

St. Luke's

RE Policy

Agreed by the Governing Board:

Last review: December 2025

Next review: December 2028

St. Luke's school motto: ***'Hearts over flowing with truth and love'***

Our Vision

The diverse community of the Isle of Dogs is part of God's rich, varied, and wonderful creation, where his truth can be known and his love experienced.

St Luke's School looks to embed that truth and love by opening hearts and minds. Guided by the story of the Road to Emmaus (Luke 24:13-35), the Staff, as educators, walk alongside each child, nurturing their aspirations, helping them navigate change with resilience and celebrating their uniqueness.

We encourage everyone to take responsibility in contributing to human flourishing and developing a strong sense of community in an ever-changing world, resourced by the truth and love they have known at St Luke's School.

Our vision is captured in our school motto: **'Hearts overflowing with truth and love'.**

Core Values

We seek to promote core values within our children that will prepare them for a successful life. They should be:

- **Helpful** showing kind and excellent manners and teamwork.
- **Enthusiastic** showing passion for learning and developing a strong sense of discovery.
- **Aspirational** striving towards high personal standards and excellence in all that they do.
- **Resilient** and determined and able to rise to challenges.
- **Truthful** being truthful to yourself and others and developing a sense of discovery.

Highly principled with moral, spiritual, cultural and social awareness, including shared British Values

Our RE 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:

• To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today (2/3 of the RE curriculum is based on the teaching of Christianity)

• 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

Planning and Delivery

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

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. A world R.E day will be planned by the RE lead to develop children's understanding of different world faiths. 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 is integral to teaching and learning in R.E. Teachers use ongoing assessment through discussion, reflection, written work, and learner voice to gauge understanding and inform next steps. Half-termly monitoring by the RE Lead—including book looks, lesson drop-ins, and feedback sessions—ensures that teaching is responsive to pupils' needs and promotes progress. Assessment outcomes are used to refine planning, target support, and provide opportunities for pupils to deepen understanding, ensuring that every child can flourish spiritually, morally, and academically.

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 Lead 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
- 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 distinctly Christian. This will contain the class prayer book and a class bible. There will also be an RE display which is changed half termly to represent the current enquiry. 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. Children also say our Grace before lunch each day.

Thank you, God, for our food
For work and school and all things good
For wind and rain and sun above
For filling our hearts with truth and love

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 EHCPs, 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