



Religious Education (RE)

Intent

Critical thinking

The ability to ask perceptive questions and explain thinking.

Vocabulary

A knowledge and understanding of RE terms and vocabulary.

Enquiry

Investigation of key questions to build knowledge and consider beliefs.

Reflection and wellbeing

Time is given for reflection of the views of self and others, to enable self-reflection and understanding of self and others in the world.

Respect, empathy and diversity

Build self-respect and respect for others, with empathy. Diversity is positive.

Knowledge

Children learn about different religious beliefs, practices and communities, and consider how their beliefs align or don't align with these.



Our Amazing ACORNS Ageements

- A • We aspire to achieve in all our learning
- C • We can be kind to ourselves and to others, and be collaborative, but need to be open and honest with ourselves, reflecting on our views, and know when and how to express those views, sensitively
- O • We need to respect ourselves and others in relationships and life, with empathy; diversity is positive
- R • We need to respect ourselves and others in relationships and life, with empathy; diversity is positive
- N • New opportunities can be positive
- S • We use our super learning powers in all our learning

Implementation

Teaching and learning

In years 1-6 we follow the Norfolk SACRE scheme of work for RE, a spiral curriculum with progression and with focus on the elements included in our intent statement.

We have physical resources and books to support learning in RE and our library is rich in books reflecting diverse communities and lifestyles. Sometimes we have visitors to enable us to ask them about their religious beliefs and communities.

Organisation

In Early Years, children learn through the specific area of People and Communities, working towards the People, Culture and Communities Early Learning Goal, with guidance from Norfolk SACRE.

In Year 1-6, RE is taught weekly, following an enquiry question approach.

Elements of RE covered

There are three main strands which run through the curriculum: theology- thinking through believing; philosophy- thinking through thinking, and human and social sciences- thinking through living.

These elements lead to enquiry questions, which are investigated through Christian, Buddhist, Hindu, Islamic, Jewish, Sikh, multi-faith and Humanist beliefs and traditions.

Enrichment and promotion of RE

Alongside rich teaching and learning opportunities, assemblies frequently include aspects of RE. We celebrate Harvest Festival and Christmas at the village church, and have a service at the village war memorial for Remembrance Day. RE is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. The RE action plan is updated through monitoring, celebrating success and noting next steps. These are shared with staff and governors.

Impact

End points

We aim for pupils to understand and value their own beliefs, the beliefs of others and diversity.

In Early Years the end point is the Early Learning Goals. In Year 1-6, the end points are the assessment statements in the Norfolk SACRE guidance.

We aim for all our children to experience our memorable moments related to RE.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning (including quizzes), activities and completed work. This allows teaching to be modified to promote further learning.

Tracking and evidencing progress

At the end of each key question, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior management team can analyse outcomes and drive further improvement in RE.



