people do not prescribe to an organised religion but may have a worldview

We aim to:

- Develop the whole child as a spiritual, moral, social and cultured person
- 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

Implementation

We follow the Birmingham Agreed Syllabus for Religious Education. The curriculum is taught through 24 moral and cultural dispositions, aimed at cultivating and inspiring the knowledge and understanding of different faiths. It offers pupils opportunities for personal reflection and spiritual development, and it promotes the understanding of the significance of religion in the lives of others.

The 24 dispositions are:

Being imaginative and exploratory
Appreciating beauty
Expressing joy
Being thankful Caring for others, animals and the environment
Sharing and being generous
Responding to suffering
Being merciful and forgiving
Being fair and just
Living by rules
Being accountable and living with integrity
Being temperate, self-disciplined and seeking contentment
Being modest and listening to others
Creating inclusion, identity and belonging Creating unity and harmony
Participating and willing to lead
Remembering roots
Being loyal and steadfast
Being hopeful and visionary
Being courageous and confident
Being curious and valuing knowledge
Being open, honest and truthful
Being reflective and self-critical
Being attentive to the sacred, as well as the precious

Each disposition will be visited 3 times during your child's time at Hollyfield Primary School, once during Year 1 and 2, 3 and 4 and 5 and 6, building on the progression of skills and knowledge. In Reception the children are exposed to a selection of the dispositions, linked to their topics. They learn about key festivals, family traditions, celebrations and communities.

Hollyfield Primary School complies with the legal requirement to ensure that RE is, in the main, Christian and also gives equal respect to the teaching of non-religious worldviews.

At Hollyfield Primary School, we place great importance on both educational visits and visitors into school to enhance the Religious Education curriculum. Visits to places of worship, such as annual class visits to St Chad's Church to take part in a RE lesson with a focus on Christianity, provide rich opportunities for children to learn about religious traditions, rituals, symbols and artefacts. These visits act to both consolidate learning in the classroom and ignite the curiosity of our learners to question and develop their understanding in a real-life setting.

To further embed their learning, children will have the opportunity to engage in class discussion and drama and have access to religious artefacts. Children will participate regularly in assemblies with different faith foci and to celebrate a range of special festivals as part of the school community.

Strategies for Teaching

Through our enquiry-based approach, emphasis is placed on the development of enquiry skills and a RE perspective, alongside substantive knowledge. A variety of teaching approaches used to support this development including:

- Teacher presentations, role-play, drama, storytelling, videos, images, and assemblies including year group performances.
- Questioning and answering sessions, discussions and debates.
- Research tasks - guided, independent and group.
- Access to artefacts and sources of evidence which can be investigated.
- Educational visits.
- Workshops and guest speakers.

Teachers are expected to refer to follow the planning documents provided by the Birmingham Agreed Syllabus, which have been produced to ensure they are building on previously taught knowledge and skills to ensure progression.

Equal opportunities

Hollyfield Primary School is committed to ensuring that it meets the specific duties in relation to current equality legislation. All children have equal access to the RE curriculum, irrespective of their race, gender and ability. All children cover the content made statutory by the Birmingham Agreed Syllabus for Religious Education. Children access the curriculum at the appropriate level, thus ensuring progression and continuity. Suitable resources, including personnel, learning environments and equipment are available to enable children to access the learning required. Resources are regularly reviewed to ensure they encompass and reflect our diverse community and society. Parents/Carers have the right to withdraw their child from lessons if they wish and should speak to a member of staff if they have any questions to discuss.

Special Educational Needs and Disabilities

Our intention is that every child be able to access the curriculum at an appropriate level. If there is a very specific barrier for a child, we carefully analyse the issue and consider a precise response in order to support the child to overcome this.

Provision for children with Special Educational Needs and disabilities (SEND) includes:

- Carefully planned activities to support children
- Breaking down the learning into smaller steps
- Deployment of teaching assistants and additional adults to support targeted groups and individuals both within the classroom and in intervention groups under the guidance of the class teacher to ensure full curriculum entitlement
- Support for parents to assist in helping their children develop specific skills

Impact

Teachers are required to use the key questions from each unit of work to assess children's understanding. This will inform future planning and facilitate differentiation, so all children can access and achieve the learning outcomes, ensuring progress can be made.

Throughout lessons, teachers will make informed judgements based on observation, discussion, questioning and written work.

At the end of each academic year, all objectives will have been taught, and through the on-going assessments, teachers will decide whether children are working towards, have met, or have exceeded age-related expectations. Feedback is given both verbally and written in accordance with the school's Marking and Feedback Policy.