Religious Education

"Let your light shine before men, that. they may see your good works, and. glorifies your Father which is in heaven." Mathew 3:15-16

Subject Vision and Values

We believe every child has the right to high-quality Religious education and that the skills children develop through RE have a hugely positive impact on many other areas of life and learning.

The aim of RE teaching here at the Nightingale Federation is to enable all children to have informed conversations about religions, worldviews and beliefs. We teach children through the three academic disciplines of theology, philosophy, and the human and social sciences. Thus, they learn to explore their own thinking, and value their own and other people's cultures in modern multicultural Britain. We aim to develop skills from awareness through to evaluation and assessment, through careful planning and progression.

The aims and objectives of RE are in line with the Norfolk Agreed Syllabus:
● To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
● To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
● To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

Intent

RE lessons are delivered as part our wider curriculum. Objectives are underpinned by the Norfolk Agreed Syllabus and informed by the Age-Related expectations for RE. We use the Norfolk Enquiry process to plan and implement lessons, moving through the five stages of 'engage', 'enquire', 'explore', 'evaluate' and 'express'. RE lessons are well-structured and sequenced to ensure there is progression from EYFS right up to upper Key Stage 2, and to make sure that there is a balanced coverage of the major world religions and worldviews. RE teaching focuses on enabling children to have reasoned conversations, orally and within written work. We place emphasis on discussion and deep thinking, as well as expression through the creative arts. In each key stage, we give children the opportunity to meet adherents of different religions, both in school and during visits to religious buildings. We recognise and value the importance of sacred texts, and we take time to explore and learn to interpret these. We focus on helping children understand that the world around us can be interpreted in different ways and that they should always ask questions about the information they have been given.

Implementation

In our Early Years: We teach RE in Early Years as an integral part of the EYFS curriculum. Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.
In Key Stage 1, pupils undertake: In-depth investigations of Christianity and Judaism. They also encounter Hinduism and non-religious worldviews.
In Key Stage 2, pupils undertake: In-depth investigations of Christianity, Islam and Hinduism. They also encounter Sikhism, Buddhism, Humanism and atheism.
Throughout KS1 and KS2, RE units have one discipline (theology, philosophy or human and social science) as their focus, but may touch on all three.

Impact

At the Nightingale Federation, we recognise that in all classes there are children of different academic abilities, but RE provides the chance for all children to explore the world around them, without the need for 'right answers. The emphasis on discussion and creative expression helps all children to achieve, and collaborative learning supports this.
We also support the varied needs of our learners by

● setting common tasks which are open-ended and can have a variety of responses;
● setting tasks of increasing difficulty that allow children to deepen their understanding
● providing resources of different complexity to suit the needs of the child
● allowing time for frequent discussion
● making appropriate arrangements to accommodate any specific special educational needs.

Spiritual Development

Through the teaching of Religious Education at the Nightingale Federation we inspire curiosity into a wide range of religious beliefs and worldviews. Children will explore and question how religions are expressed in many different ways due to differences in denominations and local and global cultures.

Cultural Capital links with Subject

• Our collective acts of worship and reflection;
• Support for the expression of individual faiths;
• Inter-faith and faith-specific activities and speakers;
• Visits to religious buildings and centres;
• Work with our local church, foodbank and other local charities
• Classes and seminars with speakers focusing on spiritual issues;
• School-linking activities – locally, nationally and internationally.