

What does Religious Education look like at St. Luke's?

This is our philosophy:

Our academy strives to ensure the best possible learning journey for all in our care. We encourage the development of positive attitudes, skills and knowledge underpinned by our Christian values, allowing all to flourish: ***'Helping Lights Shine for all'*** Luke 11:33.

This is the underpinning theology for the teaching and learning of Religious Education and worldviews (religious and non-religious) across all the classes.

What a Religious Education look like in our school:

- Religious Education is made interactive and accessible for all children (including EYFS through their continuous provision) through: stories, drama, art and crafts, music and dance.
- We encourage children to share and discuss their ideas to help extend their understanding of sometimes difficult concepts and challenging questions.
- Children are given time to reflect and encouraged to 'listen with their hearts' so they can learn to think philosophically and develop spiritually
- We expose children to a wide vocabulary which relates to worldwide faiths and religious communities.
- Religious Education lessons are enriched by visitors from our church community delivering Godly Play.
- We also take our learning outside the classroom by taking children to visit different places of worship where we engage in purposeful workshops.
- Our Religious Education curriculum is further supplemented and enriched by regular Collective Worship, Classroom Worship, Worship and Song and 'RE Days' with purposeful themes over the school year e.g. Incarnation / Christmas and Salvation / Easter

How does it work?

- We ensure that we comply with the legal requirements and the Church of England's Statement of Entitlement by following yearly plans which are sequential and in place from Foundation Stage to Year 6 ensuring progression over time.
- Teachings and coverage are taken from Understanding Christianity (core Christian concepts) and Diocese of Lichfield SOW 2017 (units covering other World faiths) both of which link and meet with the objectives and intended outcomes of the Staffordshire Agreed Syllabus.
- Learning is 'enquiry based' so half-termly units are planned around responding to 'Big Questions' encouraging meaningful discussion and personal reflection.
- Each unit will introduce / revisit key vocabulary for the concept being taught. This vocabulary is recapped during lessons and pupils are encouraged to use the correct vocabulary/terms in their verbal responses and written work.
- To encourage the development of 'deeper thinking' (philosophical and spiritual) we have introduced 'Thanks' as a discussion focus at the start of lessons. These give everyone the opportunity to share and voice their thoughts, whilst listening to and respecting the views of others that may be different from their own.

All Religious Education units from Understanding Christianity and the Diocese of Lichfield SOW 2017 are delivered with the same pedagogical approach; that of in-depth study, developing religious literacy and the three inter-related ERA strands:

Diocese of Lichfield SOW 2017	Understanding Christianity	
Explore	Making sense of the text	The text and context
Relate	Understanding the impact	How do actions of the believer relate to beliefs?
Apply	Making connections	How can I apply the belief to what I see of my life and the world around me?

This is what we do:

- Staff are able to plan to suit themselves. We don't use a fixed planning pro forma and encourage teachers to plan for the needs of their own class following the long term plan which set out the enquiry 'Big Questions' and learning objectives to be covered in each lesson
- The 'Big Question' and related vocabulary is displayed in class and made reference to during lessons.
- Misconception are addressed in the moment though positive discussion.
- When applicable, pupils may mark their own task to self-assess.
- When live marking is not possible, the teacher will mark work and may also provide a comment to address a misconception or further extend thinking and learning through next steps.
- Regular book scrutiny, learning walks & pupil voice.
- Raised profile of Religious Education through; RE 'drop-down' days, Inter Faith Week activities, visits to places of worship (Anglican church, Methodist church, Synagogue, Mosque, Gurdwara)
- R.E lead SUAT RE Training, LDBE training and regular meeting with CDA
- Staff meeting CPD

This is what you might typically see during a Religious Education lesson:

- Children sat in mixed ability groupings / seating which allows children to work with different people over the course of time.
- At the start of the lesson children engaged in thinking and responding to a Think question.
- Recap on prior lesson and check understanding of key vocabulary
- Enquiry led lessons, allowing children to explore the answers to a given question through discussion
- Paired, group work and independent work
- Active learning; discussion, storytelling and writing, re-telling through drama, arts and crafts
- Children engaging, being given time to reflect on their learning and encouraged to both voice and record their own views as well as raise questions 'I Wonder ...'
- Learning being displayed on working walls in the classroom and around school

This is how we know that our pupils are flourishing (Measuring Impact):

- Giving everyone a voice in the classroom and an opportunity to share their views and understanding and knowledge.
- Interviewing the pupils about their learning (pupil voice)
- Marking of written work in books and feedback to pupils
- Images and videos of the children's learning.
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Teacher assessment and end of unit assessments / tasks
- Internal tracking following our assessment criteria of the given unit
- Pupil progress meetings
- Targeted use of TAs – working with different groups of children and delivering daily intervention, which is reported back to the class teacher.

This is the impact of the teaching:

- Our RE curriculum is high quality, well thought out and is planned to demonstrate progression; children will make at least good progress from their last point of assessment.
- Children enjoy learning about other religions and why people choose, or choose not to follow a religion.
- Children can make links between their own lives and those of others in their community and in the wider world
- Children develop an understanding of other people's cultures and ways of life
- Children extend their knowledge and understanding of religions and beliefs
- Children can talk about religious text; they can retell Biblical stories, parables and understand their Christian teachings
- Children have an understanding of the Bible's 'Big Story' and can talk about; Old and New Testament, Gospels and Letters and Biblical people as role models
- Children develop a religious vocabulary and interpret religious symbolism in a variety of forms
- Children can reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- Children explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Religious Education Books

- Date and 'Big Question' (underlined with a ruler)
- Start unit assessment – circle map
- Key vocabulary – to be used throughout the unit.
- Scripture - religious text and faith stories
- Symbolism - meaning and importance
- Photographs of religious artefacts, acts of worship and other religious practices
- Speech/Thought bubbles – for children to use to capture their thoughts and record questions they want to raise.
- End of unit assessment: circle maps, quizzes, written pieces of work
- Thunks (see back of RE books)