Carleton Rode CEVA Primary School
RE

"It is never too late to be who you might have been."
George Elliot

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** RE at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. RE provides a foundation for understanding and practicing the principle of "love your neighbour as you love yourself" by teaching students about empathy, compassion, respect for diversity, social justice, and positive relationships. Through exploring religious teachings, stories, and values, students learn to treat others with kindness, empathy, and respect, contributing to a more inclusive and compassionate society.	***Kindness*** RE promotes kindness through teachings about compassion, empathy, and altruism found in various religious traditions. Students learn about the importance of treating others with kindness and respect, regardless of differences in beliefs or backgrounds. By studying examples of kindness and compassion from religious texts and teachings, students are inspired to practice kindness in their own lives and relationships. ***Honesty*** RE encourages honesty through teachings about truthfulness, integrity, and ethical conduct. Students learn about the importance of honesty and integrity in personal and social interactions, as well as in their relationship with the divine. By exploring the ethical principles and moral values emphasised in religious teachings, students develop a deeper understanding of honesty as a fundamental virtue. ***Perseverance*** RE promotes perseverance through teachings about resilience, determination, and faith in the face of challenges. Students learn about the importance of perseverance in overcoming obstacles, facing adversity, and staying true to one's beliefs and values. By studying the stories of religious figures who demonstrated perseverance in their spiritual journey, students are inspired to cultivate perseverance in their own lives and endeavours.

Intent	Implementation	Impact
At our schools, we are committed to providing an effective, distinctive, inclusive and exciting Religious Education that is taught in accordance with the Norfolk Agreed syllabus and the Church of England Statement of Entitlement for RE (2019). We meet the needs of all learners, providing a safe environment in which they can develop their sense of identity and belonging through awareness and reflection. Central to RE, is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church.	Through enquiry-led sessions, our RE education explores the 3 disciplines of theology, philosophy and social human sciences inevitably progressing pupils' spiritual, moral, social and cultural development. The use of high-quality resources such as Understanding Christianity provide children with the core knowledge in key Christian concepts and children will 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. Children will look at global Christianity and different denomination of Christianity, understanding what it means to be Anglican. RE enables pupils to appreciate and explore their own and others beliefs, as well as their impact on society. It helps them to develop a clear understanding of the significance of religion in their own area as well as the world around them. Children are given the confidence and skills to question, debate and discuss varying viewpoints within a philosophical statement.	RE teaching provides our children with religious literacy, enabling every child to hold a balanced and well-informed conversation about religion and belief. All children will leave school with an understanding of Christianity and of other Global religions as well as non-religious views. Every child will visit a synagogue in KS1 and a mosque in KS2 and be able to articulate similarities and differences between religions and beliefs. We want all children to be inspired to look at their own faith and share their traditions as well as explore their peers'. Children are taught to understand and respect the beliefs of others. We also want them to learn about the world's major religions and cultures through tales, facts and stories (including the bible). We encourage children to be inquisitive and to ask questions about RE and be entitled to opinion. Children demonstrate our school values and show respectful behaviours to everyone, and this is transferable outside of school and in the wider community and beyond.

Progress	Content & Sequencing	Enrichment
Learning is carefully sequenced, so prior knowledge and concepts are built upon; working with our structure of mixed aged classes. Children are assessed throughout the year using the age-related expectations in Theology, Philosophy and Human/Social Sciences. 	We teach RE intensively in our RE days. KS1 enquiries predominately cover Christianity with Judaism, Hinduism, Islam. KS2 also covers Buddhism, Sikhism and Humanism. Where possible we learn about religions at more relevant times for example investigating Diwali in November and the Easter story in March. 	RE can be enriched through experiential learning activities, guest speakers, field trips, and interactive projects that deepen students' understanding of religious concepts and practices. Teachers can invite representatives from local religious communities to share their beliefs and traditions, organise visits to places of worship, or facilitate hands-on activities such as creating art, music, or drama inspired by religious themes. By engaging students in meaningful and immersive experiences, RE enriches their learning and fosters a deeper appreciation for religious diversity and spirituality. Teachers use real props in lessons and make real resources eg. Challah bread to celebrate Shabbat, all of these support children with understanding these religions and beliefs in real life. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
Spirituality is fostered through the exploration of religious beliefs, practices, and values. Teachers can facilitate discussions, reflections, and activities that encourage students to contemplate their own beliefs, values, and experiences. Students might engage in mindfulness exercises, meditation, prayer, or quiet reflection to connect with their inner selves and explore questions of meaning, purpose, and transcendence. 	RE can be integrated with other subjects such as history, geography, literature, and the arts to provide a multidisciplinary approach to learning. Teachers can explore connections between religious beliefs and historical events, geographical locations, literary texts, and artistic expressions. For example, students might study the historical context of religious texts, analyse religious symbolism in literature and art, or examine the geographical distribution of religious communities around the world. By making cross-curricular links, RE enhances students' understanding of religious concepts and their relevance to broader social, cultural, and historical contexts. 	The teaching and learning of RE is monitored by the RE lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead has communication with the church and the local community along with teaching and visiting collective worships at school. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
RE provides opportunities for students to learn about and appreciate the diversity of religious beliefs and practices around the world. Teachers can introduce students to various religions, including Christianity, Islam, Hinduism, Buddhism, Judaism, and others, and explore how these religions are practiced in different cultural contexts. Through discussions, presentations, and multimedia resources, students gain a greater understanding of global diversity and develop respect for people of different faiths and backgrounds. 	While financial understanding may not be a primary focus of RE, teachers can incorporate discussions about ethical and moral considerations related to money, wealth, and economic justice within the context of religious teachings. For example, students might learn about concepts such as charity, generosity, and stewardship in Christianity, or the Islamic principles of zakat (charitable giving) and economic fairness. By exploring these concepts, students can develop an understanding of the ethical dimensions of financial matters and their impact on individuals and communities. 