

Religious Education at St. Luke's

1. Intent

Through the teaching of RE at St. Luke's we aim to equip children to:

- form a developed and well considered set of values,
- be religiously literate; able to discuss their robust and defensible world view sensitively and respectfully with people of similar or differing beliefs,
- understand how religion and beliefs have shaped major cultures over time and the role they play in today's societies.

Through RE and our separate times of quietness, celebration and worship, children will also be equipped to develop their sense of identity and belonging through self-awareness and reflection.

2. Implementation

In order to develop these attributes we adhere to the National Curriculum (see below) and the Essex Agreed Syllabus 2022 in conjunction with the resources from Understanding Christianity, all of which foster an attitude of curiosity and enquiry based learning, whilst also enabling children to acquire the knowledge and skills necessary to become religiously literate. Pupils access a high quality RE curriculum that engenders an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. This enables them to develop a knowledge and acceptance of religions and worldviews, with the skill to "disagree agreeably". Our curriculum rigorously examines theology, philosophy and social science within a historical context. It is also a vehicle for delivering some aspects of Spiritual, Moral, Social and Cultural Education (SMSC), although SMSC permeates across the wider curriculum.

In line with the statutory requirements of the Essex Agreed Syllabus 2022, the curriculum covers a wide range of religions and world views, with Christianity having more content than any other single religion. RE teaching begins in EYFS and is taught on a weekly basis or occasionally it is taught as a block topic.

2.1 The intent of our curriculum is implemented by:

- Aiming to produce religiously literate pupils. This includes aspects of the following disciplines:
 - **Theology** (this is about believing): looking at where beliefs come from - how they have changed over time, how they are applied differently in different contexts and how they relate to each other;
 - **Philosophy** (this is about thinking): finding out how and whether things make sense; dealing with questions of morality and ethics; taking seriously the nature of reality, knowledge and existence;
 - **Social Sciences** (this is about living): exploring the diverse ways in which people practise their beliefs; engaging with the impact of beliefs on individuals, communities and societies.
- Creating a safe and stimulating environment in which children are entitled to question, evaluate and express themselves through debate and discussion - "disagree agreeably".
- Teachers who are empowered through strong subject knowledge to have the skills to challenge preconceptions and misconceptions.

2.2 To ensure appropriate coverage of all statutory content contained within the Essex Agreed Syllabus 2022 (see below) and to ensure the right proportion of Christianity is taught, we follow a two-year rolling plan. This contains the objectives to be covered by each age group, the main Christian celebrations and links to the Essex planning materials.

2.3 Religious Education in the National Curriculum

The National Curriculum (2013) states the legal requirement that:

Every state-funded school must offer a curriculum which is balanced and broadly based, and which: promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools... must teach religious education... All schools must publish their curriculum by subject and academic year online.

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998)

Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

2.4 Essex Agreed Syllabus 2022

At St. Luke's School we follow the Essex Agreed Syllabus (detailed below).

In order that pupils can become religiously literate, it is asserted that an approach in RE that balances the three disciplines is adopted. This will effectively prepare pupils for their studies in Key Stage 4 and beyond. In addition, this approach helps pupils to become well-informed and hold balanced views because they will have had the opportunity to gain a real breadth and depth of understanding and use a range of different methods to validate knowledge across the disciplines.

The Agreed Syllabus ensures that pupils have a balanced approach rooted in these disciplines by:

- Providing suggested core questions for each Key Stage relating to each of the three disciplinary lenses, in order to ensure there is a balance between the three disciplines in each phase of learning (i.e. Key Stage 1, Lower Key Stage 2, Upper Key Stage 2 and onwards)
- Providing a core body of knowledge to be investigated which is rooted in each academic discipline, but contextualised for the school setting

Foundation Stage Agreed Syllabus Requirements

Religions and world views studied:

1. Christianity
2. At least one other religion, religious belief or non-religious worldview.

School contextualising Factors

RE at EYFS will prepare children for the multidisciplinary approach. Pupils begin to understand religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, and practices and forms of expression associated with religion and worldviews.

Weighting of religions and beliefs

No weighting is specified in EYFS.

Here is the rolling plan EYFS follow at St. Luke's, meeting the requirements of the Essex Agreed Syllabus:

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Bible Stories	Creation	Nativity	Easter	Noah and the Ark	David and Goliath	One other, based on cohort.
Festivals	World religious celebrations and festivals as appropriate.					
EYFS	What do my senses tell me about the world of Religion and belief? ** Philosophy Christianity/Hinduism/ Judaism [Norfolk Yr1 Enquiry 1]	Why do Christians perform nativity plays at Christmas? Theology Christianity [Norfolk EYFS Enquiry 1] [UC – F2 Incarnation]	Why do Christians put a cross in an Easter Garden? Theology Christianity [Norfolk EYFS Enquiry 1] [UC – F3 Salvation]	At least one Christian bible story in this half terms.	At least one Christian bible story in this half terms.	Why is the word of 'God' so important to Christians? Theology Christianity [Norfolk EYFS Enquiry 1] [UC – F1 Creation]

In EYFS the units are able to be moved based on the needs and interests of the children.

Key Stage 1 Agreed Syllabus Requirements

Religions and world views:

In-depth investigation of:

1. Christianity
2. One other principal world religion (Judaism) or non-religious worldview.

And encountering:

3. At least one other principal religion (Hinduism) or nonreligious worldview reflected in the local context.

Weighting of religions and beliefs

More time should be spent on Christianity than any other individual religion or non-religious worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).

Here is the two year rolling plan KS1 follow at St. Luke's, meeting the requirements of the Essex Agreed Syllabus:

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year A	How did the world come to be? Creation Philosophy Christian/Hindu [Norfolk Yr1 Enquiry 5] [UC 1.2 Creation]	How is Christmas celebrated by Christians around the world? Incarnation Human/social sciences Christianity Islam [Norfolk Yr1 Enquiry 2]	Why is light an important symbol for Christians, Jews and Hindus? Symbolism, light, good vs evil Theology Christianity/Hindu/Judaism [Norfolk Yr2 Enquiry 1]	How do Jewish people celebrate Passover? Covenant (promise) Human/Social sciences Judaism [Norfolk Yr2 Enquiry 4]	What do my senses tell me about the world of Religion and belief? Religion belief Philosophy Christianity/Hinduism/Judaism [Norfolk Yr1 Enquiry 1]	Why do people have different views about the idea of God? God, Word of God, Torah, Bible (contrast Hinduism) Philosophy Multi/Humanist [Norfolk Yr2 Enquiry 5]
Year B	How do Christians celebrate harvest? Creation/Thankfulness Human/social sciences Christianity [UC 1.4 Gospel]	What does the Nativity Story teach Christians about Jesus? Incarnation Theology Christianity [Norfolk Yr2 Enquiry 2] [UC 1.3 Incarnation]	How does a celebration bring a community together? Community, celebration, worship, Festival, identity, belief, tradition Human/Social sciences Islam/Hindu/Judaism [Norfolk Yr1 Enquiry 2]	What does the cross mean to a Christian? Salvation Theology Christianity [Norfolk Yr1 Enquiry 4] [UC 1.5 Salvation]	What do Christians believe God is like? God Theology Christianity [UC 1.1 God]	What do Jews remember on Shabbat? Covenant (promise) Theology Judaism [Norfolk Yr1 Enquiry 3]

Key Stage 2 Agreed Syllabus Requirements

Religions and world views:

In-depth investigation of:

1. Christianity
2. Two other principal world religions or non-religious worldviews.

And encountering:

3. At least one other religion, or non-religious worldview.

Weighting of religions and beliefs

More time should be spent on Christianity than any other individual religion or non-religious worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).

Here is the two year rolling plan LKS2 follow at St. Luke's, meeting the requirements of the Essex Agreed Syllabus:

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year A	What do Christians learn from the creation story? Creation/ Fall Theology Christianity (links to other creation stories/ religions) [UC 2a.1 Creation]	What is the Trinity? Incarnation Theology Christianity [Norfolk Yr3 Enquiry 2]	How do/have religious groups contribute to society and culture? Community, celebration, worship, Festival, identity, belief, tradition Human/ Social sciences Hindu/Christian [Norfolk Yr4 Enquiry 3]	How do people respond to issues of poverty and justice? People of God Philosophy Christianity/ links and compare to other religions [UC 2a.2 People of God]	What difference does being a Muslim make to daily life? Ummah (community) Human/ Social sciences Islam focus (denominations of muslim) [Norfolk Yr3 Enquiry 5]	What kind of world did Jesus want? Gospel Philosophy/ Theology Christianity [UC 2a.4 Gospel]
Year B	How did the world come to be through the eyes of a Humanist? Creation, Fall Theology Humanism Use Yr4 Enq2, What is truth? (Philosophy) and adapt for Humanism	What does sacrifice mean? Pilgrimage, discipleship, Ibadah, submission, duty Philosophy Christianity/Islam/ Hindu [Norfolk Yr4 Enquiry 5]	What do Muslims believe about God? guardianship Theology Islam [Norfolk Yr3 Enquiry 4]	Why do Christians call the day that Jesus died Good Friday? Salvation Human/Social Science Christianity [UC 2a.5 Salvation]	What is Philosophy? How do people make moral decisions? Philosophy, Reason, Morality Philosophy Christianity/Humanist [Norfolk Yr3 Enquiry 3]	Can we know if prayer works? Kingdom of God Philosophy Christianity/Islam [UC 2a.6 Kingdom of God]

Here is the two year rolling plan UKS2 follow at St. Luke's, meeting the requirements of the Essex Agreed Syllabus:

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Year A	Creation and science: conflicting or complementary? Creation Philosophy Christianity/Humanism [Norfolk Yr6 Enquiry 4] [UC 2b.2 Creation]	Was Jesus the Messiah? Incarnation Theology Christianity [UC 2b.4 Incarnation]	How do Buddhists make sense of suffering in the world? Parinivana Human/Social Buddhism [Norfolk Yr6 Enquiry 2]	What did Jesus do to save human beings? Salvation Theology Christianity [UC 2b.6 Salvation]	What do Hindus believe? Karma, Dharma, samsara, Ahimsa, puja, moksha Reincarnation Theology Hinduism [Norfolk Yr5 Enquiry 5]	What can we learn about the world/knowledge/meaning of life from the great philosophers? Philosophy Buddhism/Humanist/Christianity Atheism) [Norfolk Yr5 Enquiry 3]
Year B	How and why does religion bring peace and conflict? Human/Social Sciences Islam, Christianity, Hinduism [Norfolk Yr6 Enquiry 1]	What does it mean to be human? God, Trinity, Father, Son and Holy Spirit, Philosophy Christianity/Humanist [Norfolk Yr6 Enquiry 3] [UC 2b.1 God]	What difference does the Resurrection make for Christians? Salvation Theology Christianity [Norfolk Yr5 Enquiry 4] [UC 2b.7 Salvation]	Is believing in God reasonable? (Change Christian example for Buddhist one) Philosophy [Norfolk Yr5 Enquiry 1]	How do Sikhs interact with culture and society? Bandi Chhor Divas/ Celebrations Human/Social Sciences Sikhism [none as yet]	What would Jesus do? Gospel Theology Christianity [UC 2b.5 Gospel]

2.5 Teaching and Learning styles

- There is, wherever possible, a strong emphasis on primary sources (local church visits, visiting speakers, artefacts).
- Children use a wide range of resources
- There should be opportunities for music, dance, drama and displays to be linked to Religious Education and cultural diversity.
- Where appropriate activities should use pupils own interests or questions either as starting points or as further line of development.
- Activities should, where appropriate, involve both independent and co-operative work
- Activities should enable pupils to develop a positive attitude towards Religious Education.
- Activities should be balanced between different modes of learning: doing, observing, talking and listening, discussions, reflecting, drafting, reading and writing etc.
- Activities should involve Religious Education teaching through story, the use of artefacts, video, role play, active learning, written work, a study of festivals, visits, visitors and discussion and debate.
- Pupils should understand what they are expected to do and know how well they are progressing.

2.6 Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme. The materials used will be representative of the Religious and Cultural influences being taught.

The Essex Agreed Syllabus states: Parents can choose to withdraw their child(ren) wholly or partly from RE, and teachers have the right not to teach this subject.

See also School Policy Document for S.E.N.

School Policy Document on Equal Opportunity. OFE Circular 3/89.

2.7 Learning Across the Curriculum

RE can make an important contribution and offer a stimulating context for the development of pupils' learning in many other areas. Where appropriate it is linked with other subjects including English, Geography, History, Art, Music and Dance. Pupils will be provided with opportunities to develop and apply their Computing capability to support their learning in RE.

2.8 Time Allocation

In order to cover the content prescribed in the programmes of study, at each key stage it will be necessary to adhere to guidance on time allocation contained in DFE Circular 1/94. Paragraph 39 of the circular states that 36 hours a year should be devoted to RE at Key Stage 1; 45 hours a year at Key Stage 2. This time lies outside that allocated for assemblies and collective worship. This requirement is met by cross curricular teaching and blocking RE teaching units into project work and English lessons.

3. Impact

Religious Education at St Luke's develops pupils':

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at St Luke's encourages pupils to:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

3.1 Assessment

Pupils' progress in RE is based on the non-statutory, expected outcomes outlined in the Agreed Syllabus. Each unit of teaching uses one of the 'lenses' as the main driver for activities and assessment. This will either be philosophy, human and social sciences or theology. Over the phase children will have the opportunity to be assessed in each of these key areas of learning. Assessments are made against the non-statutory age related expectation, which are taken from the Agreed Syllabus.

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or oral outcomes, project material, models, role-play, video/audio presentations factual recall, observations display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

A sample of work is monitored by the RE coordinator every term to ensure assessments are correct, work is engaging and appropriate and that pupils are attaining in line with expectations throughout the school.

We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. These assessments are recorded on Target Tracker, from which the RE coordinator monitors attainment and progress.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

Role of the Co-ordinator

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education, including resources boxes for each religion.
- To liaise with the Diocesan Department for Education particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To set up and maintain a portfolio of work in order to monitor progression and continuity. Samples of work should reflect the appropriate Attainment target strands and levels.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's SEF document.
- To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).