



St Luke's

Religious Education Policy

Our mission:

As a Church of England primary school Religious Education is at the heart of our curriculum. Through delivering a high quality R.E curriculum we equip our pupils to have an in depth experience and knowledge of Christianity as a living faith. Our pupils understand that Christianity has shaped British culture and heritage whilst also exploring and learning about other religions and world views. We believe that as well as children learning about different religions and world views they should also learn to question their own beliefs and those of others, make links between Christianity and other religions and understand they are a valued and active part of a local, national and worldwide community. By giving children the opportunity to reflect upon their own beliefs and understand and empathise with the beliefs of others we aim to foster a love for the world we live in and an openness to learning for our pupils, represented by our school motto of 'Hearts overflowing with Truth and Love.' Throughout our RE teaching we celebrate differences by teaching children about different faiths and cultures. Children are given the time to discuss their own beliefs and respectfully learn about and discuss the beliefs of others. Our RE curriculum teaches children to understand that change is a natural part of life, allowing them to develop their resilience. We raise aspirations in RE by thinking about how we can lead a good and meaningful life, and how different religions and world views help people to lead a fulfilled life.

Aims:

- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for and expression of truth

- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs

Taken from 'RELIGIOUS EDUCATION IN CHURCH OF ENGLAND SCHOOLS; A Statement of Entitlement from the Board of Education/National Society Council. 2011'

Planning and Delivery

R.E is taught in weekly discrete sessions which are in line with pupil's 10% entitlement in this subject area.

Key Stage One: 1 hour Key Stage Two: 1 hour and 15 minutes

Some teachers may wish to teach R.E in a 'block', particularly in year groups such as Year 6.

We use the Diocese scheme of work. Each unit has an overarching 'Big Question' and each lesson has a further question children will discuss and think about their response to.

The LDBS scheme provides 2/3 of teaching focussing on Christianity in every year. An annual R.E day will be planned by the RE coordinator in discussion with class teachers to promote our SMSC values and Christian ethos to meet the needs of our school community. Our yearly overview focusses on depth rather than breadth, ensuring children are able to develop an in depth subject knowledge and ability to think critically and evaluate.

The yearly overview along with the Diocese detailed medium term plans are available to all teachers. Teachers will use these medium term plans to plan their lessons. The R.E coordinator will support teachers in planning and delivery of lessons and arranging trips and visits. Curricular visits to places of worship (church, mosque, synagogue, Gurdwara, Buddhist Centre, etc.) are encouraged. In planning, teachers are encouraged to include a variety of approaches such as storytelling, handling artefacts, visitors, discussions/debates and drama so children have a variety of experiences in Religious Education.

Recording of work in R.E:

Every lesson will be recorded in a purple workbook with the same high expectations of presentation and effort as in literacy and all of our curriculum subjects. Each lesson will have a learning intention and success criteria and will be acknowledged by the class teacher in line with our marking policy. Peer and self-assessment play a valuable part in children making good progress in R.E. 'Next step' questions will be thought about to challenge deeper religious thinking. Photographic evidence and art will be seen in books as well as written responses. Each unit will begin with a cover sheet which has the assessment grid on and contain the relevant assessment further on in the book.

Assessment in R.E:

Assessment of Religious Education uses the Diocese Assessment grids. The six areas of enquiry are:

- Beliefs, Teachings, Sources of wisdom and Authority
- Ways of Living
- Ways of Expressing Meaning
- Questions of Identity, Diversity and Belonging
- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

This is broken down into statements for each unit. These areas of enquiry are the same for each year group, demonstrating a clear progression in skills taught. Summative termly assessment takes place where teachers highlight the level each child has achieved in the unit and decides whether they are working towards, expected or at greater depth. This will be submitted to the head teacher and RE coordinator so they can monitor progress in R.E and compare it to progress in other core subjects. Alongside this weekly ongoing assessment will take place with reference to the learning outcomes and success criteria for each lesson through teacher marking.

Monitoring of Religious Education:

The R.E Coordinator and SLT will monitor the teaching and learning of R.E.in line with reference to the school improvement plan. Monitoring will take place in the following ways:

- Termly book scrutinies alongside informal book looks
- Planning scrutinies
- Lesson observations
- Meetings with the 'R.E ambassadors'

The R.E. coordinator/SLT will lead on the dissemination of good practice in R.E. through leading INSET, modelling sessions and co-teaching sessions and supporting with teacher's planning and subject knowledge.

Learning environment:

All classrooms will have a reflection area which is changed half termly to represent the current enquiry. This will also contain a selection of bibles and other books relevant to the religion or world view being studied. The RE coordinator and SLT will monitor this and support teachers who need it with ideas for their reflection area.

Prayer:

As a Church of England school we believe in the importance of prayer. Each class has a prayer book, containing a prayer written by every child and a prayer is shared daily from this book which is kept in the Reflection area.

Resources:

All resources will be kept in the Resources room. The RE coordinator will support teachers in finding relevant books and religious artefacts necessary for their teaching each half term.

Special Education Needs provision:

Teachers will plan activities according to the needs and abilities within the class, differentiation for the more able and the less able appropriately. The needs of children on the SEN register will be accounted for and appropriate to their IEPs, with reference to the SEN policy. Teachers must ensure that a child's barriers to learning, for instance in reading and writing, impact upon them being able to achieve the best possible outcome in R.E