

1



The Federation of Spixworth Schools

RE Policy

Approved by SLT: October 2021

To be reviewed: Autumn 2022

Subject Leader: K Heley

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early Years Foundation Stage (EYFS)
4. Curriculum
5. Teaching and learning
6. Planning
7. Assessment and reporting
8. Resources
9. Equal opportunities
10. Monitoring and review

Appendix 1 - Long Term Plan

- **Statement of intent**

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 school 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 RE, 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.

1. Legal framework

- 1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19
- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Norfolk Agreed Syllabus 2019

2. Roles and responsibilities

2.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of Norfolk.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of Norfolk.
 - Liaising with the subject leader about key topics, resources and support for individual pupils.
 - Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
 - Reporting any concerns regarding the teaching of the subject to the subject leader or Head of School.
 - Undertaking any training that is necessary in order to effectively teach RE.
- 2.3. The special educational needs coordinator (SENCO) is responsible for:
- Liaising with the **subject leader** in order to implement and develop specialist writing-based learning throughout the school.
 - Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
 - Advising staff on how best to support pupils' needs.
 - Advising staff on the inclusion of learning objectives in pupils' individual education plans.
 - Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early Years Foundation Stage (EYFS)

- 3.1. All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.
- 3.2. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- 3.3. All pupils will reflect on their feelings and experiences.
- 3.4. Teachers will encourage imaginative play and curiosity in pupils.

4. Curriculum

- 4.1. The Federation of Spixworth schools adheres to the locally-agreed syllabus of Norfolk.
- 4.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- 4.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons.
- 4.4. All pupils will have a high quality, coherent and progressive experience of RE.

- 4.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.
- 4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 4.7. Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.
- 4.8. Pupils will be introduced to issues of crime and punishment, sex and relationships, addiction and dependency, diet and body image.
- 4.9. 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.

5. Teaching and learning

- 5.1. The RE curriculum is delivered at least once a week for KS1 and KS2.
- 5.2. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy. We have made a commitment as a federation to include books which promote diversity and inclusion.
- 5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- 5.4. 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.
- 5.5. To improve communication and language in the classroom, teachers will encourage pupils':
 - 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.

6. Planning

- 6.1. All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- 6.2. 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.
- 6.3. 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.
- 6.4. 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.
- 6.5. 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.
- 6.6. Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. These will be informed and led by the schools progression documentation for RE.

• 7. Assessment and Reporting

7.1 Pupils will be assessed using various methods throughout the year and judged against key criteria, recorded on Pupil Asset.

7.2 The results from formative assessments will be used to inform teachers' lesson plans.

7.3 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.

• 8. Resources

8.1 The subject leader is responsible for the management and maintenance of writing resources, as well as for liaising with the school business manager / finance officer to purchase further resources.

8.2 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.

8.3 The school library contains an array of resources to support pupils' learning

9. Equal opportunities

9.1 All pupils will have equal access to the RE curriculum.

9.2 Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

9.3 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.

9.4 Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

● 10. Monitoring and review

10.1 This policy will be monitored and reviewed on an annual basis by the subject leader.

10.2 The scheduled review date for this policy is October 2022

10.3 The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of Norfolk.

Appendix 1 Long Term Plan

Key stage 1 (Cycle 1)	Year 1 Unit 1	Year 1 Unit 2	Year 1 Unit 3	Year 1 Unit 4	Year 1 Unit 5
Lens	Philosophy	Human/Social Sciences	Theology	Theology	Philosophy
Religion or Worldview	Christian, Hindu, Jewish	Islam Christianity	Judaism	Christianity	Christianity Hinduism
Core Question	What do my senses tell me about the world of religion and belief?	<p>How does a celebration bring a community together?</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 Muslims and Christians a sense of identity and belonging? 	<p>What do Jewish people remember on Shabbat?</p> <p>Other questions: What do religious people say God is like?</p>	<p>What does the cross mean to Christians?</p> <p>Other questions:</p> <ul style="list-style-type: none"> ● 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? 	<p>How did the universe come to be?</p> <p>Other questions:</p> <ul style="list-style-type: none"> ● 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?

Lower Key stage 2 (Cycle 1)	Year 4 Unit 1	Year 4 Unit 2	Year 4 Unit 3	Year 4 unit 4	Year 4 unit 5
Lens	Theology	Philosophy	Human/social sciences	Human/social sciences	Philosophy
Religion or Worldview	Christianity	Multi faith including Sikh views on God as truth	Hindu	Christianity	Buddhism, Sikhism, Christianity, Humanism
Core Question	<p>Where do religious beliefs come from?</p> <p>Other questions: 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>	<p>What do we mean by truth? Is seeing believing?</p> <p>Other questions: What is the difference between believing and knowing?</p>	<p>How do religious groups contribute to society and culture?</p> <p>Other questions: 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>	<p>Why is there so much diversity of belief with the Christian faith?</p> <p>Other questions: What does it mean to be a Christian? What can we learn from different members/expressions of the Christian tradition?</p>	<p>What does sacrifice mean?</p> <p>Other questions: What kind of world should we live in? Can kindness/love change the world</p>

Upper Key stage 2 (Cycle 1)	Year 5 Unit 1	Year 5 Unit 2	Year 5 Unit 3	Year 5 Unit 4	Year 5 Unit 5
Lens	Philosophy	Human/Social Sciences	Philosophy	Theology	Theology
Religion or Worldview	Humanist	Christianity Islam	Buddhism	Christianity	Hindu
Core Question	<p>Is believing in God reasonable? https://www.reonline.org.uk/subject-knowledge/humanism/basic-beliefs/ Other questions:</p> <ul style="list-style-type: none"> Why is there suffering in the world? Is it possible for something to always be right (or wrong)? What can we learn about the world/knowledge/ meaning of life from the great philosophers? 	<p>How has belief in Islam and Christianity impacted on music and art through history? Other questions:</p> <ul style="list-style-type: none"> What do we mean by religion? What does it mean to be part of a global religious community? How has belief in Islam impacted on music and art through history. How have expressions of belief changed over time? 	<p>What can we learn about the world/knowledge/meaning of life from the great philosophers? Other questions:</p> <ul style="list-style-type: none"> What can we learn about the world/knowledge of life from the great philosophers? Is it possible for something to always be right (or wrong)? 	<p>What difference does the resurrection make to Christians? Other key questions: What did Jesus do to save human beings? Was Jesus the Messiah?</p>	<p>How do Hindus make sense of the world?</p>

Key Stage 1 (Cycle 2)	Year 2 Unit 1	Year 2 Unit 2	Year 2 Unit 3	Year 2 Unit 4	Year 2 Unit 5
Lens	Theology	Theology	Human/Social Sciences	Human/Social Sciences	Philosophy
Religion or Worldview	Christian, Hindu, Judaism	Christianity	Christianity	Judaism	Humanism and multi faith
Core Question	<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>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>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>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?

Lower Key Stage 2 (Cycle 2)	Year 4 Unit 1	Year 4 Unit 2	Year 4 Unit 3	Year 4 unit 4	Year 4 unit 5
Lens	Theology	Philosophy	Human/social sciences	Human/social sciences	Philosophy
Religion or Worldview	Christianity	Multi faith including Sikh views on God as truth	Hindu	Christianity	Buddhism, Sikhism, Christianity, Humanism
Core Question	<p>Where do religious beliefs come from?</p> <p>Other questions: 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>	<p>What do we mean by truth? Is seeing believing?</p> <p>Other questions: What is the difference between believing and knowing?</p>	<p>How do religious groups contribute to society and culture?</p> <p>Other questions: What can we learn from different members/expressions of the Hindu tradition? How do Hindus express their religious beliefs in modern Britain and in India? How do/have religious groups contribute to society and</p>	<p>Why is there so much diversity of belief with the Christian faith?</p> <p>Other questions: What does it mean to be a Christian? What can we learn from different members/expressions of the Christian tradition?</p>	<p>What does sacrifice mean?</p> <p>Other questions: What kind of world should we live in? Can kindness/love change the world</p>

			culture in the local area?		
--	--	--	----------------------------	--	--

	Year 6 Unit 1	Year 6 Unit 2	Year 6 Unit 3	Year 6 Unit 4	Year 6 Unit 5
Upper Key Stage 2 (Cycle 2)					
Lens	Human / Social Sciences	Theology	Philosophy	Theology	Human/Social Sciences
Religion or Worldview	Multi religions	Buddhism	Humanism	Humanism Christianity	Islam
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? Is being happy the greatest purpose in life?</p>	<p>Creation or science: conflicting or complementary?</p> <p>Other questions:</p> <p>One narrative, many beliefs: Why do people interpret things differently? How reliable are sources of authority for believers?</p>	<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?