

Northlands Primary School and Nursery



Religious Education (RE) Policy

Ratified at the Full Governing Board meeting on 4.12.24

Signed _____

Due for review: December 2026



Inspire
Challenge
Succeed

Northlands Primary School and Nursery Policy for Religious Education (RE)

Curriculum Intent

A quality Religious Education curriculum should challenge and enrich our children's understanding of the different religions that exist not only within the school environment but also in modern society. At Northlands Primary School, we recognise and value the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all. Therefore, we work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none. Religious Education is a distinctive but core part of the curriculum, equipping our children with the knowledge and understanding of a range of different religions to participate positively in society with its diverse understanding of life from other world views.

Aims and Objectives

- For children to think like theologians, to ask questions that believers would and to explore questions are answer that arise from inside religious and worldviews.
- For children to think like philosophers, to ask questions that thinkers would and to explore questions and answers raised through considering the nature of knowledge, existence and mortality.
- For children to think like human and social scientist, to ask questions that people who study reality would ask and to explore questions and answers raised in relation to the impact of religion and worldviews on people and their lives.

Support for pupils with additional needs

At Northlands, teachers tailor the three different lenses of Philosophy, Theology and Human Social Science to meet the needs of the children in their class. Pupils with additional needs are supported through personalised learning, this could be from support in lesson to a range of different activities or resources.

Internet Safety

Although the children do not access the internet during RE lessons, at Northlands, we acknowledge that the pupils are responsible users of Internet and Communication Technologies (ICT). When children access the internet for RE, this would be for research and assessment purposes only (e.g. to access quizzes). It is the teacher's responsibility to ensure that all material is age-appropriate.

The Early Years Foundation Stage

The Religious Education Curriculum allows Early Year Foundation Stage children to work towards their early learning goals and encourage the children to understand Christianity through three different enquiry lenses.

RE Curriculum

At Northlands, our children will leave Key Stage 2 with the ability to learn and understand different religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles of RE enable children to build on their own experiences and extend their knowledge, understanding and appreciation of religious traditions. The table below shows the curriculum map for each year group:

| Year | Enquiry 1 | Enquiry 2 | Enquiry 3 | Enquiry 4 | Enquiry 5 |
|--------|---|--|--|--|---|
| EYFS | Why is the word God so important to Christians? Christian | Why do Christians perform Nativity plays at Christmas? Christian | | Why do Christians put a cross in an Easter Garden? Christian | |
| Year 1 | What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish | How does a celebration bring a community together? Muslim, Christian | What do Jewish people remember on Shabbat? Jewish | What does the cross mean to Christians? Christian | How did the universe come to be? Christian, Hindu |
| | Why is light an important symbol for Christians, Jews and Hindus? Christian, Jewish, Hindu | What does the nativity story teach Christians about Jesus? Christian | How do Christians belong to their faith family? Christian | How do Jewish people celebrate Passover? Jewish | Why do people have different views about the idea of God? Multi / Humanist |
| Year 3 | How do people express commitment to a religion? Jewish, Sikh, Christian | What is the Trinity? Christian | What is philosophy? How do people make moral decisions? Christian, Humanist | What do Muslims believe about God? Muslim | What difference does being a Muslim make to daily life? Muslim |
| | Where do religious beliefs come from? Christian | What do we mean by truth? Is seeing believing? Multi, Sikh | How do/have religious groups contribute to society and culture? Hindu, Christian | Why is there so much diversity of belief within Christianity? Christian | What does sacrifice mean? Multi, Humanist |
| Year 5 | Is believing in God reasonable? Multi, Humanist | How has belief impacted on music and art through history? Christian, Muslim | Why should we be good? Multi | What difference does the resurrection make to Christians? Christian | How do Hindus make sense of the world? Hindu |
| | How and why does religion bring peace and conflict? Multi | How do Buddhists explain the suffering in the world? Buddhist | What does it mean to be human? Is being happy the greatest purpose in life? Christian, Humanist | Creation or science: conflicting or complementary? Christian, Humanist | How do beliefs shape identity for Muslims? Muslim |

In addition, educational visits to places of religious importance, such as: churches and synagogues, benefit and enrich our children's experiences of and respect for different religions. Further to this, other curriculum enrichment opportunities at Northlands, in relation to RE, include Celebration of Faith Week and World Religion Day.

Assessment

RE is assessed in a combination of in-class formative assessment and one piece of work per half-term as summative assessment in the children's books. Both assessment types are used together to assist teachers in assessment pupils RE learning. Children are assessed through all three lenses over the academic year.

Linked policies / documents:

We recognise the clear link between RE and the following policies:

- Teaching and Learning Policy
- Equal and Diversity Policy
- Child Protection Policy

Staff are aware of the need to refer to these policies, when appropriate.