



KING'S NORTHWAY  
PRIMARY ACADEMY

SCHOOLS OF CHARACTER  
MAKING GREAT LEADERS

# Religious Education Policy



GREAT SCHOOLS  
TRUST

## Document Control

<b>This document has been approved for use within</b>	King's Northway Primary Academy
<b>This document has been approved by</b> <b>On</b>	Governing Board
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# King's Northway Primary Academy

## Religious Education Policy

### **Introduction:**

King's Northway Primary Academy is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The King's Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The King's Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. King's Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our King's Northway Curriculum from Nursery to Year 6.



**RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE**

## **1. Statement of consideration of equalities in all policies and procedures**

This policy outlines the teaching, organisation and management of Religious Education taught at King's Northway Primary Academy. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

## **2. Intent**

Religious education plays an important role alongside other aspects of the curriculum and school life, in helping ALL pupils to engage with challenging spiritual, moral and social questions that arise in their lives and in society. At Northway Primary School we believe that RE should equip pupils with a knowledge and understanding of beliefs and values within their community and around the world in line with Liverpool's locally agreed syllabus; S.A.C.R.E 2020-2025.

Religious Education is an important element within the wider curriculum we provide at King's Northway. Through our RE curriculum we promote an enquiring approach in which pupils may carefully consider issues of beliefs and truth in religion. At the heart of the agreed syllabus is a focus on ultimate questions and ethical issues in which we embed through quality teaching, discussion and questioning at King's Northway. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. The principal aim of RE taken from SACRE locally agreed syllabus is:

*'To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own'*

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly-based, which promotes the spiritual, moral, cultural,

mental, and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach Religious Education to pupils at every Key Stage. All schools must publish their curriculum by subject and academic year online (DfE National Curriculum 2013). These requirements in law are reinforced by the current practice of HMI through OFSTED inspections, where RE may be subjected to 'deep dive' inspections and checked for legality and quality. In supporting schools in fulfilling these requirements, the objectives of Liverpool SACRE's Locally Agreed Syllabus are as follows:

1. To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Liverpool, promoting harmony and good community relationships.
2. To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person with religious or non-religious beliefs and ways of living.
3. To facilitate pupils' articulation of their own ideas and experience of religion, belief and spirituality.
4. To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
5. To support teachers by enabling them to deliver RE with academic rigour, multidisciplinary approaches and a variety of resources.
6. To assist pupils to engage critically with ideas and understanding of religion and worldviews. RE studies how religion and worldviews shape and are shaped by the societies in which we live, promoting deepening understanding of those belief systems.
7. To promote interactive, creative and experiential learning that promotes community cohesion and supports fundamental British values.
8. To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this, to encourage pupils to explore questions of spirituality, identity, ethics, meaning and purpose

### 3. Implementation

At King's Northway Primary Academy we deliver our rich, broad and balanced RE curriculum in line with the Liverpool LA's agreed syllabus; S.A.C.R.E. The syllabus provides a coherent framework for setting high standards of learning in RE, enabling pupils to reach their potential in the subject. The syllabus supports teachers, senior leaders and governors to identify the intent of RE in the wider school curriculum, how RE can be effectively implemented across a school and how the impact of the subject

RE Northway Curriculum 2020/21	Autumn Term BELIEVING	Spring Term EXPRESSING	Summer Term LIVING
EYFS	Which stories and people are special and why? BELIEVING	Which places and times are special and why? EXPRESSING	Where do we belong? What is special about our world and why? LIVING
Year 1 Church Visits – Oct/Nov – Harvest Dec – Christmas Mar/Apr – Easter	CHRISTIANS 1.1 Who is a Christian and what do they believe? (Part 1) MUSLIMS 1.2 Who is a Muslim and what do they believe BELIEVING	CHRISTIANS AND MUSLIMS 1.5 What makes some places sacred? EXPRESSING Mosque Visit	CHRISTIANS AND MUSLIMS = 1.7 What does it mean to belong to a faith community? LIVING
Year 2 Church Visits – Oct/Nov – Harvest Dec – Christmas Mar/Apr – Easter	CHRISTIANS 1.1 Who is a Christian and what do they believe? (Part 2) JEWISH PEOPLE 1.3 Who is Jewish and what do they believe? BELIEVING Synagogue Visit	CHRISTIANS, MUSLIMS AND JEWISH PEOPLE. 1.6 How and why do we celebrate special and sacred times EXPRESSING	CHRISTIANS, MUSLIMS AND JEWISH PEOPLE. 1.8 How should we care for others and the world, and why does it matter? LIVING
Year 3 Church Visits – Oct/Nov – Harvest Dec – Christmas Mar/Apr – Easter	CHRISTIANS AND MUSLIMS L2.1 What do different people believe about God? BELIEVING	CHRISTIANS, JEWISH PEOPLE and MUSLIMS L2.5 Why are festivals important to religious communities? (Easter and Passover focus) EXPRESSING Church visit	CHRISTIANS L2.7 What does it mean to be a Christian in Britain today? LIVING

consists of 3 'g' and progression of it is across faiths

<b>Year 4</b> Church Visits – Oct/Nov – Harvest Dec – Christmas Mar/Apr – Easter	<b>CHRISTIANS</b> L2.3 Why is Jesus inspiring to some people?  <b>BELIEVING</b>	<b>CHRISTIANS AND MUSLIMS</b> L2.5 Why are festivals important to religious communities? (Eid focus)  <b>EXPRESSING</b> <b>Mosque Visit</b>	<b>CHRISTIANS, JEWISH PEOPLE, NON RELIGIOUS PEOPLE (HUMANIST)</b> L2.9 What can we learn from religions about deciding what is right and wrong?  <b>LIVING</b>
<b>Year 5</b> Church Visits – Oct/Nov – Harvest Dec – Christmas Mar/Apr – Easter	<b>CHRISTIANS</b> U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century? <b>BELIEVING</b>	<b>CHRISTIANS AND JEWISH PEOPLE</b> U2.4 If God is everywhere, why go to a place of worship?  <b>EXPRESSING</b>	<b>MUSLIMS</b> U2.6 What does it mean to be Muslim in Britain today?  <b>LIVING</b> <b>Mosque Visit</b>
<b>Year 6</b> Church Visits – Oct/Nov – Harvest Dec – Christmas Mar/Apr – Easter	<b>CHRISTIANS, JEWISH PEOPLE, NON RELIGIOUS PEOPLE (HUMANIST)</b> U2.3 What do people say when life gets hard?  <b>BELIEVING</b>	<b>CHRISTIANS, JEWISH PEOPLE, NON RELIGIOUS PEOPLE (HUMANIST)</b> U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?  <b>EXPRESSING</b> <b>Synagogue Visit</b>	<b>CHRISTIANS</b> U2.7 What matters most to Christians and Humanists?  <b>LIVING</b>

At King's Northway we also welcome additional opportunities to celebrate Religious Education. This is via 'Open the Book' whole school assembly each week, Christmas Nativity and Christmas Carol Concert, Easter story led by Y6, Harvest festival at our local community churches; St David's Church, Childwall and Oakvale United Reformed Church also led by our Y6 pupils. We also celebrate many religious festivals such as Eid, Hanukkah and Diwali.

Educational trips are accounted for within our curriculum. Across KS1-KS2 each year group will have the opportunity to visit a place of worship as part of their key question



learning strand. Places of worship visits offer an opportunity for pupils to observe religion in the wider world, which also embeds and supports the retention of knowledge of key religious practices. Each cohort will visit a Christian place of worship along with an additional faith within the academic year as noted on the above whole school overview.

## Resources

At King's Northway we have developed faith resources of key artefacts, holy/special books or scrolls and quality texts to support the teaching progression and enhance pupils knowledge of world faiths. Each pupil has access to their own iPad, which enables further research within a key question taught or for pupils to use in expressing religious views opinions through digital, creative technology. Resources are audited annually by subject lead and new resources required are budgeted for within the subject Action plan for the following year, consistently reviewing and enhancing resources.

## Learners Who Need More

Within our broad and balanced Northway curriculum we take pride in providing high quality education catering for all pupils, all achieving, all the time. Our curriculum enables teaching staff the opportunity to explore, adapt and deliver accessible learning for all pupils of all learning requirements, including Religious Education. Our aim is to provide high expectations, which afford all children equal opportunities to reach their full potential.

## Knowledge Organisers

At King's Northway, we are developing the use of Knowledge Organisers for all pupils to gather, retain and to refer to upon their learning journey. Knowledge Organisers for RE will consist of a bank of key facts regarding each faith studies across the syllabus. They include vocabulary and terminology, faith artefacts, key dates, places and people. In doing so, pupils have the opportunity to build on prior knowledge, and expand their learning knowledge and understanding of objectives taught.

## 4. **Impact**

### Outcome in EYFS:

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. The locally agreed syllabus framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

### Outcomes in KS1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their

ideas.

### End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### Outcomes in KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



## Assessment

Assessment of pupil progress in RE will be assessed via pupil's verbal and written evidence of their knowledge and understanding of objectives taught. 'The Northway Curriculum' has been designed to offer self-reflection and self-assessment for children to take responsibility and ownership of their learning use 'The Learning Wheel'. Teaching staff will mark and assess pupils progress and assess accordingly with the school formative assessment online tool; Balance.

The RE 'Northway Curriculum' has an opportunity for children to 'Work Deeper' enabling Greater Depth and challenge for all children to strive towards. Teaching staff are to promote access to this during each quality RE lesson delivered.

### **5. Progression within the subject**

The local agreed syllabus provides a high quality progression across a variety of faith, with Christianity embedded within all cohorts. Our curriculum has been designed to cater for a progressive, knowledge based curriculum for pupils to delve deeper and broader within key questions. End of key stage outcomes equip pupils with the understanding to progress further into Key Stage 3.

### **6. Monitoring and Review**

It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and develop yearly action plans to ensure targets are being met and progress is made. The subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Termly book studies take place in all curriculum which consists of book monitoring, pupil interviews and learning walks.

### **7. Role of the pupil / parent**

Pupils are expected to engage with RE lessons with enthusiasm and explore new faiths and religions, knowledge and understanding and ask questions alongside their peers. They will share their expertise with their peers and across the school to build knowledge and confidence.

Parents are given opportunities to share in their children's learning of RE work through annual religious festivals, Christmas, Easter and Interfaith week. The use of Seesaw will also capture the learning of pupils education for parents to engage within.

### **8. Right of Withdrawal**

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education.

