St Luke's

Religious Education Policy

Our Intent:

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:

At St Luke's, Religious Education enables pupils to:

1. Engage meaningfully and critically with religious and non-religious worldviews in order to understand the diverse world in which they live.
2. Develop a rich understanding of Christianity as a diverse, global and living faith, exploring biblical texts, beliefs, practices and sources of authority.
3. Acquire knowledge and understanding of a range of religious and non-religious worldviews, recognising diversity both within and between traditions.

4. Explore significant questions about human existence, meaning, purpose, truth, morality and belonging.
5. Understand the influence of religion and belief on individuals, communities, societies and cultural heritage, both historically and today.
6. Develop religious literacy through the study of theology, philosophy and the human and social sciences, enabling pupils to interpret, analyse, evaluate and discuss religious and non-religious beliefs.
7. Reflect on and articulate their own personal worldviews, while engaging respectfully with the beliefs, experiences and perspectives of others.

These aims reflect the Church of England's *Religious Education Statement of Entitlement (September 2026)* and support our school vision of 'Hearts overflowing with Truth and Love.'

Planning and Delivery

Religious Education is a high-priority academic subject within our curriculum. In accordance with the Church of England's September 2026 Statement of Entitlement, St Luke's aims to allocate close to 10% of curriculum time to RE, with no less than 5% of dedicated curriculum time at Key Stages 1 and 2.

RE is delivered through timetabled lessons and, where appropriate, planned enrichment days. All allocated time has clear RE learning objectives and is distinct from collective worship.

The RE subject leader and senior leadership team regularly review curriculum-time allocations to ensure that pupils receive their full entitlement.

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 a minimum of 50% 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.

Our RE curriculum develops pupils' religious literacy through the explicit teaching of substantive and disciplinary knowledge.

Pupils explore religious and non-religious worldviews through three complementary disciplinary approaches:

- **Theology:** investigating beliefs, sacred texts, teachings and sources of authority.
- **Philosophy:** exploring questions of meaning, purpose, truth, morality and existence through reasoning and reflection.
- **Human and social sciences:** investigating how beliefs and worldviews influence people's lives, identities, practices and communities.

Through these approaches, pupils develop the ability to ask informed questions, interpret sources, analyse evidence, evaluate different perspectives and communicate their understanding accurately and respectfully.

These skills are developed progressively throughout the school, supporting pupils to become confident and knowledgeable participants in a diverse society.

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.

Progression and Assessment

Our RE curriculum is carefully sequenced to ensure that pupils progressively develop substantive knowledge of religious and non-religious worldviews, disciplinary knowledge and the ability to engage thoughtfully with significant questions.

Assessment identifies what pupils know, understand and can do in RE. Teachers use discussion, questioning, retrieval activities, written work, creative responses and other appropriate evidence to identify misconceptions, adapt teaching and support progress.

Each unit of RE includes an assessment task at the end of the unit, providing pupils with the opportunity to demonstrate the knowledge, understanding and skills they have developed throughout their learning.

When assessing each unit, teachers consider pupils' understanding and application of the three disciplinary approaches to RE:

- **Theology:** pupils' understanding of religious beliefs, teachings, sacred texts and sources of authority.
- **Philosophy:** pupils' ability to explore questions of meaning, purpose, truth and morality, using reasoning and reflection.
- **Human and Social Sciences (Sociology):** pupils' understanding of how religious and non-religious beliefs influence the lives, practices and experiences of individuals and communities.

Teachers use the end-of-unit assessment task, alongside ongoing formative assessment, to evaluate pupils' progress in the relevant disciplinary approaches and their understanding of the unit's key knowledge and concepts. Assessment outcomes are used to identify gaps in learning, address misconceptions and inform future planning.

The RE subject leader monitors assessment outcomes and progression across year groups to ensure that learning builds securely on pupils' prior knowledge and that pupils make sustained progress throughout their time at St Luke's.

Monitoring of Religious Education:

The RE subject leader will work closely with senior leaders and the link governor to monitor curriculum quality, pupil progress, teaching, assessment and staff development.

The school will engage with the London Diocesan Board for Schools to support curriculum development, professional learning and preparation for SIAMS inspection.

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. Lead will disseminate 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.

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.

Inclusion, SEND and Disadvantage

At St Luke's, we believe that every pupil is entitled to access a rich, ambitious and challenging RE curriculum, regardless of educational need, disability, background, religious belief or disadvantage.

Teachers adapt teaching approaches and resources to remove barriers to learning while maintaining high expectations for all pupils.

Appropriate scaffolding, visual resources, discussion, practical activities, accessible texts and alternative methods of recording are used to enable all pupils to demonstrate their understanding.

Assessment focuses on pupils' RE knowledge and understanding rather than their literacy skills alone. The RE subject leader works with the SENDCo to ensure that provision is inclusive and enables all pupils to flourish.

Statutory Framework and Parental Rights

Religious Education at St Luke's is provided in accordance with the statutory requirements applicable to the school, its Church of England foundation and the Church of England Religious Education Statement of Entitlement (September 2026).

We recognise parents' statutory right to withdraw their child from all or part of Religious Education.

Parents considering withdrawal are encouraged to discuss their concerns with the headteacher so that the curriculum, its educational purpose and the school's approach to RE can be fully explained.

Any request for withdrawal will be considered and managed in accordance with current legislation and relevant guidance. The school will ensure appropriate supervision and arrangements for pupils who are withdrawn.