



St Luke's C.E. Primary School

Religious Education Policy

Langport Avenue

Longsight

Manchester

M12 4NG

St Luke's Religious Education Policy

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013)

As a maintained school of a religious character, Church of England, we follow the Manchester agreed syllabus SACRE (2016-2021) as it reflects the diversity of our school community.

[Click link to view Manchester Agreed Syllabus](#)

What are the aims and objectives?

We use a variety of resources including Discovery RE to deliver the RE syllabus.

At St Luke's Church of England Primary School we intend that Religious Education will:

Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. Develop a sense of awe, wonder and mystery.

Nurture children's own spiritual development.

What are our targets?

Religious Education throughout the school will provide pupils with an opportunity to:

- Develop principles for distinguishing right from wrong.
- Promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
- Develop pupils' ability to relate to others and work for the common good.
- Respond positively to opportunities and responsibilities, to manage risk and to cope with change throughout their lives.
- Approach with sensitivity and respect the beliefs, actions and feelings of other believers.
- Appreciate relationships between personal and shared religion.
- Develop appropriate ways of communicating their own thoughts, feelings and responses.
- Apply the insights derived from the process of Religious Education to the development of their own beliefs, values and attitudes.
- Develop pupils' skills of enquiry and response through the use of distinctive language, listening and empathy.

Organisation of R.E at St Luke's

The RE curriculum at St Luke's will be organised over 6 ½ terms by focusing on key questions in each year and will look at the 3 core principles of religion – Believing; Expressing; Living. See the overview grid:

	FS (discovering)	KS1 (Exploring)	Lower KS2 (connecting)	Upper KS2 (connecting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe 1.3 Who is Jewish and what do they believe	L2.1 What do different people believe about god?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do Religions say to us when life gets hard?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people Pray?	U2.4 If God is everywhere why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity
Living (Religious practices and ways of living; questions about values and commitment)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
			L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters to Christians and most humanists?
	F6. What is special about our world?	1.8 How should we care for others in the world, and why does it matter?		U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and Ummah (community)

How do we assess R.E at St Luke's?

Teachers are eager to ensure children are making progress with their learning throughout their RE. Teachers are able to assess through a subject tracker. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry questions. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level. We use a tracking system which will allow teachers to assess children each term over the year.

To support the teacher in tracking each child's progress throughout the year, the subject tracker enables teachers to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation. Teachers will record progress on each topic taught every half term.

How do we meet the needs of all children?

Our curriculum aims to meet the needs of all children. Inclusivity is part of our philosophy. Teachers will tailor each aspect of the programme of study to meet the needs of the children. To further support this differentiation with creative learning a range of multimedia approaches will be used to develop each child's understanding and full potential. Teachers will differentiate to meet the needs of all learners including those with special educational needs, EAL, INA, and the most able.

What does inclusion look like in R.E?

We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises.

[Click here for our Accessibility Policy](#)

At St Luke's we believe strongly and work with parents actively to ensure that all pupils have full access to our RE curriculum and collective worship, in order to develop understanding, tolerant, well rounded citizens of our multiethnic/multifaith society.

For more information please see page 7 of the Manchester agreed syllabus.

[Click here to see Manchester Agreed Syllabus](#)

How do we promote SMSC and British Values?

The RE curriculum allows children to reflect on the spiritual lives of themselves and others around the world, and how greater understanding leads to greater tolerance and respect of other faiths.

In the scheme we use at St Luke's, SMSC and British values has been broken down for each year group in correspondence with the topics and questions being addressed.

[Click here for RE SMSC Policy](#)

[Click here for British Values addressed in RE](#)

Here below are links for SMSC and British Values that St Luke's school adopts as a whole.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

What opportunities do we provide for out of school learning?

Children in each year group will be provided with opportunities to visit different places of worship, such as:

- Church

- Mosque
- Gurdwara temple

Extra curriculum activities such as productions, parties, as well as homework and projects are done in relation to RE over the course of the year.

How do we report to parents?

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to cite in reports. We have parents evening twice a year and this allows us to discuss progress made in this subject area.

How do we safeguard children?

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

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