World's End Junior School - RE Policy 2026-27

Intent

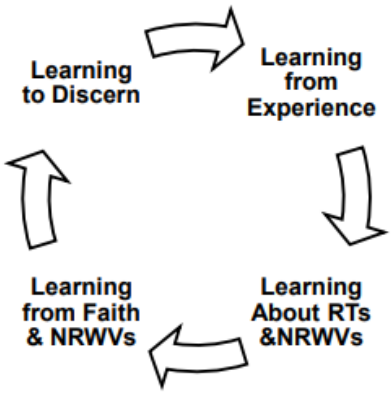
At World's End Junior School we follow the Birmingham Agreed Syllabus which focuses on a character-driven approach to encourage the development of 24 dispositions, or values. The dispositions both define and promote a flourishing personal, spiritual and moral character. Examples of the dispositions include, 'Living By Rules' and 'Creating Unity And Harmony'. Such dispositions are the starting point for all study in Religious Education, the order and complexity in which they are presented being influenced by child development. The dispositions encourage pupils to think about, and act upon, a growing understanding of their own faith or viewpoint, whilst acknowledging their neighbour's perspective.

Implementation

Lessons at our school follow a spiral curriculum which focuses on the 24 dispositions which are encountered once in Years 3 and 4 and then again in Years 5 and 6. The teaching sequence always follows 'The Dimensions of Learning' model set out in the Agreed Syllabus.

- **Learning from Experience**
- **Learning about RTs and NRWVs***
- **Learning from Faith and NRWVs***
- **Learning to Discern.**

Key:
***RTs- Religious Traditions**
***NRWVs- Non-Religious Worldviews.**



Throughout lessons there is a strong emphasis on learning from different religions to develop children's own personal beliefs and character whilst also ensuring that children gain knowledge about Religious Traditions and Non-Religious Worldviews.

Children are assessed against each of the dispositions as they encounter them throughout the year. Teacher's use group discussion, individual responses, work in books and the

Agreed Syllabus 'Key Questions' document to assess progress. This then informs the next stages of planning to ensure that all children make good progress.

Following the Agreed Syllabus means that there is less emphasis on 'Learning about religions' and more emphasis on 'Learning from religions.' To ensure that children still gain core knowledge about religious traditions, class assemblies will be planned by the RE leader for class teachers to deliver throughout the Autumn term.

Impact

By following this curriculum, we aim for children to develop informed judgements and acknowledge and respond to shared human experiences. Over time children will cultivate widely recognised values and virtues and be motivated to act upon their new-found understanding. We will be leading additional whole school and class assemblies to ensure that children build a strong understanding of the various faiths and traditions in Birmingham and the world around them. This should aid their understanding of, and tolerance of, people with different faiths and beliefs. Following the Birmingham Agreed Syllabus ensures that the children at World's End Junior school are prepared for life in Great Britain, in making their own moral decisions and in their understanding of the various people they meet.

The 24 dispositions

The 24 dispositions outlined in the Birmingham Agreed Syllabus 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

World's End Junior school strands of learning

Creativity

RE offers an exciting opportunity for children to explore different religions and the ways that people express themselves in these religions creatively. This is often through worship (music), art and dance. Children share their own experiences and watch the experiences of others to gain a deeper insight into how religion can be expressed creatively.

Staying Safe and Keeping Healthy

Open dialogue is encouraged in RE lessons and the fourth dimension of the learning cycle 'learning to discern' encourages children to reflect on which practices and ideals are compatible with staying safe and leading a healthy lifestyle.

Democracy

At World's End Junior school our children represent a variety of faith communities, including children who have little or no religious upbringing. Shared acceptance and respect is promoted in all lessons and children are encouraged to share their thoughts and feelings with others.

Spirituality

As part of the learning cycle children 'learn from faith' and 'learn from experience.' This gives children the opportunity to reflect on their own experiences and gain knowledge about others' experiences, deepening their spiritual awareness.

Culture

Religious practices can be influenced by the culture that surrounds people. This is explored during RE lessons and differences in the way that people express their beliefs and the traditions that can often be associated with religions are respected and explored.

Our Place and Impact in the World

In Birmingham, we live in a rich and diverse community. Children are encouraged to explore their own beliefs and different faiths, and the impact they have on their community and the wider world.

Cross-curricular links

English – children regularly use their speaking and listening skills through sharing their thoughts and experiences. They have the opportunity to write regularly and to read a variety of religious texts and stories.

Art – thoughts, feelings and attitudes are often represented through paintings and drawings. Children have the opportunity to experiences this and to create their own pieces of art when reflecting on different religions.

History – children are taught where religious events fit into a historical timeline, which is linked to their learning about chronology in History.

Geography – different religions originate from different parts of the world and can hold cultural as well as religious significance for individuals. Children are encouraged to explore this and to share their own experiences.

PSHE – through the 24 dispositions, children are encouraged to reflect on their own thoughts, feelings and well-being. Topics such as marriage, life and death and moral decisions are explored and discussed, allowing children to contribute their own opinions and reflect on others' experiences.

Computing – using ICT can be beneficial in supporting children's wider understanding of RE. Children use this to learn more about a topic, produce different media to show their understanding of a topic and access videos and music to further their learning.

Music – worship in different religions is often done through singing and playing music. Children explore this through listening and watching videos of a variety of religions in different cultures and contexts.

Participation

We encourage all children to join in with RE lessons and to share their rich and varied experiences with the rest of the class. The current advice from the Government concerning the teaching and learning of RE is as follows:

"Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18." (The national curriculum: Other compulsory subjects - GOV.UK (www.gov.uk))

World's End Junior School follows this guidance, but any parent seeking to withdraw their child from RE lessons will be advised to meet with the RE Lead to discuss their concerns about the curriculum.