



# St. Luke's CEVA Primary School

## RE Policy

Approved by Governors: Autumn 2024

Review date: Autumn 2025

**Aspiring to be just and kind**

**Walking humbly with God**

**Growing with every opportunity**



At St. Luke's, we are committed to fostering a community built on justice, kindness, service and respect, ensuring that everyone—regardless of background—is treated with dignity, warmth, and fairness. We are a Church of England VA School and we welcome all faiths.

We strive to embed a positive approach to our relationships which is evident in our behaviour in and out of school. We believe in restorative justice, to emphasise respect and reconciliation for all.

Our goal is to inspire pupils to make ethical choices and become agents of change, both within their own communities and beyond. We provide an environment where all individuals can flourish, experiencing a life-enhancing encounter with the Christian faith and Jesus Christ.

With hearts of compassion, we encourage service to others, extending kindness and support both within our school and the wider world. Through an excellent and broad-based curriculum, we ignite enthusiasm, energy, and dedication, empowering pupils to fully grow within their learning journey.

We prioritise diverse opportunities in sports, music, the arts, technology, and culture, supporting pupils' spiritual, moral, social, and personal development. We encourage pupils to grow in the 'fruits of the Spirit'—love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Our pupils grow with every opportunity and flourish spiritually.

# **Religious Education Policy for St. Luke's CEVA Primary School**

## **Purpose of RE**

We believe that a high-quality religious education will help pupils gain a coherent knowledge and understanding of the nature, role and influence of religion and worldview on society.

Teaching should equip pupils to think critically, ask perceptive questions, formulate reasoned opinions and handle controversial issues and beliefs. It should provide pupils with the opportunity to pursue a personal quest for meaning, purpose and value, and to develop an understanding of, and respect for, different beliefs and lifestyles. The development of human cultures and the lives of millions of people have been influenced by religions and beliefs; RE enables pupils to recognise this and respond to it so that they can learn more about themselves and their place in the world. The subject has a key role in preparing pupils for the opportunities, responsibilities and experiences of life.

## **Entitlement**

St Luke's Primary School is a Voluntary Aided Church of England school. The Governors have adopted the Newham Agreed Syllabus (2022) alongside Understanding Christianity resources, as recommended by Chelmsford of Diocese. As we are a Church of England school, the teaching of RE is given significant importance. RE is taught in each class from Nursery to Year Six by the class teachers. We ensure that RE is placed at the core of our curriculum, and allocate a minimum of 8% curriculum time to the subject.

Although at St Luke's we teach the children about Jesus' teachings and the work of the church as part of a vibrant, living faith community, we also provide sequential, high-quality teaching about a range of faiths and worldviews, and expect our children to show respect for the different beliefs and worldviews that they encounter.

The Church of England education office has issued a statement of entitlement detailing the main aims and purposes of RE in schools:

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

## **How we approach the teaching of RE**

As a Church of England Voluntary Aided School RE must be taught in accordance with our trust deeds. We approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices, but will provide a foundation for lifelong Christian learning for those who wish to build upon it. Children will be encouraged in their exploration of the spiritual dimension of life and they will have the opportunity to engage with challenging questions where there is no correct answer, to discuss and justify their views while treating the views of others respectfully. Opportunities will be given for children to learn about other world faiths, worldview and

belief systems. The school works closely with the Chelmsford Diocese, following their guidelines and tailoring them to meet the specific needs of the children in our care.

RE is taught through an enquiry model, encouraging active learning styles, for example using art, drama, music and poetry to enhance the children's learning experience and encourage them to think for themselves. We also learn through visits and visitors. Key questions are used to engage the children and encourage them to think broadly and deeply about questions associated with religious beliefs and practices. Our aim is to weave the three strands of theology, philosophy and human and social sciences through our RE lessons so that children are equipped to think critically and empathetically, forming their own views about religion and beliefs, and developing their religious literacy.

### **Spiritual, Moral, Social and Cultural**

At St. Luke's we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and for them to fully appreciate their place in their community and the wider world. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We feel that much, although not all of this wisdom and insight is gained during our RE lessons. Please see the SMSC Policy.

### **Inclusion and SEND**

The school seeks to be fully inclusive in all lessons and follows the guidelines as stated in the Newham Agreed Syllabus (2022)

### **The legal position of Religious Education**

Our school curriculum for Religious Education meets the requirements of the 1998 School Standards and Framework Act (SSFA). This stipulates that religious education is compulsory for all children registered at the school. The SSFA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. It is hoped that the aims of R.E. are understood by the whole school community, and that RE is seen as relevant and life enhancing for all pupils in the school.

### **Assessment**

Assessment in RE is undertaken in line with the recommended practice associated with the Newham Agreed Syllabus 2022. We recognise that assessment needs to provide value to teachers, and inform their planning, helping them to meet the needs of the children in their classes. To meet this requirement all teaching units are accompanied by a pre and post learning record, a set of 'I can' statements and an assessment task and challenge. These strategies, together with reference to the

Bloom's Taxonomy Model allow us to determine whether classes and individuals are working below, at or above their age expected levels. St. Luke's School also endeavours to assess and develop children's 'soft skills', such as learning to express opposing views respectfully.

## RE Curriculum Overview

Our school R.E. curriculum is based on the Newham Agreed Syllabus (2022) and the Understanding Christianity Resources as recommended by Chelmsford Diocese and approved by the Governing Body.

### Overview of RE Scheme of Work

50% [Understanding Christianity](#) 50% [Understanding Other Faiths](#) (inline with Newham Syllabus 2022)

Nursery	<ul style="list-style-type: none"> <li>Is beginning to make sense of his/her own life-story and his/her family's history.</li> <li>Continue developing positive attitudes about the differences between people.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>Talk about members of their immediate family and community.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG)</li> </ul>

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	What does it mean to belong?	What can we learn from special stories?	How are symbols and sayings important in religion?	What is important to people in my local community?	What impact do beliefs have on actions?	How important are the similarities and differences between and within religions and worldviews?
Aut 1	Creation Who made the world?	Creation Who made the world?	Gospel What kind of a world did Jesus want?	Gospel What kind of a world did Jesus want?	People of God How can following God bring freedom and justice?	People of God How can following God bring freedom and justice?
Aut 2	Why does Christmas matter to Christians?	Why does Christmas matter to Christians?	What is the Trinity?	What is the Trinity?	Was Jesus the Messiah?	Was Jesus the Messiah?
Spr 1	What does it mean to belong to Sikhi?  <a href="#">Gurdwara Visit</a>	Why are different books special for different people? <a href="#">Church Visit</a>	How do Jews celebrate their beliefs at home and in the synagogue? <a href="#">Synagogue Visit</a>	How and why do Hindus worship in the home and in the Mandir? <a href="#">Hindu Temple Visit</a>	Why is Muhammad and the Qur'an important to Muslims? <a href="#">Mosque Visit</a>	What qualities are important to present day religious leaders? <a href="#">Buddhist Temple Visit</a>

<b>Spr 2</b>	Why does Easter matter to Christians?	Why does Easter matter to Christians?	Why do Christians call the day Jesus died Good Friday?	Why do Christians call the day Jesus died Good Friday?	What did Jesus do to save human beings?	What did Jesus do to save human beings?
<b>Sum 1</b>	How do Hindu people belong?	How does special food and fasting help people in their faith (all religions)?	What can we learn about special symbols and signs used in special religions?	What religions are represented in our neighbourhood?	What does Peace mean?	What similarities and differences do religions share?
<b>Sum 2</b>	What does it mean to belong to Islam?	What can stories teach us about forgiveness?	What do Sikh sayings tell us about Sikh beliefs?	What happens when someone gets married?	What do religions believe about God?	How could we design a celebration that involved everyone, whether religious or not?

The overview enables a balance of approximately 50% Christianity and 50% other faiths and worldviews each academic year, and ensures progression and continuity, whilst avoiding unnecessary repetition.

### Monitoring and Training

Monitoring of RE teaching and learning is carried out by the subject lead and other Senior Leaders in accordance with the school monitoring schedule and the termly observations are used to highlight strengths and identify areas requiring development and further training. The Lead Governor for RE is also involved in subject specific monitoring. External training is provided by Claire Clinton (RE Matters), by the Diocese of Chelmsford or by Understanding Christianity.

### Reporting Procedures

Pupil's learning and development in RE is reported to parents at the end of each Summer Term as part of the end of year reporting arrangements.

### Safeguarding

As part of the RE curriculum, teachers are asked to arrange for visitors to attend RE lessons to further support the teaching and learning of units of work. Class teachers need to ensure that they have discussed the learning links with the visitor prior to the visit, to ensure suitability of the visitor, to provide a clear focus for the visit, and to check that all safeguarding practices are in place. (See Safeguarding Policy). Normal risk assessments and safeguarding strategies are also employed when visiting places of worship. RE Matters recommend places of worship that are equipped to receive school groups.

### Equal Opportunities

Please see the Equal Opportunities Policy. This school also follows the equal opportunities guidance of the Chelmsford Diocesan Board of Education and the London Borough of Newham.