

Religious Education



At Calthorpe Academy, learners explore religions, beliefs and non-religious worldviews in an inclusive and respectful environment. In line with UNCRC Article 14, we recognise every child's right to freedom of thought, conscience and religion.

We follow the **Birmingham Agreed Syllabus for Religious Education (2022)**. RE is adapted to learners' developmental, communication, sensory and cognitive needs so that everyone can participate in meaningful ways.

For learners within **Engagement for Life** and **Foundations for Life**, RE is experienced through sensory exploration, stories, celebrations, communication, relationships and the **Birmingham 24 Dispositions** embedded across their curriculum.

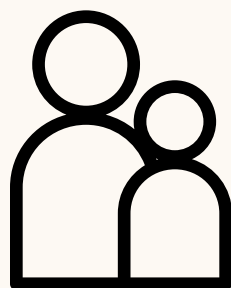
Within **Learning for Life**, Religious Education is taught as part of a broad and balanced curriculum and is connected to learners' understanding of the world around them, their communities and everyday life. RE develops open, sensitive, reflective and critical thinking as learners explore different religions, beliefs, practices, values and lifestyles. Learning is made purposeful and relevant by providing opportunities for learners to relate the beliefs and experiences of others to their own lives, communities and experiences, supporting them to apply and generalise their understanding beyond the classroom.

RE contributes to learners' Spiritual, Moral, Social and Cultural (SMSC) development and Fundamental British Values, supporting them to become thoughtful, caring and active citizens in modern Britain.

Learning is enriched through the SMSC Thought of the Week, religious celebrations and visits to places of worship through the Ladywood Interfaith Education Project.

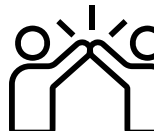
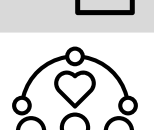
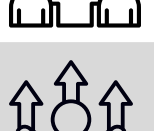
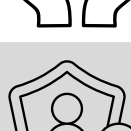
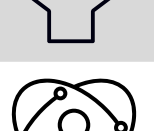
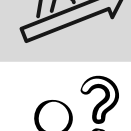
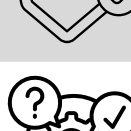
These experiences promote curiosity, empathy, respect and appreciation of the diverse communities in which our learners live.

Parental Rights



Parents and carers may withdraw their child from Religious Education or collective worship. Requests should be made in writing to the Head Teacher, including the child's name. (Appropriate alternative provision will be arranged)

Religious Education

Disposition	Engagement for Life (EFL)		Foundations for Life (FFL)		Learning for Life (LFL)
Developing Creativity		Experience – awe, wonder, sensory exploration, beauty and joy		Explore – play, create, express preferences and enjoyment	 Express & Reflect – explore how beliefs and values are expressed through art, music, stories and symbols
Developing Compassion		Experience Care – positive relationships, kindness and shared experiences		Show Care – helping, sharing and recognising others' feelings	 Understand & Apply – explore kindness, generosity, forgiveness, suffering and care for others and the world
Developing Choice		Choose – communicate preferences, acceptance and rejection		Make Choices – explore rules, fairness, consequences and independence	 Consider Choices – reflect on fairness, justice, responsibility and how beliefs influence actions
Developing Community		Belong – experience connection with familiar people and groups		Participate – develop identity, relationships and belonging to different groups	 Understand Communities – explore faith, identity, iversity and living respectfully alongside others
Developing Commitment		Develop – trust, confidence, anticipation and persistence		Build – confidence, resilience and recognition of important people and traditions	 Explore Commitment – understand how beliefs and values influence hope, courage, identity and commitment
Developing Contemplation		Experience – stillness, attention, curiosity and sensory reflection		Explore – curiosity, emotional awareness, calm and reflection	 Question & Reflect – think about beliefs, worldviews, personal experiences and questions about life

The same six dispositions are explored across all pathways and mapped to our SMSC Thought of the Week. Each weekly theme is explored through pathway-specific assemblies, with experiences and learning adapted to learners' developmental stages, communication needs and lived experiences.