

RE Local Leaders

23 June 2025

1.30-4.30pm



RE Local Leaders June 2025

| Agenda Item | Who | Timings |
|--------------------------------------------------------------------------------------------------------|-------------------|---------|
| Welcome | C Allen / K McKay | 1.30pm |
| Inspired Classrooms Project – update and consultation activity | Clare Carlin | 1.40pm |
| Sharing Ideas, Best Practice and Resources in RE | K McKay | 2.30pm |
| Break | | 2.50pm |
| RE Update | C Allen | 3.15pm |
| SACRE Update and the Norfolk Agreed Syllabus Conference – the future thinking around assessment | C Allen | 3.45pm |
| Dates for 2025-26 and how to book | C Allen | 4.10pm |
| RE SLEs – what we offer | K McKay | 4.15pm |
| AOB | C Allen / K McKay | 4.25pm |
| Close | C Allen / K McKay | 4.30pm |



RE Local Leaders June 2025



Sharing Resources, Ideas
and Experiences

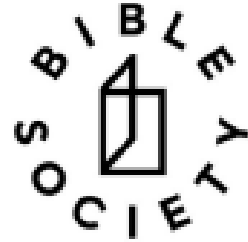
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Religious Education and Worldviews Update of Resources and Ideas from National Providers

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Teacher's guides about a variety of Christian concepts and bible passages created by the Bible Society.
www.biblesociety.org.uk/education/guides

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A non-definitive but useful glossary of terms.

[/www.mmiweb.org.uk/publications/glossary/glossary.html](http://www.mmiweb.org.uk/publications/glossary/glossary.html)

A Religious Studies glossary



The definitions given in these glossaries are not definitive.

They come from the model syllabuses, from RE texts or from Paul Hopkins

The examination syllabuses will generally use these spellings

If you have any additions, corrections or queries please [contact me](#).

RE Local Leaders June 2025



The Shap Calendar Group

The Shap audio book for religious terms offers definitions and most importantly pronunciation of key terms.
bit.ly/42N7f4V

Audio Glossary: AA-AH

| | | | |
|---------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  | aarti | A ceremonial waving of a lamp before a murti as part of the concluding ceremony to worship in Hinduism . |  |
|  | Abraham | Biblical figure. First of the three Jewish Patriarchs and founder of the Jewish people; (see Ibrahim in Islam). |  |
|  | Adi Granth | Original name of Guru Granth Sahib still sometimes used. |  |
|  | advent | The start of the Christian year beginning four Sundays before Christmas and ending on Christmas Eve; a time when Christians look for the return of Jesus . |  |
|  | ahimsa | In Hinduism , Buddhism and Jainism the principle of not harming living things. |  |
|  | ahmadiyya | A religious movement founded in 19th century India by Mirza Ghulam Ahmad, who proclaimed himself the Mahdi ('divinely guided one' expected by Muslims). Members of this sectarian movement are not regarded as Muslims by the rest of the Islamic community |  |

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The Shap Calendar Group

A festivals calendar on RE:Online provided by the Shap working party.

www.reonline.org.uk/festival-calendar/

This interactive calendar offers 'Read Moe' links for each festival and event listed.

June
02



SHAVUOT / THE FEAST OF WEEKS / PENTECOST

JEWISH

Shavuot, also known as the Feast of Weeks or the festival of First Fruits, is a two day festival which falls seven weeks after Pesach – a period of preparation marked by the Counting of the Omer. It celebrates the supreme gift of the Torah to Moses on Mount Sinai, and so to the people of Israel who covenanted to follow its teachings. It also marks the end of the spring barley crop and the time when the first wheat harvest was taken to the Temple by all male Jews, since like Pesach and Sukkot this is one of three times of year when pilgrimages to Jerusalem take place. Synagogues are decorated with greenery and flowers and for Orthodox Jews work is not permitted throughout the festival.

[Read more >](#)

June
05



HAJJ / PILGRIMAGE TO MAKKAH (8th to 12th Dhul-Hijjah)

MUSLIM

Hajj is an annual religious pilgrimage to Makkah (Mecca) undertaken each year by 2-3 million people. All Muslims are required to make this pilgrimage once in their lifetime (although there is no prohibition on making the pilgrimage more than once). Those who cannot afford to do so, or are prevented through ill-health may be excused. A series of ritual acts are performed by the pilgrims during the first two days of Hajj, followed by the three day long festival of Eid al-Adha which is celebrated in Makkah. Umrah is a separate and smaller pilgrimage involving the events of the first two days of hajj that can be completed at any time of the year, but can be preceded or followed by the rest of hajj if pilgrims so wish.

[Read more >](#)

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NATRE free monthly subject knowledge webinar



National Association of Teachers
of Religious Education

Free monthly webinars on subject knowledge for ECTs or new Primary subject leaders and others from NATRE.

www.natre.org.uk/membership/early-careers-teachers/ect-free-monthly-webinar/

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RE:Online: Voices from places of worship



Answers to pupil questions from people from a series of different religious and non- religious worldview communities about places of worship.

www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/

RE:Online: Answers to pupil questions



Answers to pupil questions from people from a series of different religious and non-religious worldview communities.

www.reonline.org.uk/resources/voices-from-religion-and-worldviews/

RE Local Leaders June 2025

RE Teaching Resources: Free stories



50 free religious stories for you to use in your classroom.
reteachingresources.co.uk/sign-up-for-free-religious-stories/

From 'Noah and the Rainbow' to 'The Night of Power' and more... Well-known stories from all 6 major world faiths are available.

Each story is accompanied by key questions/activities for classroom use. The main themes covered by each story are identified.

Simply sign up to our mailing list where you will receive RE updates and practical support for your teaching of RE and we will send these stories to you via email.

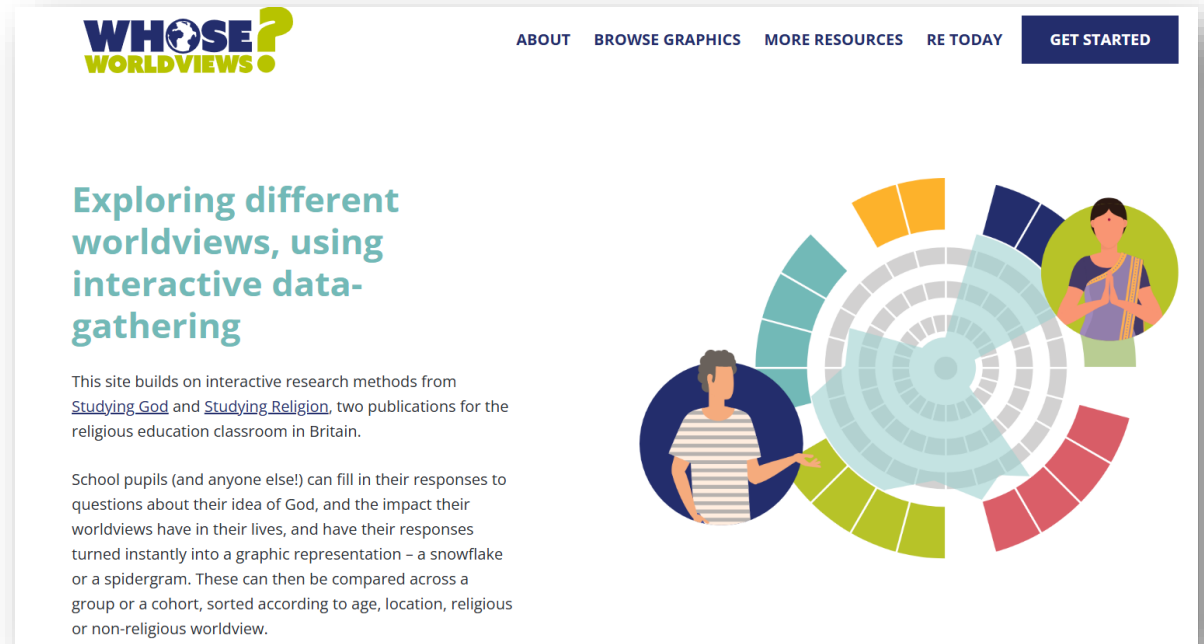
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Whose Worldviews: Data gathering



Whose worldviews. Exploring different worldviews, using interactive data-gathering older pupils can fill in their responses to questions about their idea of God, and the impact their worldviews have in their lives, and have their responses turned instantly into a graphic representation – a snowflake or a spidergram.

whoseworldviews.com/



The screenshot shows the Whose Worldviews website interface. At the top, there is a navigation bar with links: ABOUT, BROWSE GRAPHICS, MORE RESOURCES, RE TODAY, and a prominent GET STARTED button. The main heading reads "Exploring different worldviews, using interactive data-gathering". Below this, a paragraph explains that the site builds on research from *Studying God* and *Studying Religion*. A second paragraph describes how school pupils can use the site to generate snowflake or spidergram graphics, which can then be compared across groups or cohorts based on various criteria like age, location, or religious worldview. To the right of the text is a large, colorful graphic of a snowflake/spidergram with two circular insets showing people: one person in a striped shirt and another person in a purple shirt with hands clasped in prayer.

WHOSE?
WORLDVIEWS

ABOUT BROWSE GRAPHICS MORE RESOURCES RE TODAY **GET STARTED**

Exploring different worldviews, using interactive data-gathering

This site builds on interactive research methods from [Studying God](#) and [Studying Religion](#), two publications for the religious education classroom in Britain.

School pupils (and anyone else!) can fill in their responses to questions about their idea of God, and the impact their worldviews have in their lives, and have their responses turned instantly into a graphic representation – a snowflake or a spidergram. These can then be compared across a group or a cohort, sorted according to age, location, religious or non-religious worldview.

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RE Connect: The environment and RE



RECONNECT

Resources on religious and non-religious worldviews and the environment developed through REConnect project at Birmingham University. Resources created by teachers involved in the project. (part funded by Culham St Gabriel's)

reconnect.education/projects_gallery.html



HOW IS THE ENVIRONMENT A REFLECTION OF HUMANITY?

KEY STAGE 3 CURRICULUM PROJECT



AUTHOR: KAREN JOHNSON

SCHOOL: SCHOOL NAME

LOCATION: PLACE

Age: Key Stage 3



WHAT CAN WE LEARN BY LISTENING TO OTHER SPECIES?

KS2-3 CURRICULUM PROJECT



AUTHOR: REBECCA OSTLER

SCHOOL: SCHOOL NAME

LOCATION: PLACE

You can download the entire curriculum project for use, just [click here](#).

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Oak Academy: New units for RE



Oak academy resources include new units for Religious Education including lesson plans, worksheets, quizzes and films of lesson.

www.thenational.academy/teachers/curriculum/religious-education-primary/units



KS1 & KS2 religious education curriculum

Unit sequence

Explainer

Download

Filter and highlight

Year group

All

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Category

Year 1

1

New life: how is a new child welcomed?

Unit info >

2

Jesus: why is he so important to Christians?

Unit info >

3

Communities: what does it mean to belong?

Unit info >

4

5

6

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Empowering Voices: Podcasts, audio plays and soundscapes



Empowering voices, empowering worldviews (part funded by Culham St Gabriel's) Podcasts, audio plays, soundscapes and resources from an Islamic, Christian, Sikh, Hindu, Humanist and Jewish community. There is also an education pack for teachers to accompany each set of resources.

www.reconnectlincs.co.uk/empowering-voices

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RE in Picture Books



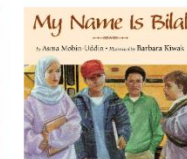
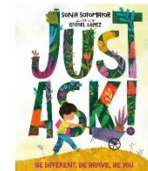
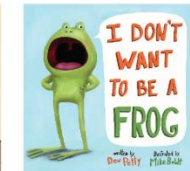
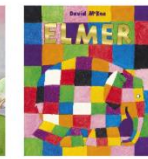
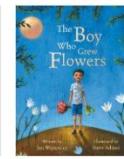
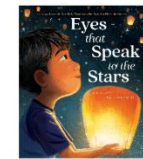
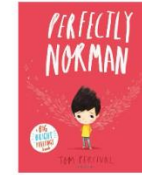
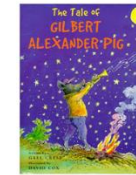
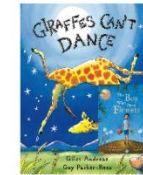
A series of picture books related to RE
From Karl Duke Headteacher.

bit.ly/42hm9Af

bit.ly/4jf1blv

ACCEPTANCE

Giraffes Can't Dance by Giles Andreae & Guy Parker-Rees
The Tale of Gilbert Alexander Pig by Gael Cresp & David Cox
The Snow Rabbit by Camille Garoche
Perfectly Norman by Tom Percival
10000 Dresses by Marcus Ewert & Rex Ray
Eyes that Speak to the Stars by Joanna Ho & Dung Ho
The Bad Seed by Jory John & Pete Oswald
Bob the Artist by Marion Denchars
The Boy Who Grew Flowers by Jen Wojtowicz & Steve Adams
Clancy the Courageous Cow by Lachie Hume
Elmer by David McKee
A Funny Little Bird by Jennifer Yerkes
Guji-Guji by Chih-Yuan Chen
I Don't Want to be a Frog by Dev Petty & Mike Boldt
It's Okay to be Different by Todd Parr
Just Ask! By Sonia Sotomayor & Rafael Lopez
Leila in Saffron by Rukhsana Guidroz & Dinara Mirtalipova
Lila and the Crow by Gabrielle Grimard
The Many Colors of Harpreet Singh by Supriya Kelkar & Alea Marley
My Name is Bilal by Asma Mobin-Uddin & Barbara Kiwak
The Name Jar by Yangsook Choi



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Bayat al Fann: Art and culture inspired by the Islamic tradition



A site to explore art & culture inspired by Islamic tradition, worth following on social media as they post images frequently.

www.baytalfann.com/



Home

BAF Quarterly

Features

Our Story

A HOUSE FOR EVERYONE, EXPLORING ART &
CULTURE INSPIRED BY ISLAMIC TRADITION

Spotlight on Islamic Artists



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International Society for Krishna Consciousness: Heart of Hinduism



The Heart of Hinduism

Heart of Hinduism is an online set of resources from the International Society for Krishna Consciousness (ISKCON).

iskconeducationalservices.org/HoH/

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Jewish Small Communities Network: Heritage Detectives



A series of films, booklets and other resources from the Jewish small communities network, particularly exploring heritage.

jscn.org.uk/heritagedetectives/

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Free Churches Group: Reforming Christianity



A series of resources from a group of free churches including resources for 7-11 year olds about Martin Luther, the reformation and bible translation.
www.freechurches.org.uk/reforming-christianity

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Bahá'í RE: Bahá'í resources



A variety of resources created by the Bahai community to provide subject knowledge and some resources to use in the classroom.

re.bahai.org.uk/classroom-resources/

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VinE Ethical Veganism



Resources from Veganism in Education to enable teachers and pupils to explore, through critical, objective and pluralistic RE lessons, questions around the moral status of animals and ethical veganism as both a religious and non-religious worldview.

teachvine.org/classroom-resources/re

VinE Ethical Veganism



THE BUDDHIST CENTRE

Stories from the life of the Buddha and Jataka tales to help children (age 5+) explore Buddhist values such as kindness, trust and positive change through engaging, illustrated narratives that support spiritual and moral development.

<https://thebuddhistcentre.com/stories/schools/teachers/the-monkey-king/>

Norfolk Agreed Syllabus Update

- Conference Review is well under way.
- Majority of the content is not going to change.
- Some supplementary information to be provided to support curriculum design, disciplinary knowledge and alignment to national direction of RE.
- Significant overhaul of how we assess RE.
- **Everything I am about to share is DRAFT ONLY and not yet agreed.**

Norfolk **SACRE**

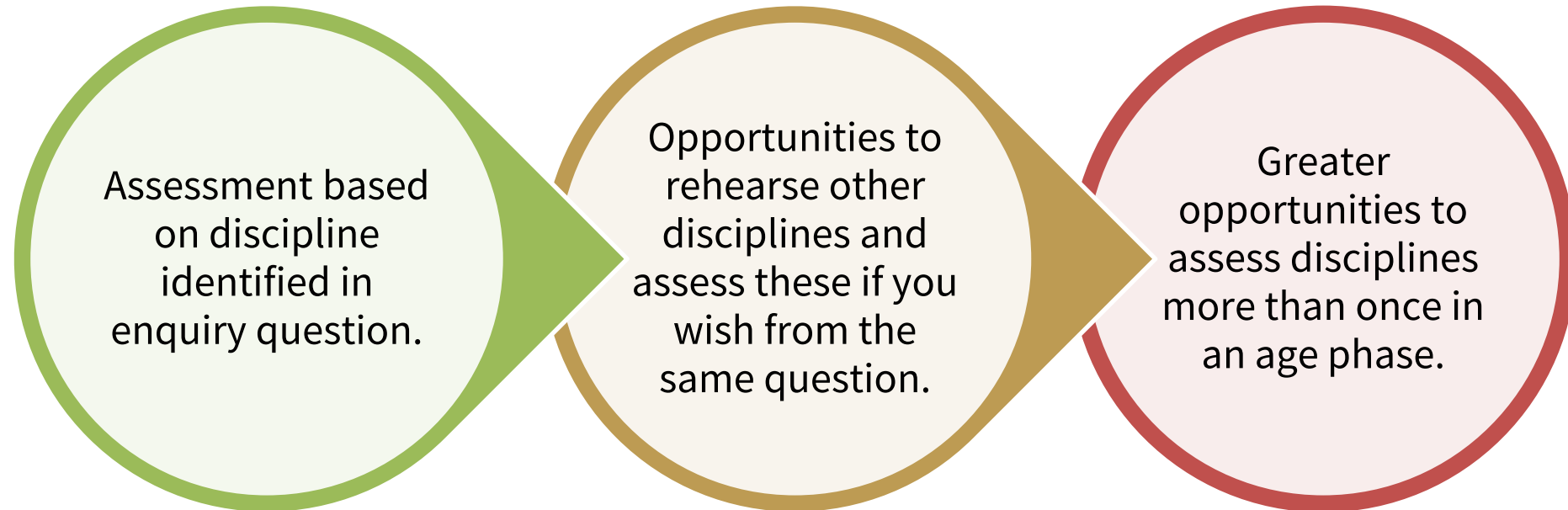
Rational behind the new assessment approach:

- The AREs encourage us to assess one discipline only and this limits our breadth of study in RE.
- The AREs don't match the agreed syllabus enquiry questions nor the 'Ways of Knowing' to access disciplinary and substantive knowledge in RE efficiently and effectively.
- AREs pigeonhole assessment into narrow bands that may not be achievable within a 12-month period.
- There is NO EYFS assessment criteria for RE currently.

New Assessment Proposals for RE:

- Assessment from EYFS to Yr9.
- Assessment in phase bands (EYFS/ KS1/ LKS2/ UKS2/ KS3) to enable longer periods for evidence gathering.
- Assessment linked to National Content Standard expectations of CofE Statement of Entitlement.
- Written in plain language and clearly demarcated to enable multi-disciplinary assessment in RE.

What does multi-disciplinary Assessment in RE look like?



Assessing the Ways of Knowing in RE – Norfolk Agreed Syllabus November 2025

Believing

In Religious Education (RE), focuses on theology and involves deepening children's understanding of religious beliefs and practices. It may include a historical lens as children explore how a belief changes and develops over time. This way of knowing builds from EYFS to KS3 and identifies methods to help children develop a more nuanced understanding of theology, encouraging them to think critically and empathetically about different religious traditions.

Knowing

In Religious Education (RE), focuses on philosophy involves helping children develop more advanced critical thinking and inquiry skills. It may also include a scientific lens, where thinking and knowing is developed through the pursuit of scientific fact and proof of evidence. This way of knowing builds from EYFS to KS3 and identifies methods to help children develop a sophisticated understanding of philosophical concepts and scientific fact, encouraging them to think deeply and critically about the world around them.

Living

In Religious Education (RE), focuses on human and social sciences and involves helping children understand how people live their religious lives and the social aspects of religion. This way of knowing builds from EYFS to KS3 and identifies methods help children develop a deeper understanding of the social and cultural dimensions of religion, promoting empathy, respect, and a broader worldview.

What does the new assessment frameworks do?

- Provides a cumulative progression of skills in each discipline from age phase to age phase.
- Provides both adult *assessment statements* and directly correlated pupil '*I can statements*.'
- Uses simple language that logically builds in complexity of expectation as you move through the age phases.

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An example of progression in the proposed assessment framework:

Believing

- **Storytelling:** Introducing children to religious stories that convey important beliefs and values.
- **Symbol Recognition:** Introduce children to religious symbols, such as the cross in Christianity.
- **Exploration of Beliefs:** Encouraging children to explore and talk about what people believe and why.
- **Rituals and Practices:** Introduce children to basic religious festivals and ceremonies as an expression of a belief.
- **Sacred Texts:** Introducing children to simple passages from sacred texts, helping them understand that these texts are important sources of religious teachings and stories.

- **Storytelling:** Children understand religious stories can convey beliefs and values. This helps them understand the narratives that shape different religions.
- **Symbol Recognition:** Teaching children to recognise and understand the meaning of religious symbols, such as the cross in Christianity or the crescent in Islam.
- **Exploration of Beliefs:** Encouraging children to explore and talk about what people believe and how these beliefs influence their lives. This can include discussing concepts like God, creation, and the afterlife.
- **Rituals and Practices:** Familiarising children with religious rituals and practices, such as prayer. This helps them understand how beliefs are expressed in actions.
- **Sacred Texts:** Children to make connections from simple passages from sacred texts and religious teachings as an important source of authority.

- **Storytelling and Interpretation:** Engaging with more complex religious stories and exploring their meanings.
- **Symbolism:** Recognising religious symbols and their significance in different contexts.
- **Exploration of Beliefs:** Discussing and comparing different religious beliefs and how they influence people's lives. This includes exploring concepts like faith and worship.
- **Rituals and Practices:** Learning about religious practices to understand their significance in how beliefs can be expressed.
- **Sacred Texts:** Reading and interpreting passages from sacred texts, understanding their context, and discussing their relevance to believers today.

- **Storytelling and Interpretation:** Engaging with more complex religious stories and exploring their meanings. This includes understanding the moral and theological messages within these stories and how stories link together to form 'one big story' for a religion or belief.
- **Symbolism:** Recognising and interpreting religious symbols and their significance in different contexts. This helps children understand how symbols convey deeper religious meanings.
- **Exploration of Beliefs:** Discussing and comparing different religious beliefs and how they influence people's lives. This includes exploring concepts like the nature of God, sources of authority and authenticity.
- **Rituals and Practices:** Learning about the significance of religious rituals and practices to understand their significance in how beliefs are expressed in different ways.
- **Sacred Texts:** Reading and interpreting passages from sacred texts, understanding their context, and discussing their relevance to believers today. This includes learning about the historical and cultural background of these texts

EYFS – introduce, encourage, explore, use simple examples...

KS1 – understand, recognise, familiarise, make connections...

LKS2 – engage, discuss, compare, express, interpret, link to relevance...

UKS2 – complexity, depth, abstract exploration, range of expression, interpreting and authenticating...

RE Ambassadors June 2025

An example of progression in the I can statements: **Believing**

Storytelling

I can listen to special stories and talk about what they mean.

Symbol Recognition

I can look at and name special signs and symbols, like a cross.

Exploration of Beliefs

I can talk about what people believe and how it makes them feel.

Rituals and Practices

I can join in and learn about special times and celebrations.

Sacred Texts

I can hear short stories from special books and know they are important to some people.



Storytelling

I can listen to religious stories and talk about what they teach us about beliefs and values.

Symbol Recognition

I can recognise and talk about religious symbols, like the cross in Christianity or the crescent moon in Islam.

Exploration of Beliefs

I can talk about what people believe and how their beliefs help them live their lives.

Rituals and Practices

I can learn about and talk about things people do to show their beliefs, like praying or celebrating special days.

Sacred Texts

I can listen to short parts of special religious books and understand they teach people how to live and what to believe.



Storytelling and Interpretation

I can read and listen to religious stories and talk about what they might mean and why they are important to believers.

Symbolism

I can recognise religious symbols and explain what they mean in different religions and situations.

Exploration of Beliefs

I can talk about different religious beliefs and compare how they affect the way people live, pray, and show their faith.

Rituals and Practices

I can describe religious practices and explain how they help people express their beliefs.

Sacred Texts

I can read parts of sacred texts, talk about what they mean, and understand why they matter to people today.



Storytelling and Interpretation

I can explore complex religious stories, understand their meanings, and explain how they teach moral and theological messages. I can also see how stories connect to form a bigger picture in a religion.

Symbolism

I can recognise and explain the meaning of religious symbols and understand how they are used in different places and times to share deeper messages.

Exploration of Beliefs

I can compare different religious beliefs and explain how they shape people's lives. I can talk about ideas like the nature of God and where religious authority comes from.

Rituals and Practices

I can describe religious rituals and practices and explain how they help people express their beliefs in different ways.

Sacred Texts

I can read and talk about passages from sacred texts, understand their background, and explain why they are still important to believers today.

EYFS

KS1

LKS2

UKS2

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Take a look at the two documents and chat with the people next to you.

Please fill out your response to the new assessment frameworks by scanning the code and completing the survey.



<https://forms.office.com/e/My98arM5WK>

Training Opportunities 2025/26

 THE CHURCH
OF ENGLAND
Diocese of Norwich

Transformed by Christ

Prayerful Pastoral Prophetic



- **3 copies coming into school in the next few weeks.**
- **Booking on  eventbrite**

<https://www.eventbrite.co.uk/o/diocese-of-norwich-schools-academies-29837141131>

RE

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| RE Local Leaders Forum 6 October 2025, 1.30pm-4pm Diocesan House. Cost: Free | DofN.org/LLF-Oct |
| RE Local Leaders Forum 27 January 2026, 1.30pm-4pm Location TBC. Cost: Free | DofN.org/LLF-Jan |
| RE Local Leaders Forum 22 June 2026, 1.30pm-4pm Diocesan House. Cost: Free | DofN.org/LLF-Jun |
| NEW 2025/26 All You Need to Know and Do with the Revised Norfolk Agreed Syllabus 11 February 2026, 3.30pm-5pm Online. Cost: £95.00 | DofN.org/RNAS-Feb |
| NEW 2025/26 All You Need to Know and Do with the Revised Norfolk Agreed Syllabus 4 March 2026, 3.30pm-5pm Online. Cost: £95.00 | DofN.org/RNAS-Mar |
| NEW 2025/26 All You Need to Know and Do with the Revised Norfolk Agreed Syllabus 15 April 2026, 3.30pm-5pm Online. Cost: £95.00 | DofN.org/RNAS-Apr |
| NEW 2025/26 All You Need to Know and Do with the Revised Norfolk Agreed Syllabus 13 May 2026, 3.30pm-5pm Online. Cost: £95.00 | DofN.org/RNAS-May |
| NEW 2025/26 All You Need to Know and Do with the Revised Norfolk Agreed Syllabus 24 June 2026, 3.30pm-5pm Online. Cost: £95.00 | DofN.org/RNAS-Jun |
| Subject Knowledge Sessions in RE Pre-recorded sessions Online. Cost: £250.00 (both sessions) | chris.allen@dioceseofnorwich.org |
| NEW 2025/26 THREE-SESSION PROGRAMME RE for ECTs (session 1) 24 September 2025, 3.30pm-5.30pm Online. Cost: £210.00 (Three sessions) | DofN.org/ECT |
| NEW 2025/26 THREE-SESSION PROGRAMME RE for ECTs (session 2) 11 March 2026, 3.30pm-5.30pm Online. Cost: £210.00 (Three sessions) | DofN.org/ECT |
| NEW 2025/26 THREE-SESSION PROGRAMME RE for ECTs (session 3) 17 June 2026, 3.30pm-5.30pm Online. Cost: £210.00 (Three sessions) | DofN.org/ECT |

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| Teaching RE – Disciplinary and Worldviews Approaches 18 March 2026, 3.30pm-5.30pm Online. Cost: £95.00 | DofN.org/TeachingRE |
| Ways of Assessing RE – Substantive and Disciplinary Knowledge/Ways of Knowing 5 November 2025, 3.30pm-5.30pm Online. Cost: £95.00 | DofN.org/AssessingRE-Nov |
| Ways of Assessing RE – Substantive and Disciplinary Knowledge/Ways of Knowing 4 February 2026, 3.30pm-5.30pm Online. Cost: £95.00 | DofN.org/AssessingRE-Feb |
| Teaching Diversity in Christianity and Other Religions and Non-Religious Worldviews 10 June 2026, 3.30pm-5.30pm Online. Cost: £95.00 | DofN.org/TeachingDiversity |
| Is your RE Inspection ready? Cost: Half day £145.00, full day £200.00 In school | chris.allen@dioceseofnorwich.org |
| RE Subject Leadership Toolkit/ Curriculum Development and Review Cost: Half day £145.00, full day £200.00 In school | chris.allen@dioceseofnorwich.org |
| An Introduction to the RE Quality Mark (REQM) 5 February 2026, 3.30pm-4.30pm Online. Cost: Free | DofN.org/REQM |
| RE Moderation and Sharing of Good Practice 25 June 2026, 1.30pm-4.30pm Diocesan House. Cost: Free | DofN.org/GoodPractice |
| RE Audit Cost: £200 (£300 Non-church schools and academies) In school | chris.allen@dioceseofnorwich.org |
| Bespoke Staff Meeting and In School Training Cost: £145.00 (non-church schools £160) 2 hours £225.00 (non-church schools £300) Full CPD day In school | chris.allen@dioceseofnorwich.org |



The RE advisors of the Dioceses of Ely, Norwich, St Edmundsbury and Ipswich are offering schools training on

Christianity as a global world faith



 THE CHURCH
OF ENGLAND
Diocese of Norwich

Three Teaching Zoom Sessions 4-5pm

Foundation Stage and Key
Stage 1

Thursday 2nd October 2025

Lower Key Stage 2

Thursday 9th October 2025

Upper Key Stage 2

Thursday 16th October 2025

RE Leaders to attend all 3 sessions

Sharing Good Practice Zoom Sessions

Thursday 8th January 2026

Training sessions will include

Psychological Safe Spaces
Theologically rooted resources

Walk through of the units
UC Core concept—Incarnation
Background knowledge for
teachers

Global Christianity Concepts—
Community, Embrace, Power

Key vocabulary
Reflections from lived
experiences of Christianity
Support from Global Majority
Heritage Person



This training requires attendance to
all 4 sessions for RE Leader

Teacher can attend the relevant key
stage training

It is best for whole school CPD, use
for staff meeting time or
disaggregated TTD

Three Zoom sessions will walk
through the INCARNATION core
concept in a Primary School

Time will be given to embed and
reflect on the Incarnation unit
within your RE curriculum

One Zoom session for sharing work
examples and good practice

BOOKING LINK: <https://www.elydiocese.org/schools/school-training-and-development/>



The RE advisors of the Dioceses of Ely, Norwich, St Edmundsbury and Ipswich are offering schools training on

Christianity as a global world faith



THE CHURCH
OF ENGLAND
Diocese of Norwich

Three Teaching Zoom Sessions 4-5pm

Foundation Stage and Key Stage 1

Thursday 29th January 2026

Lower Key Stage 2

Thursday 5th February 2026

Upper Key Stage 2

Thursday 16th February 2026

RE Leaders to attend all 3 sessions

Sharing Good Practice Zoom Sessions

Thursday 16th April 2026

Training sessions will include

Psychological Safe Spaces
Theologically rooted resources

Walk through of the units
UC Core concept—Salvation
Background knowledge for teachers

Global Christianity Concepts—
Community, Embrace, Power
Key vocabulary

Reflections from lived
experiences of Christianity

Support from Global Majority
Heritage Person



This training requires attendance to all 4 sessions for RE Leader

Teacher can attend the relevant key stage training

It is best for whole school CPD, use for staff meeting time or disaggregated TTD

Three Zoom sessions will walk through the SALVATION core concept in a Primary School

Time will be given to embed and reflect on the Salvation unit within your RE curriculum

One Zoom session for sharing work examples and good practice

RE Local Leaders June 2025

RE Local Leaders 2025-26:

| | |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------|
| RE Local Leaders Forum 6 October 2025, 1.30pm-4pm Diocesan House. Cost: Free | DofN.org/LLF-Oct |
| RE Local Leaders Forum 27 January 2026, 1.30pm-4pm Location TBC. Cost: Free | DofN.org/LLF-Jan |
| RE Local Leaders Forum 22 June 2026, 1.30pm-4pm Diocesan House. Cost: Free | DofN.org/LLF-Jun |



RE Local Leaders June 2025

RE SLEs – what we offer

Free Day Support (or half day if you prefer):

- Curriculum review / development
- REQM Application
- RE Leadership Support



Katy McKay –
Dereham CE
Junior Academy



Di Moore – Hopton
CE Primary
Academy

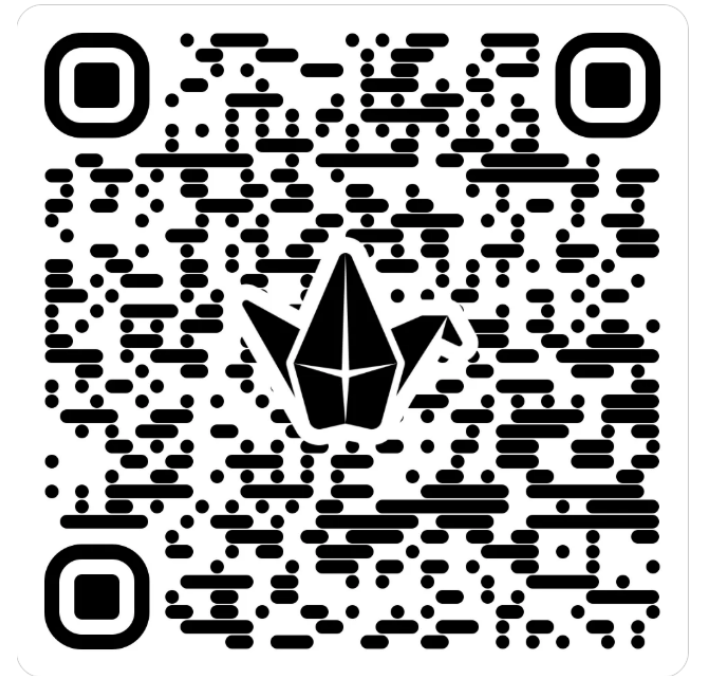
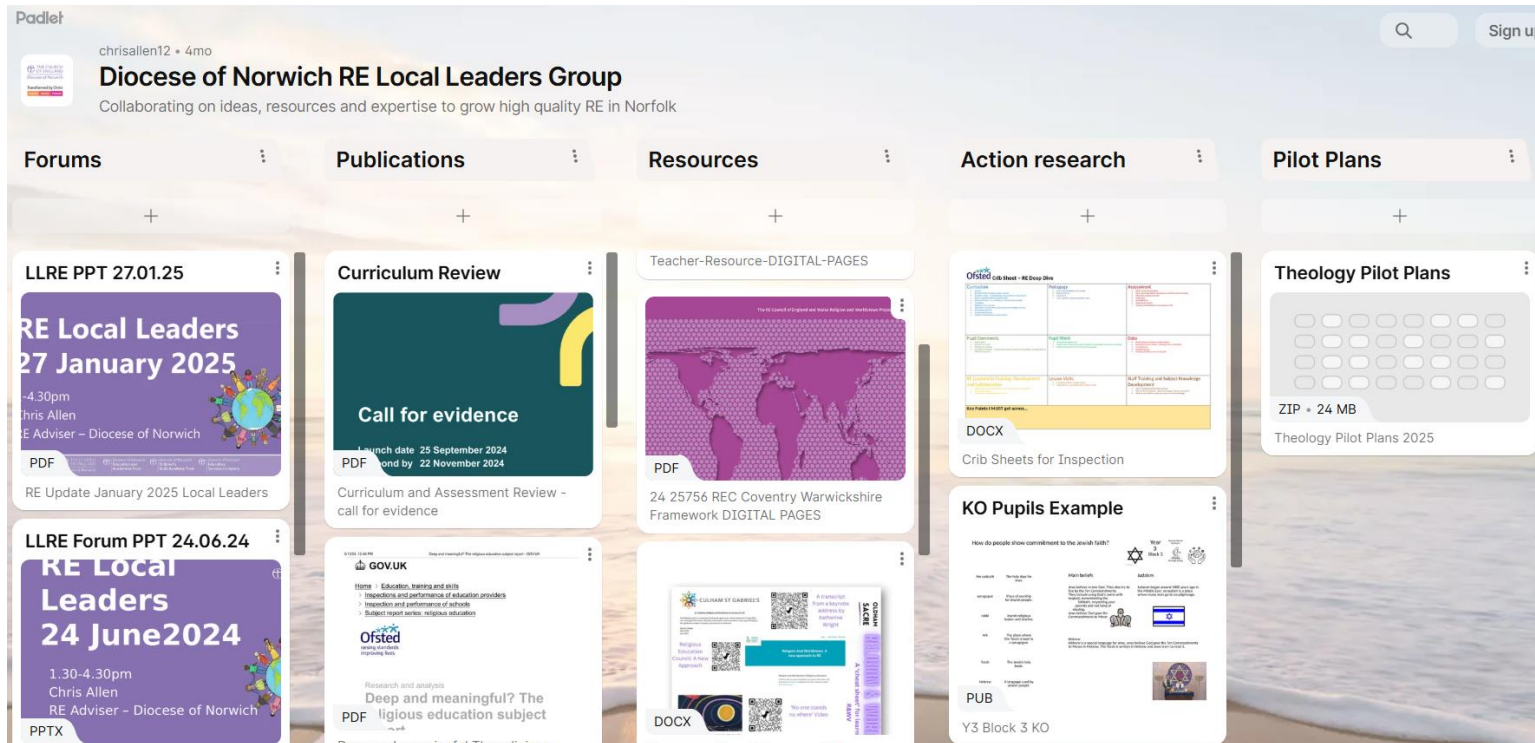
Final Questions...

Any Other Business?



RE Local Leaders June 2025

<https://padlet.com/chrisallen12/diocese-of-norwich-re-local-leaders-group-n75xbd6c38tnk8n8>



RE Local leaders June 2025

Thank you for your time

Contact:

chris.allen@dioceseofnorwich.org



<https://forms.office.com/e/F41eXYJgfn>