



The Federation of Spixworth Schools

Religious Education Policy (R.E.)

Agreed by SLT: Summer 2024

To be reviewed: Summer 2027

Intent

Overall curriculum rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within The Federation of Spixworth Schools. This policy promotes best practice and establishes consistency in teaching and learning across the federation. It also takes into account the diversity of our learners, providing equality of opportunity for all, alongside varied learning experiences that lead to a consistently high level of pupil attitude and achievement in RE.

The Federation of Spixworth schools recognises the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of Norfolk. We have used this syllabus to adopt a set of plans which match the needs and interests of our cohort.

The federation has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs. We have made a commitment to increasing the diversity of the curriculum we offer which supports our work with the UN Rights of the Child, Article 14



- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work. See Assessment for Learning Policy.
- All pupils understand all elements of .R.E, as per the Norfolk Agreed Syllabus.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted. Where applicable, we aim to support and foster links with the local community.
- Progression of academic achievement occurs consistently throughout the key stages through the use of our progression document and is tracked on Pupil Asset.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2024) The Statutory Framework for the Early Years Foundation Stage (EYFS).
- DfE (2013) National Curriculum in England: history programmes of study: key stages 1 and 2.

This policy operates in conjunction with the following federation policies:

- Marking and Feedback Policy
- Educational Visits policy
- SEND Policy
- Equal Opportunities Policy
- Online Safety Policy
- ICT Acceptable Use Policies for pupils and Staff
- Code of conducts for Staff and Pupils
- Curriculum Policy
- Curriculum Risk Assessment

Aims

The aims of The Federation of Spixworth Schools R.E. curriculum are:

- The Federation of Spixworth schools adheres to the locally-agreed syllabus of Norfolk.
- RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- The federation will make provisions to account for parents' right to withdraw their child from RE lessons.
- All pupils will have a high quality, coherent and progressive experience of RE.
- The federation will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.
- The federation will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.
- Pupils will be introduced to issues of crime and punishment, sex and relationships, addiction and dependency, diet and body image.

Good practice for the curriculum include:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

Implementation

EYFS Educational Programme

Taken from the Statutory Framework for the early years foundation stage January 2024 – Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and

poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

EYFS Early Learning Goals

All pupils in the EYFS will be taught R.E. as an integral part of their personal, social and emotional learning.

- All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- All pupils will reflect on their feelings and experiences.
- Teachers will encourage imaginative play and curiosity in pupils.
- R.E. is taught on a 2 year cycle to support mixed age classes.

Key Stage One

Lens	Human/Social Sciences	Philosophy	Theology	Human/Social Sciences	Theology	Theology	Philosophy
Religion or Worldview	All religions	Christian Hindu Jewish	Judaism	Islam Christianity	Christianity Judaism Islam	Christianity	Christianity Hinduism
What does it mean to belong? What does it mean to believe? What is religion?	What do my senses tell me about the world of religion and belief?	What do Jewish people remember on Shabbat? Other questions: What do religious people say God is like?	How does a celebration bring a community together? Other questions: •How do festivals/celebrations bring people together? •Why are symbols and artefacts important to some people? •How do worship/ceremonies give Muslims and Christians a sense of identity and belonging?	What is a place of worship? How do different religions pray? What buildings have special significance to different religions? What might you find in a church/mosque/synagogue?	What does the cross mean to Christians? Other questions: • What do Christians people say God is like? • Why does Easter matter to Christians? • What might Christians learn from the Easter story? • Why does the cross mean to Christians?	How did the universe come to be? Other questions: • What's the big idea? (introduction to philosophy/Socratic dialogue) • How did the universe come to be? • What is puzzling about the world of religion and belief? • What questions do religious stories make us ask? Can we find any answers?	What does it mean to belong? What does it mean to believe? What is religion?

Lower Key Stage Two (Years 3 and 4)

Cycle 1

Lens	Theology	Theology	Human/Social Sciences	Human/Social Sciences	Human/Social Sciences	Philosophy
Religion or Worldview	Christianity	Christian Hindu Judaism	Christianity	Judaism	Christianity	Humanism Multi faith
Core Question	<p>What does the nativity story teach Christians about Jesus?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What do Christians remember at Christmas? • What might Christians learn from the nativity story? • Why does Christmas matter to Christians? 	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What might Hindus learn from Divali? • What do Jews remember at Hannukah? • What might Christians learn from advent? • Who made the world? 	<p>How do Christians belong to their faith family?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • Where is the religion around us? • What does it mean to be part of a religious family? • What does it mean to belong to the Christian community? • What happens in the daily life of a Christian? 	<p>How do Jewish people celebrate Passover (Pesach)?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • How do festivals/celebrations bring people together? • Why are symbols and artefacts important to some people? • How do worship ceremonies give Jews a sense of identity and belonging? 	<p>How do Christians celebrate Easter?</p> <p>• Other questions:</p> <p>What other celebrations are Easter linked ? (Spring, Passover)</p>	<p>Why do people have different views about the idea of 'God'?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What is puzzling about the world of religion and belief? • How do people decide what is right and wrong?

Cycle 2

Lens	Theology	Philosophy	Human/social sciences	Human/social sciences	Philosophy	review	Theology	Human/Social Sciences	Theology
Religion or Worldview	Christianity	Multi faith including Sikh views on God as truth	Hindu	Christianity	Buddhism, Sikhism, Christianity, Humanism		Christianity	Multi faith	
Core Question	<p>Where do religious beliefs come from?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What is the Bible and how do people interpret it? • Why is there so much diversity of belief within the Christian faith? • How have events in history shaped beliefs? 	<p>What do we mean by truth?</p> <p>Is seeing believing?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What is the difference between believing and knowing? 	<p>How do religious groups contribute to society and culture?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What can we learn from different members/expressions of the Hindu tradition? • How do Hindus express their religious beliefs in modern UK and in India? 	<p>Why is there so much diversity of belief with the Christian faith?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What does it mean to be a Christian? • What can we learn from different members/expressions of the Christian tradition? 	<p>What does sacrifice mean?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • What kind of world should we live in? • Can kindness/love change the world? 		<p>Who founded Christianity?</p> <p>Why is Jesus important to Christians? (review)</p> <p>Which locations have religious significance to Christians?</p>	<p>I am learning to consider how people's faith impacts their choices and experiences.</p> <p>People: Malala, Dali Lama, Rabbi Jonathan Sacks and Mother Theresa.</p> <p>Others may be used if preferred as long as they represent different religions.</p>	<p>I am learning to consider the purpose of a pilgrimage in the life of a believer</p> <p>Why are some journeys special?</p> <p>What is the history of special journeys and what religious stories have inspired them?</p>

Upper Key Stage Two (Years 5 and 6)

Cycle 1

Lens	philosophy	philosophy	theology	Theology	theology	theology	human/social sciences	Human/Social Sciences
Religion or Worldview	Humanist	Christianity	Islam	Christianity	Islam	Islam	Christianity	Sikh
Core Question	<p>What is philosophy?</p> <p>How do people make moral decisions?</p> <p>How do people respond to the issues of poverty and justice?</p>	<p>What is a miracle?</p> <p>Explore the various miracles attributed to Christ throughout his life, starting with his birth.</p> <p>Suggested miracles: Immaculate conception, loaves and the fishes, Lazarus, stilling of the storm and the resurrection.</p>	<p>What do Muslims believe about God?</p> <p>How do the 5 Pillars of Islam demonstrate a Muslim's faith/relationship with Allah?</p>	<p>What is the Trinity?</p>	<p>The role of fasting in religion</p>	<p>What difference does being a Muslim make to daily life?</p>	<p>What does religious artwork tell us about the beliefs of the people who painted it?</p> <p>Looking at different religious artwork and the meaning behind it.</p> <p>Suggested art: The Sistine Chapel, The last Supper, Christ Carrying the Cross, The Transfiguration</p>	<p>How do people express commitment to a world view/religion in different ways?</p>

Cycle 2

Lens	Human/Social Sciences	Theology	Philosophy	Theology	Theology	Human/Social Sciences	Philosophy/Theology	Human/Social sciences
Religion or Worldview	Multiview	Buddhism	Humanism	Christianity	Humanism Christianity	Islam	Judaism Worldview	Multi religions
Core Question	<p>How and why does religion bring peace and conflict?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • How do/have religious groups contribute to society and culture across the world? • Does religion bring peace, conflict or both? • How have expressions of faith changed over time? 	<p>How do Buddhists explain suffering in the world?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • How do Buddhists make sense of the world? 	<p>What does it mean to be human?</p> <p>Is being happy the greatest purpose in life?</p>	<p>What does the suffering and sacrifice of Jesus symbolise for Christians?</p> <p>(A chance to revisit the Easter story as more mature pupils can unpick its meanings.)</p>	<p>Creation or science: conflicting or complementary ?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • One narrative, many beliefs: Why do people interpret things differently? • How reliable are sources of authority for believers? 	<p>How do beliefs shape identity for Muslims?</p> <p>Other questions:</p> <ul style="list-style-type: none"> • How do/have religious groups contribute to society and culture across the world? 	<p>When do Jewish people become adults?</p> <p>What is the significance of a Bar/Bat Mitzvah?</p> <p>When do you think you are an adult?</p> <p>What ceremonies mark entry to adulthood in our culture/society?</p>	<p>What common themes are found in stories across different religions?</p> <p>Stories with peace or war themes</p> <p>Stories with miracles</p>

Curriculum delivery

- The Federation of Spixworth schools adheres to the locally-agreed syllabus of Norfolk.
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Teaching and learning approaches:

- The RE curriculum is delivered at least once a week for KS1 and KS2.
- Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, We have made a commitment as a federation to include books which promote diversity and inclusion.
- Artefact boxes are available to support the teaching of the religions covered.
- Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- To improve understanding of the topic, several methods of teaching is deployed including but not limited to:
 - Storytelling
 - Adult-led activities
 - Child initiated activities
 - Debating
 - Dramatic performance
- To improve communication and language in the classroom, teachers will encourage pupil:
 - Organisation, clarification and sequencing of thoughts, feelings and ideas.
 - Development of their own narratives in relation to the stories they hear in lessons.

Exploration of their feelings and emotions towards set narratives.

Planning expectations:

- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Planning for RE will consist of long-term, medium-term and short-term planning which will be tailored to each cohort by the relevant member of staff, e.g. the classroom teacher.
- Long-term plans will be created by the subject leader and will include the topics studied in each term during the key stage which focus on a key enquiry question.
- Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.
- The subject leader is responsible for reviewing and updating long-term and medium-term plans on an annual basis, and communicating these to teachers prior to the start of a new term.
- Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. These will be informed and led by the Federation's progression documentation for RE.

Equipment and resources

- The subject leader is responsible for the management and maintenance of writing resources, as well as for liaising with the federation business manager/finance officer to purchase further resources.
- Display units and walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time and reflect progression across year groups.
- The school's libraries contains an array of resources to support pupils' learning

Health and safety

Specific considerations for this subject can be found in the Curriculum Risk Assessment, which is reviewed annually. A log is kept of all staff who have read and understood this assessment each year.

Cross curriculum links

- R.E. will be linked to Rights Respecting School Work and the right to choose and celebrate your own religion.
- R.E. will be linked to Geography and History where in links to events and locations.



Inclusion and equality of opportunity

- All pupils will have equal access to the RE curriculum.
- Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

Impact

Assessment and reporting

- Pupils will be assessed using various methods throughout the year and judged against key criteria, recorded on Pupil Asset.
- The results from formative assessments will be used to inform teachers' lesson plans.
- Parents will be provided with a summative grade about their child's progress during the Summer term every year as part of our end of year reports. The progress of pupils with SEND will be monitored by the SENCO.

Staff training

RE lead supports in-house training as required.

Monitoring and evaluation

The staff and Governors are committed to maintaining standards, establishing high expectations, and promoting effective teaching and learning. Procedures for monitoring and evaluation involve all members of the federation community as part of the monitoring cycle.

A commitment to Assessment for Learning (AfL) endorses the federation's participation in the Norfolk Agreed Syllabus 2019 demonstrating an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole- federation contexts of school and staff development.

The main purpose of monitoring, evaluation and review is to ensure that all members of the federation community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements for all.

The range of approaches in monitoring and evaluating may include:

- Moderation Exercises/Internal Standardisation – a comparison of children's work across classes and year groups
- Book Looks
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole- federation self-evaluation
- Review meetings with staff and pupils
- The inspection process.

Roles and responsibilities

The Role of the Governing Body and Executive Head teacher is to:

- Approve and monitor the content of this policy.
- Liaise with the Executive Head, Heads of Schools, subject leaders and teachers with regards to pupil progress and attainment.

- Nominate a Governor to have specific responsibility for Curriculum including oversight, support and challenge
- Ensure the curriculum is inclusive and accessible to all.

The Role of the Head of School and Curriculum Leader is to:

- Devise long and medium-term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicate the agreed curriculum to the governing board on an annual basis.
- Ensure the curriculum is inclusive and accessible to all on a day-to-day basis.
- Assist teachers and subject leaders with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensure the curriculum is implemented consistently throughout the federation, ensuring any difficulties are addressed and mitigated as soon as possible.

The Role of the Subject Leader is to:

- Provide a strategic lead and direction, ensuring appropriate coverage of the curriculum.
- Keep up to date with developments in subject, at both national and local levels.
- Lead sustainable improvement through supporting colleagues and others.
- Monitor pupil progress.
- Provide efficient resource management.
- Review the way subjects are taught in the federation and plan for improvement linking to whole school priorities.
- Ensure the School Improvement Plan priorities are monitored and consistently met.
- Monitor how their subjects are taught ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Accurately judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

The Role of the Class Teacher is to:

- Demonstrate a high level of knowledge of each subject they teach.
- Plan lessons with clear learning objectives that pupils understand.
- Demonstrate an enthusiasm for all themes and subjects.
- Know children as individuals, tailoring teaching to their needs.
- Identify barriers to learning and put strategies in place to overcome them.
- Build and maintain relationships with parents.
- Be able to accurately advise parents on how to further support their children at home.
- Reporting to parents on their child's progress across all areas of learning and development.
- To be an advocate of all learning to all learners.
- Be willing to be a learner as well as a teacher.
- Take on the responsibility for leading on a subject area.
- Act as a support partner for all other curriculum areas.
- Challenge and inspire pupils, expecting the most of them.

- Use a variety of methods to enable all pupils to learn effectively and will manage pupils well, insisting on high standards of behaviour at all times.
- Use time, support staff and other resources effectively.
- Use dialogue with pupils about their progress and their next steps.
- Reflect on their personal strengths and weaknesses and to be proactive to plan their own professional development needs

The Role of the SENCO is to:

- Collaborate with the Executive Head, Head of School, Curriculum Leader and teachers to ensure the curriculum is accessible to all.
- Ensure teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carry out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaise with external agencies where necessary to ensure pupils who require additional support receive it.

Review

- This policy is reviewed every 3 years by the SLT.
- Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.