



## Religious Education

Written By:  
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### **Norwich Road Academy RE policy**

Name of school	Norwich Road Academy
Date of policy	21 <sup>st</sup> July 2022
Member of staff responsible	Miss Amy Spearpoint
Review Date	July 2024

## **Intent**

At Norwich Road Academy, we have designed our R.E. curriculum with the intent that our pupils must have the foundations to become respectful adults. We motivate them to be the very best they can be confident communicators, global citizens, to take opportunities to extend their horizons and develop the resilience to overcome any obstacles in life.

These values are central to our Academy vision:

### **Be Proud - Connect -Empower – Motivate – Aspire – Transform**

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

This fits with our school ethos of 'Building our love of learning together.'

At Norwich Road Academy we deliver RE in line with the Norfolk Agreed Syllabus. We use the agreed syllabus in line with the Diocese of Norwich programme to support our Scheme of Work (<https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/>).

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf))
- RE : realising the potential Ofsted 2013 ([www.ofsted.gov.uk/resources/religious-education-realising-potential](http://www.ofsted.gov.uk/resources/religious-education-realising-potential))
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)
- *C of E church schools may wish to add “Valuing all God’s Children”* ([https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)), “Making a Difference “ (which includes the Church of England Statement of Entitlement) ([https://www.churchofengland.org/sites/default/files/2017-10/2014\\_making\\_a\\_difference-a\\_review\\_of\\_religious\\_education\\_in\\_church\\_of\\_england\\_schools\\_web\\_final.pdf](https://www.churchofengland.org/sites/default/files/2017-10/2014_making_a_difference-a_review_of_religious_education_in_church_of_england_schools_web_final.pdf)) and the 2018 SIAMS inspection framework (<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections> )

## **The aims of our RE, using the Norfolk Agreed Syllabus – in line with our curriculum intent:**

The Norfolk Agreed Syllabus and is aligned to the non- statutory guidance described above. At Norwich Road Academy we intend that Religious Education will:

- **adopt a key- question based approach** every year group will explore a key question once a term so the children understand what they are going to learn about so they can answer this question by the end of the term.
- **support the knowledge-based curriculum** as set out by Eastern Multi-Academy Trust. We use our curriculum mantra in all RE lessons and use quizzes and key vocabulary to keep children engaged in their learning.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery** about the world around them, encouraging pupils to want to discover more about their local community and the world they live in.
- **nurture children's own spiritual development** through collective worship (assemblies), structured lessons and through visiting speakers.

## Implementation

At Norwich Road, we cover an in-depth study of Christianity plus one other religion in each year group. This also follows the Norfolk Agreed Syllabus. The grid below shows specific enquiries for each year group. The long-term plan that we follow at Norwich Road Academy has been adapted meet the needs of the pupils within our community.

<b>Year Group</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>EYFS</b>	Religion – Christianity Why is the word God so important to Christians? <b>What is Christmas?</b>	Religion – Christianity Do Christians put a cross in Easter gardens? <b>What is Easter?</b>	Religion – Islam, Hinduism, Sikhism How do people celebrate different festivals? Look at different religions.
<b>Year 1</b>	Religion- Christianity  Key Question- How does a celebration bring a community together?	Religion- Christianity  Key Question- What does the cross mean to Christians?	Religion- Judaism  Key Question- What do Jews remember on Shabbat?
<b>Year 2</b>  <b>Year 1/2 to follow this in 22/23</b>	Religion- Christianity  Key Question- What does the nativity story teach Christians about Jesus?	Religion- Christianity  Key Question- How do Christians belong to their faith family?	Religion- Judaism  Key Question- How do Jews celebrate Passover (Pesach)?
<b>Year 3</b>	Religion- Christianity  Key Question- What is the Trinity? (Also include Christmas story towards end of Aut2).	Religion- Christianity/Philosophy  Key Question- What is philosophy How do people make moral decisions?	Religion- Islam  Key Question- What do Muslims believe about God?
<b>Year 4</b>	Religion- Christianity/Sikhism  Key Question- How do religious groups contribute to society and beyond?	Religion- Christianity  Key Question- Where do Christian beliefs come from?	Religion- Islam/Christianity/ Humanism  Key question- What does sacrifice mean?
<b>Year 5</b>  <b>Year 4/5 to follow this in 22/23</b>	Religion- Christianity  Key Question- Is believing in God reasonable?	Religion- Christianity  Key Question- What difference does the resurrection make to Christians?	Religion- Hinduism  Key Question- What do Hindus believe? How do they express their faith?

<b>Year 6</b>	Religion- Christianity  Key Question- How and why does religion bring peace and conflict? (Also include Christmas story towards end of Aut2).	Religion- Christianity  Key Question- What does it mean to be human? Is being happy the greatest purpose in life?	Religion- Islam  Key Question- How does beliefs shape identity for Muslims?
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## **EYFS**

Within the EYFS curriculum, RE falls under Understanding the World.

- Developing positive attitudes about the differences between people, that reflect the diversity of modern Britain.
- Celebrate cultural, religious and community events and experiences.
- Understand that some places are special to members of their community and explain places of worship and places of local importance to the community.
- Recognise that people have different beliefs and celebrate special times in different ways.

EYFS is catered for within the long term plan, and will have specific enquiry based questions for their year group.

## **How is RE organised in this school?**

The topics we cover in RE at Norwich Road Academy brings together learning about and from religion including questioning and spiritual development. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. We begin a topic from the children's own life experiences using these as a bridge into the investigation of the religion that is being studied. Teachers are required to link learning in RE with the rest of our curriculum to empower pupils to make links in their learning. Vocabulary should be taught discretely in line with our knowledge curriculum and through the use of our curriculum mantra. Learning is assessed regularly and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At Norwich Road Academy teachers use series of weekly lessons once every half a term which may be taught by a skilled HLTA. Planning is used as a base line of ideas which is then supplemented by independent research which will add variety, interest and context to the lessons as well as differentiation. At Norwich Road Academy we have a wealth of hands-on resources which enhance the learning experience and develop the children's understanding of a diverse number of faiths and cultures; many of which are reflected within our own community.

## **Impact**

- **observe children** – to see how they tackle a task and how well they use their skills and knowledge
- **ask questions** – to challenge thinking and ascertain understanding.
- **work alongside children in group work** – to be able to adapt/extend their learning, and provide personalised learning opportunities and challenge
- **encourage self and peer assessment** – helping children to understand their learning journey
- **give verbal feedback** – to help children identify how well they have done, and what they need to learn next
- **mark children's work** – affirming their achievement and identifying next steps.

## **Differentiation/SEN**

Inclusivity is part of our philosophy at Norwich Road Academy. Teachers will tailor each enquiry sensitively to meet the needs of the children in their classes. To support this differentiation, we develop creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Where appropriate, pupils will access learning in Elmer's room (our Inclusion Suite). If this provision is in place, the staff in Elmer's room will tailor the learning to the specific needs of the child.

## **External contributors**

RE gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights and which is supported and underpinned by our school values: **Be Proud – Connect - Motivate – Empower - Aspire – Transform.**

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme. Visitors to the academy will be managed according to current risk assessments.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues may at times arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers are not obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

## **Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the Principal and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. Where parents have requested that their child is withdrawn, their right must be respected, and once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.