

Ormiston Herman Academy
Statement of Intent RE

Intent

The National Curriculum for RE ensures that children learn from and about religion, so that they can understand the world around them. At Ormiston Herman Academy we follow the Norfolk agreed syllabus whilst following the Discovery scheme of work, which is an enquiry based approach to learning. The aim of Religious Education in our academy is to help children to acquire and develop knowledge and understanding of a range of principal religions represented in Great Britain. It is also to appreciate that religious beliefs shape life and behaviours and to allow our children to make reasoned and informed judgments about religious and moral issues. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. The RE curriculum is coherently planned and sequenced so children can gain sufficient knowledge and skills for future learning and employment. The curriculum allows vocabulary development as children increase their knowledge of different religions and cultural diversity. It reflects the needs and characteristics of the community of Ormiston Herman Academy. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. It enables them to develop a curiosity about the world, as well as respect those who have different beliefs. Our curriculum is designed to encourage enquiry, debate, discussion and independence.

Implementation

It has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures. In KS1, Christianity is studied and one other principal religion (Judaism) in some depth. Teachers have an allocated time each week which amounts to the legal requirement of 36 hours across the academic year. In KS2, Christianity is studied further and two other principal religions (Judaism and Hinduism) in some depth, amounting to 45 hours across the year. Sikhism and Islam are also studied in some year groups but not in greater depth. Lessons are based around a big question each half-term which is developed and expanded on throughout the half-term. Children learn the key knowledge and vocabulary linked to the religion, often addressed through collaborative learning within the classroom. The lessons are planned and sequenced to facilitate cumulative relevant knowledge, which is assessed each week through quizzes or mini-tests to ensure key knowledge has been maintained

Every child has an opportunity to reflect and give their own opinion on each area that has been developed, as teachers have high expectations for all. The pupils' understanding systematically checked and teachers would identify any misconceptions accurately and provide clear and direct feedback. Our academy has a fortnightly assembly led by Reverend Matthew Price which

is engaging, exciting and collaborative for all the children. He makes the themes and stories interactive and accessible to all.

All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry.

Impact

The children of Ormiston Herman Academy enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. They build on their learning throughout their time in the academy, showing a progression through religion. As such, R.E. is invaluable in an ever changing and shrink. They have the ability to develop their learning and the acquisition of knowledge. Children in our academy are able to recognise and celebrate cultural diversity.

Next Steps for RE

Contact to the OAT RE lead to look at assessment for RE across all key stages

Make contact with other local religious leaders to visit the academy.