

Norton CEVC Primary School

Religious Education Policy

*Learn Believe Achieve, Hand in Hand with God and Each Other
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Our Vision

*Learn Believe Achieve
Hand in Hand with God and each other*

Learn

We are a caring Christian community that learns together; developing the skills and knowledge we need to understand ourselves, show compassion and make wise choices.

Believe

We respect the beliefs of others and expect the same in return. We believe in ourselves and understand the importance of perseverance

Achieve

We encourage everyone to work hard, try their best and have the courage to challenge themselves. We understand that everyone is unique and celebrate each other's achievements.

When we face life's challenges and opportunities we are not on our own, we have the support of God and each other.

Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. Joshua 1:9

Introduction

When a child leaves Norton CEVC Primary School, we want them to achieve religious literacy. Working together, they will be able to engage in meaningful and informed dialogue about faiths and world views, showing an informed and respectful attitude. Learning about different faiths will enable them to do this. They will develop knowledge and understanding of Christianity as a living faith, which influences the lives of people worldwide. They will also have knowledge and understanding of other major religions and world views; their impact on society, culture and the wider world. At the end of their time at Norton, children will have an awareness of their own spiritual, philosophical and ethical beliefs and how these influence the way that they live their lives.

Norton is a Voluntary Controlled Church of England Primary School, at the heart of RE in our schools is the teaching of Christianity, rooted in the person and work of Jesus Christ.

Our Religious Education is provided in line with the relevant Education Acts.

These are that:

- the basic curriculum must include religious education provision for all pupils on the school roll
- the content of Religious Education must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account the teaching and practices of the other principle religious traditions represented in Great Britain.
- Religious Education must be provided according to the Suffolk Agreed Syllabus 'Where do I stand' (2023).

The Aims of Religious Education in a Church school

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

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Our RE curriculum aims to develop religiously literacy citizens who:

- Possess rich knowledge of the beliefs of different religions and worldviews, including how these may be differently interpreted or change over time.
- Recognise that the 'lived reality' of different religions and worldviews is complex and diverse, and that generalities and assumptions must be treated with care.
- Contribute constructively to debate about religious questions and shared human concerns, using their understanding of religion and belief.

The Requirements of the Suffolk Locally Agreed Syllabus

At Norton CEVCP School, our Religious Education is based on the Suffolk Agreed Syllabus 2023 and The Emmanuel Project Scheme. It sets out a programme of study for the Early Years Foundation Stage, Key Stage One and Two. The scheme develops continuity and progression in Religious Education. It draws on three disciplines underpinning RE:

- Theology – focus on specific beliefs or concepts in different religions and worldviews.
- Human and Social Sciences – illustrate the origins and outworking of each belief and concept through examples of the 'lived reality' of religion and worldviews.
- Philosophy – Use 'Big Questions' to frame the curriculum, using knowledge gained about religions and worldviews.

In EYFS, the children carry out six systematic enquiries into Christianity following the seasons of the year. Through these enquiries the children will also encounter other major religions or worldviews.

In Key Stage 1, the children will carry out six Christian, four Judaism enquiries, one Hinduism and one Islam enquiry.

In Key Stage 2 the children will carry out eight Christianity enquiries, four Islam enquiries, four Hinduism enquiries and two each Judaism, Humanism, Sikhism and Buddhism.

Early Years Foundation Stage

During the Early Years Foundation Stage children begin to explore the world of religion in terms of special people, book, times, places and objects. Children share religious stories and are introduced to some specialist words. They use their senses to explore religious practices. They reflect on their own feelings and experiences, using their imagination and curiosity to develop a sense of awe and wonder about the world in which they live.

Emmanuel Project

We use the units of work from the Emmanuel project produced by St Edmundsbury and Ipswich Diocesan.

It follows an Enquiry Cycle model within each unit (Engage / Enquire / Explore / Evaluate / Express/ Extend). All the units expand the EXPLORE section into three areas (scriptural text or narrative / community practice / daily living) to ensure a balanced approach to religious material, rather than an approach that focuses solely on religious festivals or sacred stories. It focuses on key beliefs / concepts of six different faiths and a non-religious worldview, as the driver to get to the heart of faith and link together stories, practices, festivals and ways of life. The units offer a wide variety of activities, with plenty of detail, and a good resource list. Teachers are encouraged to think of each lesson as a whole and select the right activities, resources and timing for their own class. Ideas should not be seen as fixed in stone, teachers should not be afraid to try new ways of tackling questions and presenting results.

KS1 Scrapbooks and RE books

We use of 'class scrapbooks' for RE in KS1. Trials have shown how using scrapbooks could make a huge difference to pupil attitudes to learning in RE and helped teachers focus their teaching more clearly and learn to enjoy RE and understand religions better themselves.

RE scrapbooks are class books containing a record of the teaching and learning of a particular unit of work in the RE scheme. It may contain pictures, photos, post-its and text describing the journey through the unit. A particular feature should be the recording of children's responses to key questions asked in each lesson, making it a valuable record of 'pupil voice'.

Scrapbooks enable the class teacher to celebrate the children's learning, especially the answers / comments they give in discussion, to have a record of children's ideas and questions e.g. during debates, and to take pride in sharing with colleagues.

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They allow the pupils to record their ideas and learning, so it can be used for review in class, for enjoying with friends, and also for sharing their learning with Subject Leaders, Senior Leaders, Foundation Governors and Inspectors. Older children can take responsibility for creating the scrapbook and to share their own take on the work being done by their class

They can be used during monitoring to see what is happening in RE and have a clearly set out body of work to discuss with children. They allow easy access to the pupils' attitudes and insights in RE, and a sense of the teachers' background knowledge of their subject. A good scrapbook will clearly show the RE that is being taught and the focus for learning. They will make it explicit how pictures and text included link to the key question. All pupil's work and responses will be valued and the children will take ownership of it, reviewing it regularly.

Key Stage 2 children have individual RE books that are used to record their learning. This is still in a scrapbook style, showing the children's individual progress in RE.

Contribution to Spiritual, Moral, Social and Cultural Development

At Norton CEVCP School, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

- developing an awareness in the 'spiritual' dimension of life (beliefs, meaning, purpose, awe and wonder).
- providing a forum for pupils to develop and evaluate their own beliefs and values and examine those others have chosen.
- offering pupils a secure foundation stone on which to make decisions and build their lives.
- encouraging an interest and understanding of others.
- developing respect for others and a sense of community.
- evaluating the influence of religions, particularly Christianity on our culture.
- understanding the pattern of our year, including celebrations and festivals.

Assessment in RE

- To inform our planning, ensuring we provide appropriate support and challenge, dealing with misconceptions
- To ensure children are making progress within each unit and throughout the year
- To make a judgement of children's attainment in RE.

We carry out formative assessment tasks throughout each unit of work to inform the planning and teaching. Children complete tasks in their RE books at the end of each unit. These are used as evidence of individual children's progress throughout the school. We make a summative judgement at the end of each unit on the children's attainment which are recorded on Insight half termly. See 'Assessment in RE' document.

Withdrawal from Religious Education

Parents may ask for their child to be withdrawn (totally or partially) from Religious Education (Education Act 1944). Parents are not required to give reasons for withdrawal. If parents do wish to withdraw their children, they should contact the Headteacher, in writing. Parents and the Head teacher will then reach an agreement of how alternative Religious Education or supervision will be provided.

Monitoring, evaluation and review

It is the role of the RE subject leader to monitor and evaluate Religious Education in the school, through lesson observation, pupil perception interviews and work samples. Where appropriate CPD will be offered to develop staff's expertise.

The RE coordinator provides feedback to the governing body's curriculum committee on Religious Education within the school.

Reviewing this policy

This policy will be reviewed every two years or earlier if necessary.

Signed: Heidi Harris Date: September 2024

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