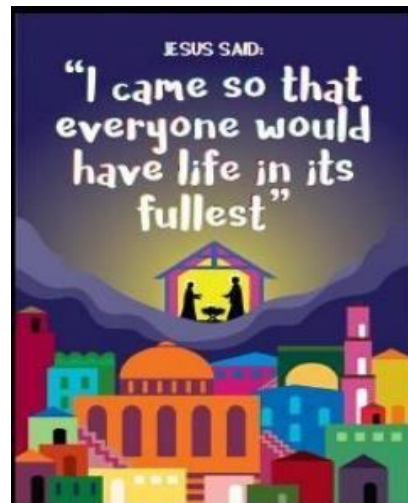




St. Luke's CE Primary School

Where children *flourish*, are *happy* and *succeed*. Living their life to the full.

Believe and Achieve



Working together to be happy; to flourish; to succeed through our Christian Values of friendship, love, patience, forgiveness, trust and respect.

***"I have come that they may have life and have it to the full."
John 10:10***



St Luke's CE Primary School RE Policy 2023

St Luke's Christian ethos underpins all aspects of its policy and practice.

1 Aims and Objectives

Principal aim:

RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'

To elaborate on the principal aim, our curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

2 The Legal Position of RE

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 of pupils at the school and of society; and which prepares pupils of the school for the opportunities, responsibilities and experiences of later life. All state schools must teach Religious Education to pupils at every key stage. (DfE, 2014).

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, we will always endeavour to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

2 Teaching and Learning Style

At St Luke's, we are following the Rochdale SACRE's agreed syllabus for 2019-2025. As a result of this we will be focused on the following:

1. To encourage all pupils and teachers to experience Religious Education as an exciting subject that feeds into an understanding of what it means to live in Rochdale and to promote harmony and good community relationships.
2. To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
3. To facilitate pupils' articulation of their own ideas and experience of religion, belief and spirituality.
4. To encourage teachers to produce Religious Education lessons that are challenging, inspiring and engaging to everyone.
5. To support teachers by enabling them to deliver Religious Education with academic rigour, multidisciplinary approaches and a variety of resources, but also to realise and experience for themselves that teaching Religious Education is not just a detached subject but something that they also benefit from and grow within.
6. To facilitate a wide scope and a fair approach to cross-religion studies relevant to the geographical influence of living in Rochdale whilst understanding that Rochdale is part of a larger country and world.
7. To develop an understanding of Religious Education as a discrete curriculum subject but also to be alert to its connections with other academic subjects (for example, Geography, History and English).
8. To assist pupils to engage critically with ideas and understanding of religion and belief systems given the nature of our society, its speed of change, growing media influences and public social influences. Religious Education studies how religions and worldviews shape and are shaped by the societies in which we live, promoting deepening understanding of those belief systems.
9. To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.
10. To ensure that every pupil's statutory entitlement to Religious Education is met, irrespective of their faith or belief, and within this, to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.

4 Curriculum Planning in RE

St Luke's Christian ethos underpins our teaching practice therefore all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study. See whole school overview below to see how this is shared out across St Luke's C of E Primary School.

In Key stage one, 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.

In Key stage two, 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.

Whole School overview:

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Which stories are special and why?	What is friendship?	Who is a Christian and what do they believe?	What do people believe about God?	Why are festivals important?	Why do some people believe God exists?	What do religions say to us when life gets hard?
Autumn 2	Which people are special and why?	What can we learn about gifts and giving?	What can we learn from sacred books?	Why is the Bible important to Christians today?	Why do some people think life is a journey?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	Is it better to express beliefs in art of charity?
Spring 1	Which places are special and why?	What makes some places sacred?	Who is a Muslim and what do they believe?	Why is the Bible important to Christians today?	What does it mean to be a Hindu in Britain today?	If God is everywhere why go to a place of worship?	What matters most to Christians and to Humanists?
Spring 2	What times are special and why?	What can we learn about Easter and surprises?	How and why do we celebrate special and sacred times?	Why are Christian festivals important?	Why is Jesus inspiring to some people?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and to Humanists?
Summer 1	Being special: where do we belong?	Who is Jewish and what do they believe?	Who is a Muslim and what do they believe?	Why do people pray?	What can we learn from religions about deciding what is right and what is wrong?	What does it mean to be a Muslim in Britain today?	What difference does it make?
Summer 2	What is special about our world?	What does it mean to belong to a faith community?	How should we care for others and the world?	What does it mean to be a Christian in Britain today?	What can we learn from religions about deciding what is right and what is wrong?	How do different faiths care for the environment?	What difference does it make?

In addition, the major Christian festivals of Christmas, Easter, Harvest and Lent are taught and celebrated throughout the school and their origins discussed.

Teachings about Easter and Christmas will progress as follows:

Year Group	Easter	Christmas
R	Spring New Life Special time for Christians	Biblical story of Jesus' birth
1	New Life Easter customs Bible story	Importance of Jesus Biblical story of Jesus' birth
2	Lent Palm Sunday Easter Story through different perspectives	Biblical story through different perspectives Wise men's gifts God's gift
3	Holy Week Death and Resurrection of Jesus	Beliefs and practices amongst Christians in Europe. Advent and practices.
4	Symbolism Easter celebrations worldwide	Beliefs and practices amongst Christians in other parts of the world Thinking of others eg Operation Christmas Child

5	The Betrayal of Jesus	Messengers of God Angels How do Christians believe God communicates?
6	New beginnings as a result of Death and Resurrection	Incarnation Revisiting nativity in Matthew and Luke to compare and contrast versions

In order to deliver the syllabus effectively and to comply with national guidelines, we will allocate time for RE as follows:

Key stage one: 1 hour a week

Key stage two: 1 hour a week plus a series of RE themes days over the year.

5 Foundation Stage

In Early Years, children should encounter religions and world views through focused activities and continuous provision. Children should explore special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

6 Contribution of RE to the Teaching of Other Subjects

6.1 English

All areas of English are covered throughout the teaching of RE. Children are introduced to high quality texts and a range of stories and have in-depth discussions regarding these. Speaking and listening objectives are covered as children are encouraged to engage in discussions and debates regarding the key questions. Children are also using their writing skills in lessons to record and present their learning in RE books.

6.2 Computing

At St Luke's we have access to a class set of iPads and laptops which are invaluable tools to support teaching and learning in RE. Research, presentation and design lessons can be taught using ICT and achieving RE objectives. ICT can also be used by staff to make lessons engaging.

6.3 Learning for Life

Learning for Life at St Luke's is taught using SCARF resources. This embeds a Christian ethos into the aims of resilience, wellbeing and healthy relationships. This is intertwined with the aims of RE. Citizenship and being a part of a wider community is also taught through RE.

6.4 Spiritual, Moral, Social and Cultural Development

RE plays a big contribution in spiritual, moral, social and cultural development at St Luke's. Spiritually, RE provides opportunities for self-awareness, curiosity, collaboration, reflection, resilience, values and appreciation. With regards to morals, RE contributes by encouraging diversity and valuing others. Social development is achieved through shared values, influences and role models. Cultural development is embedded into RE through engaging with own culture and Christian ethos of our school as well as wider

cultures. When thinking about spirituality in RE, we use the concept of Mirrors, Windows and doors to support the children's understanding.

- **Windows:** Giving pupils opportunities to become aware of the world in new ways. Learning about life in all its fullness. This includes both the things that amaze them and also challenge them.
- **Mirrors:** Giving pupils opportunities to reflect upon their experiences. To meditate on life's big questions and to consider some possible answers. Learning from life, by exploring their own insights and perspectives and those of others.
- **Doors:** Giving pupils opportunities to respond, to do something creative in order to express, apply and further develop their thoughts and convictions. Learning to live by putting into action their beliefs and values.

7 Teaching RE to Children with Special Needs

Every pupil can achieve and benefit from their RE, including all pupils with Special Educational Needs and Disabilities (SEND). All learning opportunities at St Luke's are tailored to individual needs.

For pupils with learning difficulties:

- Multi-sensory approaches bring the possibility of introducing spiritual experiences.
- RE makes a contribution to pupils' social development through story, music, shared experience and ritual.
- RE can enable pupils to develop their relationships with other people and their understanding of other people's needs.

For pupils with emotional and behavioural difficulties (EBD):

- RE can enable pupils to address deep issues of concern in helpful ways through exploring spiritual material and seeing how others have tackled difficult experiences.
- RE lessons can explore, in the safe space schools should provide, complex emotions or thoughts, and challenging questions.
- RE can assist in the development of pupils' maturity and self-awareness.

8 Assessment and Recording

Class teachers have the responsibility of assessing the attainment of pupils against learning outcomes. At the end of each unit taught teachers will assess pupils as either emerging, expected or exceeding and record on their assessment grids provided for them. To support teacher assessments, each year group has a 'Journey of RE' document. These documents provide teachers with the progression of knowledge in RE and therefore teachers can reinforce and recap previously taught units and build upon this prior learning. The children also complete a quiz before a unit and then complete a 'My Journey sheet' to reflect on their learning from the unit.

9 Resources

There are a range of resources available to teachers and pupils to support RE. There is a good selection of books, as well as a monthly RE today subscription which includes resources and teaching ideas. Children also have access to the internet on ipads and laptops to support learning. Resources will be monitored by the subject leader and updated when necessary.

10 Monitoring and Review

Monitoring of RE provision across the school is the responsibility of the subject leader with the support of SLT. This will be done through planned book scrutiny, learning environment walks and lesson observations. Staff will be encouraged to give feedback to the subject leader in order to review any issues which may arise.

Reviewed by: Maria Steele (Subject Co-ordinator)

Date: 8.7.23

Proposed Date of Next Review: July 2024