

ST LUKE'S CE ACADEMY
Religious Education Policy



<u>Adopted:</u>	<u>September 2024</u>
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Introduction

This policy has been written in the light of the ***Church of England's Vision for Education, Deeply Christian, Serving the Common Good 2016, Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)*** and through reflection on the ***SIAMS Evaluation Framework 2023*** for schools.

Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core or foundation subject. The 1988 Education Act states '*Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils*'.

St Luke's C of E Academy is a Church of England Voluntary Controlled School and therefore follows and complies with the ***Staffordshire Agreed Syllabus for Religious Education 2023***.

The Church of England's Statement of Entitlement

The ***Church of England's Statement of Entitlement 2019*** outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE. It begins by stating:

'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness' (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Our School Vision

St Luke's CE Academy is a **loving family** that **has a heart** to be at the **centre of the community**. Our pupils learn to be **positive change makers** looking to **our own and others' needs**. This is underpinned by a holistic approach to life with the **golden thread of our Christian values**.

Religious Education and the school's Christian Vision

As a voluntary-controlled church school, St Luke's C of E Academy strives to ensure the best possible learning and spiritual journey for children in our care. We live daily through our school motto, which is a succinct way of expressing our vision;

Helping Lights Shine for All Luke 11:33

Our Religious Education curriculum provides pupils with the skills, knowledge and understanding they need to reach their potential, allowing each individual to flourish.

Affirming our Christian Vision, through addressing key questions, engaging in critical thinking and seeking wisdom, our curriculum inspires pupils to become courageous advocates as agents of positive change, for the benefit of themselves and others, in an ever-changing world. The Religious Curriculum at St Luke's C of E Academy lives out this vision by focusing on substantive, disciplinary and personal knowledge that unlocks pupils' worldview literacy and empowers them to engage with the lived reality of religious and non-religious worldviews with wisdom, self-awareness and critical analysis.

As a loving school community of children, parents, staff and governors, our attitudes and actions aspire to 'The 5Bs of Great Learning' which are underpinned by our Christian Values and demonstrated by biblical role models

- Be Honest Like Zacchaeus
- Be Considerate Like the Good Samaritan
- Be Positive Like Daniel
- Be Determined Like Noah
- Be the Best You Can Be Like Mary

At St Luke's C of E Academy, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith and belief practitioners from a range of religious and non-religious worldviews, and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

The Purpose of RE at St Luke's C of E Academy

We teach RE as a core part of our school curriculum to help our pupils develop their religion and worldview literacy. We understand this to be our pupils' ability to hold balanced and well-informed conversations about religion and belief.

The Aims of RE at Luke's C of E Academy

Our RE provision at St Luke's C of E Academy is in accordance with the legal requirements. These are as follows:

- The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
- The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
- The RE curriculum provided will be in accordance with the locally agreed syllabus i.e. *Staffordshire Agreed Syllabus for Religious Education 2023*.

We deliver RE in accordance with the *Church of England's Statement of Entitlement 2019*.

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principal religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for EYFE & KS1. In KS2, 45 hours per year arranged as discrete hour-long lessons per week. In addition to this, we also hold discrete RE themed days e.g., Inter Faith, Journey through Christmas/Holy Week.

RE Curriculum Design

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

Our whole school curriculum is delivered using NATRE (National Association of Teachers of Religious Education) resources that embeds Christian core concepts (taken from Understanding Christianity 2016) as well as other religious and non-religious worldviews; meeting with the objectives and intended outcomes of the Staffordshire Agreed Syllabus. Our whole school curriculum is designed to enable a sustained and progressive development in understanding over the years pupils are in school, with later learning built upon prior learning.

Reception (EYFS) are not subject to the requirements of the Staffordshire Agreed Syllabus, but they are required to cover the religious and spiritual aspects of the Early Years Foundation Stage (EYFS). Our pupils are taught an increasingly rich knowledge and understanding of religions and world views. They learn to express and communicate ideas and insights about the nature, significance and impact of religions and world views. The EYFS Statutory Framework (DfE 2021) strengthens the place of RE through its explicit reference to 'religious communities', thus supporting the extensive opportunities for providing RE.

At KS1, the principal religious worldviews studied will be Christianity and the Jewish faith. At KS2, the principal religious worldviews studied will be Christianity, the Islamic faith and Hindu Dharma. As part of our RE curriculum, pupils will also engage with non-religious worldviews, such as; atheist, agnostic, humanist and spiritual-but-not-religious.

Our curriculum planning for RE is in three phases; long-term, medium-term and short-term. The long-term plan maps out the core 'big questions' and a sequence of half-termly units for each year group. The medium-term plan breaks-down the core 'big question' for the half-termly unit into individual enquiry led questions for each weekly RE lesson and, to ensure curriculum coverage, specifies learning objectives and key vocabulary to be covered through teaching and discussion. The short-term, weekly lessons and learning activities are planned and written by the class teacher. These plans are discussed on an informal basis with the RE Subject Leader and form part of the monitoring process for RE teaching and learning.

Curriculum Implementation

We ensure that teaching and learning in RE meets the needs of all pupils; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE.

Lessons are 'enquiry led' allowing children to explore the answer/s to a given question through discussion. Activities which might be whole class, group, pair or individual ensure active learning through 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'

The impact of this is monitored through regular formative and summative assessment processes. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone (see SMSC policy). We provide an annual report for parents on each child's attainment and attitude to learning in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback and written comments on individual pieces of work.

Supporting All Learners

Whole school policy with regards to SEND and adaptive teaching applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning needs and that all pupils learn alongside their classmates and through the school motto, 'helping lights shine for all' (Luke 11:33). RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this.

Resources

St Luke's C of E Academy has invested in a wide range of appropriate books, artefacts, visual resources, posters, persona dolls, etc. to support and enhance learning.

We take advice from SACRE, the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of an effective RE curriculum. Through our website and Class Dojo, parents are kept up-to-date and are able to see what their child is learning about in class so that they can support their child's learning in RE at home.

Visits and Visitors

We consider that an essential element of the delivery of effective RE is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line to support units of work and provide pupils with the chance to encounter world religions as living faiths in modern Britain.

Our Year 2 children visit Manchester Jewish Museum and restored Synagogue. Our Year 3 children go on the Derby faith trail and visit both a Mosque and a Hindu Temple.

Monitoring and Review

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide attainment data at the end of every taught unit and also meet with teachers to discuss evidence of pupils' work following book scrutinises and the progress in RE during each academic year.

Using a self-evaluation tool, the RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At St Luke's C of E Academy some of the responsibilities for RE are delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending SUAT RE meetings and LDBE training opportunities
- providing, sourcing and delivering in-service training for staff as necessary
- ensuring the staff are familiar with the syllabus and supporting resources i.e. NATRE SOW
- supporting and clarifying approach to planning, delivery and assessment
- acquiring and organising appropriate resources when necessary
- monitoring the teaching and learning of RE through regular lesson observations, work/book scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process

The **Headteacher and Governors** must ensure:

- RE has a high profile within the curriculum
- that the legal framework for RE is upheld within the school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- appropriate support is in place to ensure the effective provision of RE.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. St Luke's C of E Academy is a VC

school. As such, progress and attainment in RE is not inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Withdrawal from RE

St Luke's C of E School we wish to be an inclusive community but we acknowledge the right of parents / guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents /guardians / teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent / guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the head teacher/school governors.

Should a parent / guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, but should not incur any additional cost in so doing. Any queries regarding withdrawal from RE should be directed to the headteacher.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 2 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Changes in Agreed Syllabus
- Changes in legal position framework for RE

This policy should be read in conjunction with other policies in school including: Collective Worship, RSE/PSHE, Assessment, Marking and Feedback, Behaviour and other curriculum policies.