



Norton St Nicholas CofE (VA) Primary School

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To educate and nurture our children, recognising their uniqueness, inspiring them to reach their full potential and enabling them to live a caring and successful life, guided by God's love.

RE Policy

Policy Review

This policy will be reviewed in full by the Governing Body annually/ **biennially**/ triennially.

The policy was last reviewed and agreed by the Governing Body in April 2025

It is due for review in May 2027

RE Policy

Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect, encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions and worldviews and for the religious freedom of each person.

At Norton St Nicholas School, Religious Education is a subject that lies at the heart of our curriculum and is recognised as such by the whole school community. We understand that it is an opportunity for pupils to engage in the classroom with the Christian faith upon which the school was originally built, and which forms such an important part of its life today. Therefore, the teaching of Christianity is at the core of our RE curriculum. We also value the opportunities it provides for pupils to explore other religions and worldviews which impact on people's lives, both in Britain and around the world.

We teach according to the trust deed of the school, alongside the Religious Education Statement for Entitlement. Our pupils and families can expect a high quality Religious Education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the religions and worldviews we explore.

Links with our school vision and support for pupils' spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.

- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy (well-informed conversations about their religion and belief).
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all children flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Curriculum balance and time

Reflecting the school's trust deed and Church of England Statement of Entitlement, parents and pupils are entitled to expect that, at Norton St. Nicholas CofE (VA) Primary School, Christianity will be the majority religion studied in each year group and should be at least 50% of curriculum time.

Sufficient dedicated curriculum time, meeting overtly RE objectives, will be committed to the delivery of RE. This will be no less than one hour per week in KS1 and one hour and a quarter per week in KS2 with an age-appropriate amount of RE time in Early Years.

Scheme of Work

A detailed scheme of work is used for teachers and other interested people alongside this policy. The RE Curriculum is continually reviewed by the RE Subject Leader, alongside class teachers.

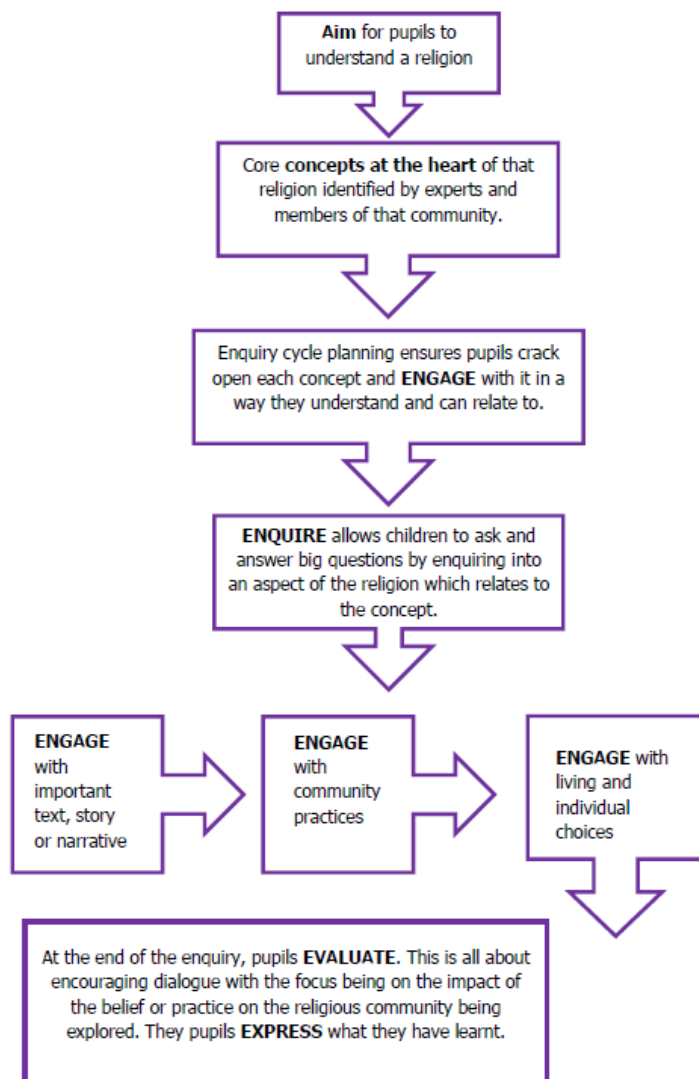
The RE Curriculum has been established according to Trust Deed and Church of England Statement of Entitlement. The main scheme of work that we use from Reception to Year 6 is *The Emmanuel Project*, which is published by Diocese of St Edmundsbury and Ipswich. *The Emmanuel Project* has been selected because:

- it provides a consistent whole school approach to RE, with clear progression of knowledge and skills
- the approach enables learners to understand what drives people of faith to live the way they do
- it builds each child's religious literacy, helping them understand the nature of religion and belief in the world in which they live
- there is an enquiry approach to each unit, with big questions as central to the approach and where children are encouraged to ask their own questions throughout
- there is a balanced approach to exploring religious concepts through a) text or narrative, b) community practice, and c) living.
- There is high quality support for teachers' subject knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Belonging to a religious community Harvest	Joyous occasions Including Diwali, Hanukah, Christmas and Nativity	New life / Creation	Lent / Easter	Our wonderful world Treating the world kindly	Care and concern for each other
Reception	Christianity Why is the word God so important to Christians? Contains a suggested link to Islam	Christianity Why do Christians perform Nativity plays at Christmas? Contains a suggested link to Islam	Christianity How can we help others when they need it? Contains a suggested link to Sikhism	Christianity Why do Christians put a cross in an Easter garden? Contains a suggested link to Buddhism	Christianity How can we care for our wonderful world? Contains a suggested link to Judaism	Christianity What makes every single person unique and precious? Contains a suggested link to Hinduism
Year 1	Christianity Baptism / church Why is belonging to God and the church family important to Christians?	Christianity Parables / gospel Why do Christians pray to God and worship him?	Judaism Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish people?	Christianity Prayer / worship What did Jesus teach about in his parables?	Christianity Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?	Judaism Tefillah/ blessings Why do Jewish families say so many prayers and blessings?
Year 2	Christianity Disciple / faith Why do Christians trust Jesus and follow him?	Christianity Saviour / Jesus Why was Jesus given the name 'saviour'?	Judaism Torah / rabbi Why is the Torah such a joy for the Jewish community?	Christianity Resurrection / joy What are the best symbols of Jesus' death & resurrection at Easter?	Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful?	Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year?
Year 3	Christianity How do Christians show that reconciliation with God and others is important?	Christianity What do Christians mean when they talk about the Kingdom of God?	Judaism What symbols and stories help Jewish people remember their covenant with God?	Christianity Is the cross a symbol of love, sacrifice or commitment for Christians?	Islam How does a Muslim show their submission and obedience to Allah?	Sikhism How does the teaching of the gurus move Sikhs from dark to light?
Year 4	Christianity How does believing Jesus is their saviour inspire Christians to save and serve others?	Christianity Why are good stewardship and generous giving important for every Christian?	Sikhism How do Sikhs put their beliefs about equality into practice?	Christianity Why do Christians believe they are people on a mission?	Islam Why do Muslims call Muhammad the 'seal of the prophets'?	Hinduism Why does a Hindu want to collect good karma?
Year 5	Christianity When Christians need real wisdom where do they look for it?	Christianity Why is the Gospel such good news for Christians?	Judaism What is holiness for Jewish people: a place, a time, an object or something else?	Christianity What is the great significance of the Eucharist for Christians?	Islam What does the Qur'an reveal about Allah and his guidance?	Hinduism What spiritual pathways to moksha are written about in Hindu scriptures?
Year 6	Christianity How do Christians try to capture the mystery of God as Trinity?	Christianity How do Christians show their belief that Jesus is God incarnate?	Hinduism How does the story of Rama and Sita inspire Hindus to follow their dharma?	Christianity Should believing in the resurrection change how Christians view life and death?	Islam How does tawhid create a sense of belonging to the Muslim community?	Big Questions How religious is our country? How can different religions live together?

Each enquiry unit takes the following approach:

Understanding the approach – outline of an enquiry unit



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End of Phase Christianity Core Knowledge: what we want pupils to know:

By the end of EYFS, pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

By the end of KS1, pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.

By the end of LKS2, pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.

By the end of UKS2, pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.

Pause Days

During each school year we have two whole school Pause Days – Christmas Pause Day and Easter Pause Day. On these days, the whole school has a day learning about and reflecting the Christmas Story and the Easter Story. Our Pause Days provide further opportunity for personal reflection, creativity and engaging with big questions.

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Our whole school policy regarding pupils with special needs and differentiation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability. The school SENCo gives further support and advice on adapting learning.

Visits and visitors

We are able to visit places of worship in the immediate vicinity of the school, in our local area and in our region, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a places of worship and participate in the visit of representatives to their RE class.

The RE subject leader/leadership team supports class teachers to organise these educational visits.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances completing risk assessments as required.

Role of the RE subject leader

The subject leader/leadership team will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Liaise with the Headteacher and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Assess and review the subject's strengths and areas for development.

Assessment, Recording and Reporting

Assessment in religious education will:

- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Enable identification of areas for development in pupil's knowledge and understanding, as well as whole school areas for development.

Staff training and CPD

The school is committed to ensuring all staff are well equipped to teach RE and acknowledges that no teacher can be an instant expert in a wide range of religions and worldviews. All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings. Introductory reading material, videos and web-based resources, team-teaching, after school briefings and sessions with another teacher are available to supplement local authority and Diocesan courses.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils. Teachers are asked to refer to the headteacher any questions from parents about withdrawals. We ask that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of requests will be kept by the school.

RE and its relationship to Collective worship

In law, RE and collective worship are distinct. RE is part of the school curriculum; it has to be delivered appropriately for pupils of different ages and abilities. It cannot be delivered during collective worship. However, during collective worship at Norton St. Nicholas, stories from the Bible, Christian and other traditions, are told and enjoyed, festival days and celebrations are often mentioned, and we enjoy assemblies led by members of religious communities. These complement and bring depth to our RE programme. A separate policy is available for collective worship.

Contribution to spiritual, moral, social, cultural development

These are areas of a pupil's development to which all subjects are expected to contribute. RE should play a part in:

- ◆ Developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way
- ◆ Providing a forum for pupils to develop and evaluate their own beliefs and moral values and to examine the beliefs and values others have chosen to live by
- ◆ Encouraging social awareness e.g. an understanding of others, respect for those with different beliefs, and a sense of 'community'
- ◆ Evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers.