



St Luke's Church of England (Aided) Primary School

Religious Education Policy

Date Adopted: 18th January 2022

Review Date: January 2024

Minute number: 8e

Signature of Chair of Governors Meeting:

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is able to thrive and flourish, and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,
'we can do all things through Christ who strengthens us'
Philippians 4:13.

We are a caring community, whose values are built on mutual trust and respect for all:

Our Core Values

Love and **Compassion**
Friendship and **Forgiveness**
Endurance and **Hope**

The school's Religious Education policy, driven by our vision, motto and core values is a key factor in the success of our school Mission:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Provide high quality RE that develops religious literacy and a deeper understanding of the rich diversity of our world, recognising that all have been created in the image of God.

The RE – Statement of Entitlement, Church of England Education Office June 2016 states,

'A high quality religious education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views fostering respect for them. Although there is not a National Curriculum for RE, all maintained schools have a statutory duty to teach it.*

RE must have a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.'

At St Luke's, as a Church of England School, with a strong Christian ethos, the majority of our RE teaching is centred on the Christian Faith. However, in Early Years children explore the wider experience of world faiths in the context of similarities and differences of people and communities and in both Key Stage 1 and Key Stage 2, many RE units of

study also include direct learning about and comparisons of beliefs, practices and teachings of **two other world religions - Sikhism and Islam**.

Aims and Expectations

We aim to develop pupils' knowledge and skills across a variety of teaching opportunities; sometimes in discreet RE units and at other times in themed cross curricular work.

RE teaching at St Luke's enables pupils to:

1. Gain a knowledge and understanding of the Christian faith, explore the Bible as God's living word and understand the importance and relevance of Christ in the everyday lives of Christians.
2. Gain a knowledge and understanding of two other mono-theistic world faiths (Sikhism and Islam) which reflect the multi-faith diversity within our school community so that pupils are able to contrast and compare the beliefs and practices of Christianity, Sikhism and Islam and discover the richness and diversity of traditions which are not their own, promoting tolerance towards others of different faiths.
3. Develop an awareness of their own spirituality and uniqueness in the eyes of God and encourage a sense of awe and wonder.
4. Widen their understanding of themselves, others and the world around them, within the context of a growing awareness of God.
5. Explore how religious belief influences human relationships and lifestyles, and develop positive attitudes to the beliefs and lifestyles of others.
6. Develop an awareness of moral issues arising in their lives and begin to develop their own informed values based on the Christian Gospel.
7. Develop confidence and maturity to ask, discuss, challenge and debate their own beliefs, values and those of other people.

Progression

To ensure progression from Foundation through to Year 6 in accordance with National expectations, we have developed a long term plan which is based on Understanding Christianity and the published scheme of work: Religious Education Guidance 2017 Lichfield Diocese Board of Education. This plan states the Unit of work for each half term and references which scheme of work/resource it can be found in. For Programmes of Study in the Lichfield Diocesan Handbook (2006). The expectation for each unit is based on the attainment targets / level descriptors for RE.

In line with the Lichfield Diocesan end of Key Stage expectations in RE, we aim that:

By the end of FS most children will be able to:

- **Understand that all people including themselves have different needs, views, cultures and beliefs that need to be treated with respect.**
- **Begin to know about their own culture and beliefs and those of other people.**

By the end of KS1 most children will be able to:

- **Describe some beliefs and teachings of Christianity and two other world religions - Sikhism and Islam**
- **Recognise, name and describe some religious artefacts, places and practices of Christianity and two other world religions - Sikhism and Islam**
- **Name and explain the meaning of the main religious symbols of Christianity and two other world religions - Sikhism and Islam**
- **Recognise important factors in their own lives and begin to relate these to religious beliefs and puzzling questions of life**
- **Identify how choices and actions affect themselves and others, show an awareness of morals and how Christian values can be applied to lifestyles**

By the end of KS2a (Years 3 and 4) most children will be able to:

- **Present the key teachings and beliefs of of Christianity and two other world religions - Sikhism and Islam**
- **Identify and explain the use of religious artefacts, religious buildings and religious practices of clerics and individuals**

- Identify religious symbolism in literature and the arts
- Identify and begin to explain factors that effect their own actions and those of others. Ask and debate questions that have no universally agreed answers
- Explain how beliefs about right and wrong affect people's behaviour, how shared religious values affect the behaviour of communities and individuals and begin to give opinions on moral dilemmas.

By the end of KS2b (Years 5 and 6) most children will be able to:

- Present the key teachings and beliefs of of Christianity and two other world religions - Sikhism and Islam
- Explain practices, the role of spiritual leaders and lifestyles involved in belonging to Christianity and compare and contrast with le=festyles of two other world religions - Sikhism and Islam.
- Explain some different ways that individuals show their beliefs
- Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about ultimate questions and how these may differ from those of others.
- Explain why different religious communities or individuals may have a different view of what is right and wrong and how to express their own values whilst remaining respectful of those with different values. Show an awareness of the 'grey' areas of moral dilemmas.

By the end of KS2 some children will have developes a deeper understanding and will be able to:

- Show a deeper understanding of Christian beliefs and Biblical teachings. Explore the significance of reliiouststoreies from Chritianity two other world religions - Sikhism and Islam.
- Understand the significance of religiousfestivals and meet people who demonstrate a vocation
- Explore the way religious figures are portrayed in the arts.
- Consider the rituals in their own life and recognise and identify if these are cultural, social, family, religious roots. Identify how Chritianity two other world religions - Sikhism and Islam respond to 'suffering' and reflect on opportunities to show 'loving kindness'.
- Understand why diviosns in groups may occur and the feelings associated with them. Consider thre balance between material possessions and spiritual fulfilment, explore the concept of duty, expore rituals that mark changes in life and questions related to life and death.

Learning and Teaching

RE is usually taught as a discreet RE unit. Some aspects may be covered in themed cross curricular work where its content fits in with the overarching theme for the year group or as part of a whole school focus day.

All RE planning is subject to school expectations used for topic lessons – this may be expressed to reflect the needs of the teaching staff and learners ie an annotated Smart Notebook. Nursery and Reception may show their planning on a provision map based on the Early Learning Goals. Year group planning is uploaded onto the shared staff learning platform: RE/PSHE and monitored by the subject team.

Units of work usually last for half a term and these RE medium term plans identify the relevant learning expectations, learning objectives, learning outcomes, vocabulary and resources.

Inclusion

Teaching follows the guidelines of the whole school policy for equal opportunities, SEN, EAL and G&T. A mixture of different teaching and learning styles are adopted throughout the school. Sometimes teaching and learning takes place in mixed ability groups which enables peer support and independence. It also takes place within differentiated learning tasks for different ability groups and where there is TA support, it is indicated on the planning. Support and extension materials are provided as appropriate.

Learning Environment

There are opportunities for display of work related to year group termly topics and relevant RE displays are incorporated whenever possible, as this promotes the distinctive Christian character of the school. These can be interactive, include children's work, or be a teaching tool. New technology is used where appropriate.

Monitoring and Evaluation

At St Luke's there is a yearly monitoring plan for all subject areas including RE. This takes the form of monitoring of teaching and learning, monitoring of planning, pupil and staff evaluations, scrutiny of pupils' work, learning walks, and subject audit. Feedback from this monitoring, informs further developments within the subject.

The effectiveness of denominational education in Church of England schools is evaluated during the statutory section 48 (SIAMS) inspection. The Evaluation Schedule assesses the way RE contributes to a church school's Christian character. It highlights the responsibility of church school leaders to support and resource RE, and those teaching it. In voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report. This judgement is made against the expectations set out in this document.

Assessment

In the Foundation Stage, assessment takes the form of ongoing observations which inform the EYFS judgements. In Key Stages 1 and 2 the children's work is assessed in line with the RE Learner Profile. Children are recorded either as working at the expected level for their year group, or above or below that level. This information is collated by the Subject Team Leader and informs the monitoring of Teaching and Learning. At the end of the year, these group assessments, together with teacher observations and the work the children have produced, inform the comments to the parents in the end of year report. All children in Years 1 to 6 collate their work in a their individual Learning Journey.

Marking and Feedback

The children use the Can I question and the teacher, pupil or peer marks in response to the Can I. Next steps for improvement and progression where appropriate should be given for all 'must do' activities. The marking follows the agreed marking protocol of the school.

Resourcing

St Luke's is well resourced for RE and resources are kept in a central store, located in the server room and subject leaders office. Texts authored by pupils, information books and books reflecting a wider knowledge of the subject are available in the school library. There is a yearly budget for RE and staff indicate any extra resources they need and these are ordered as required. Funding from the subject budget and allocations from monies budgeted for wider educational experiences subsidise parental contributions for costs associated with visits and visitors. Staff who identify resource needs should make requests to the Subject Team Leader who is the budget holder for this curriculum area.

Health and Safety

Health and Safety for RE follows the whole school policy. The 'Be Safe' booklet from the ASE is available for all staff and staff are given regular advice regarding Health and Safety from Health and Safety Coordinator. Health and Safety Guidance is available for staff to access on the shared staff learning platform: Health and Safety OneNote.

Each member of staff is responsible for the activities and health and safety of their pupils. Risk Assessments should be completed for any activities and trips not covered by generic activity and local visit risk assessments. These should be submitted to the EVC in line with school protocol.

Appendices

Additional information and resource material is available on the shared school learning platform: RE / PSHE OneNote: Teams and the school website.