



Religious Education Policy

Date of policy	February 2024
Member of staff responsible	A Huntley
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Religious Education at Norwich Road Academy

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)
- RE : realising the potential Ofsted 2013 (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), “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)
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.

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Religion – Christianity Why is the word God so important to Christians? What is Christmas? Theme: Theology	Religion – Christianity Do Christians put a cross in Easter gardens? What is Easter? Theme: Philosophy	Religions – Islam, Hinduism, Sikhism How do people celebrate different festivals? Look at different religions. Theme: Human/Social Sciences
Year 1/2 To follow this in 23/24	Religion- Christianity Key Question- How does a celebration bring a community together? Theme: Human/Social Sciences	Religion- Christianity Key Question- What does the cross mean to Christians? Theme: Theology	Religion- Judaism What do my senses tell me about the world of religion and belief? Theme: Philosophy
Year 3	Religion- Christianity Key Question- What is the Trinity? Also include Christmas story. Theme: Theology	Religion- Christianity Key Question- What is philosophy How do people make moral decisions? Theme: Philosophy	Religion- Islam Key Question- what difference does being a _____ make to daily life? Theme: Human/Social Sciences

Year 4/5 To follow this in 23/24	Religion- Christianity/Hinduism Key Question- How do religious groups contribute to society and beyond? Theme: Human/Social Sciences	Religion- Christianity Key Question- Where do Christian beliefs come from? Theme: Theology	Religion- Christianity Key question- What does sacrifice mean? Theme: Philosophy
Year 6	Religion- Christianity/Multi Key Question- How and why does religion bring peace and conflict? Theme: Human/Social Sciences	Religion- Christianity/Humanist Key Question- What does it mean to be human? Is being happy the greatest purpose in life? Theme: Philosophy	Religion- Buddhist Key Question- How do _____ explain the suffering in the world? Theme: Theology

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.

RE in EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

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.

SEND and Inclusion

At Norwich Road Academy, we endeavour to meet the needs of all children, taking into account gender, ethnicity, culture, religion, language and disability. The provision for children

with Special Educational Needs and Disabilities is detailed in the SEND Policy. Children with SEND are supported through additional or adapted resources, differentiated learning tasks, targeted adult support and interventions. Some children may need additional time or careful scaffolding to understand or complete a task.

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.

Subject Leader

Subject Leaders at Norwich Road Academy will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the academy
- Advise and support staff in the planning, delivery and assessment of design and technology;
- Monitor and evaluate the standards of children's work and the quality of teaching in design and technology throughout the school;
- Attend appropriate CPD and stay informed regarding developments within their subject
- Provide and evaluate learning resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupil's learning and development

Monitoring and review

This policy will be reviewed by staff and governors at least every 2 years.