RE
Policy

St Luke's Primary School

Vision

Love God. Love your neighbour as yourself: be the Good Samaritan. Luke 10: 25-37

Inspired by Jesus' parable of the Good Samaritan, we live out our **love** for God through Collective Worship and meaningful opportunities for spiritual growth. Rooted in God's unconditional love, we treat everyone with respect and compassion, nurturing a safe, loving, **inclusive** school where everyone belongs. Learning together, we **flourish** and reach our full potential. We **empower** each other to make positive change for the **community** we share.

At St Luke's we **Love**, **Include**, **Flourish**, and **Empower** – our L.I.F.E. principles

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RELIGIOUS EDUCATION (RE) POLICY

VISION, BIBLICAL ROOT AND AIMS OF THE SCHOOL

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Introduction

St. Luke's C.E Primary School is an inclusive school situated in the heart of Old Street in Islington. This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's vision.

We have high expectations of all our pupils and deliver the LDBS syllabus that is rich and varied, enabling children to become religiously literate within an inclusive and safe space that promotes critical thinking and celebrates and respects difference.

What is RE?

RE is a core and academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The aims and objectives of Religious Education in church schools are:

• to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text;
• to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied;

• to engage with challenging questions of meaning and purpose raised by human existence and experience;
• to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places;
• to explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

Time allocation

RE is taught weekly in every year group. Christianity is the majority religion studied in each year group and makes up at least 50% of the curriculum. In RE lessons, time is spent meeting explicitly RE objectives. Additional time is given to RE learning through an annual trip for every child from Year 1 to Year 6, as well as enrichment activities. This curriculum time aims to be close to 10% but is no less than 5% in Key Stages 1-2. Please see Appendix 1 for the curriculum overview.

Legal requirements

RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

How we teach RE

RE at St Luke's is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school theologically rooted vision.

The governors have adopted the LDBS RE syllabus as the school's main resource for the teaching of RE.

The intent of the LDBS syllabus

•To enable all children to become religiously literate

•To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
•To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
ability to be critical thinkers
ability to ask deep and meaningful questions
ability to make connections within and across religions and worldviews.
ability to reflect, respond and express their own opinions and beliefs.
ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews belief systems, values and practices.

To offer units of learning that:
• are rooted in theological concepts, strong subject knowledge and content;
• offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences;
• offer sequential learning both in terms of knowledge and skills across the primary age range.
• offer motivating, engaging and creative lessons for all children;
• provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE supports and enhances:
•the Christian vision of our school
•the spiritual, moral, social and cultural development of our pupils
•the Religious Education Church of England Schools – Statement of Entitlement
•the Church of England's vision for Education.

Implementation of the LDBS syllabus:
Within every unit of learning, the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

Investigate/ Explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:
• interpreting and analysing sacred texts;
• using challenging and controversial questions;
• extended pieces of writing;
• discussions;
• children engage with authentic religious believers (face to face, via webcams, podcasts, video etc);
• grapple with complex theological concepts, questions and issues.

Evaluate/ Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/ Express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Early Years Foundation Stage

In the Early Years Foundation Stage, RE is planned for and taught under 'Understanding the World' and includes a balance of child-initiated experiences and direct teaching. The LDBS syllabus is delivered in the Reception class and now through a new LDBS scheme of work in Nursery. Learning the foundations of Christianity is supported through stories, parables, art, drama and Godly play. They are also taught about key religious festivals in other faiths as they occur during the year and about places of worship and religious symbols.

Teaching and learning strategies in the Early Years Foundation Stage include small and large groups, individuals, and circle times to teach moral and theological concepts. The children are given the opportunity to experience and respond to the world around them, using all their senses, in order to stimulate curiosity, enquiry and questions.

Religious Education in Key Stage One

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age appropriate level. Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to a religious or non-religious worldview. Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life. They will be able to recognise that others may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe the things that are the same and different for religious people.

Religious Education in Key Stage Two

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths. By the end of Key Stage Two, our aim is that children will be religiously literate at an age appropriate level, that they will be able to use a wide range of religious and philosophical vocabulary confidently, that they will have a solid understanding of teachings of the

Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life.

We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. We aim for our children by the end of Key Stage Two to be able to express and justify their own views with confidence, to be critical thinkers and be able to engage critically with Biblical and other sacred texts, to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they live.

Access to the Curriculum

We recognise that children have a variety of learning needs and these are reflected in the activities that are planned. We take each child as an individual and plan sensitively in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge to allow them to flourish.

All children are treated with equal respect, worth and value regardless of gender, age, disability, race, religion or belief, sexual orientation or gender reassignment.

Environment and Resources

We aim to provide a rich, interesting and stimulating environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with tasks and activities to ensure that all children can access the curriculum whatever their stage of development and learning needs.

We enable children to know how to handle a range of artefacts.

We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our three local parishes and work collaboratively with the churches and the wider community.

As well as individual learning, we also encourage children to work co-operatively and in collaboration on a range of religious activities.

Planning and assessment

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the cohort including SEND and more able pupils. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

At the beginning of each unit, children become familiar with the upcoming unit by looking at the big unit question, the subsequent lesson questions and religious vocabulary. There are also very clear expectations about what a child needs to know and remember by the end of the unit.

We assess children in RE through observing them, listening to their contributions during lessons, their comments and questions on our working walls, as well as through assessing their written work. Teachers are then able to use this gathered evidence to assess each child at the end of each unit as 'working towards', 'at expected' or working at 'greater depth'. At the end of the year, an overall assessment judgement is given. Our assessment is in line with the LDBS recommendations.

St. Luke's attend cluster moderations in order to benchmark standards beyond the school.

Monitoring

Standards and the quality of teaching and learning are monitored by the RE subject leader, in conjunction with senior management. They are responsible for monitoring the standards of the children's work and the quality of the planning, teaching and learning in RE. Lesson observations are completed in accordance with a monitoring cycle. Planning is monitored half termly and book looks take place at least three times a year to ensure high standards are maintained across the school.

Parents and Carers

As a school, we recognise that a partnership with parents/carers is essential to help children flourish.

Parents/carers are kept informed and are encouraged to discuss their children's learning at parent evenings. Children are also encouraged to share their learning at home. The half termly Parents' Grid outlines the RE units to be taught in each class.

Role of the Religious Education Lead

The subject leader will:

- Keep up to date with developments in the area of Religious Education. Attending all LDBS training, Deanery meetings and forming links with other Church of England schools.
- Monitor and evaluate the planning and teaching of Religious Education across the school in collaboration with the leadership team.
- Support staff in the teaching of Religious Education across the school.
- Offer advice about resources and keep the resources bank up to date.
- Lead the review of the policies and impact of the syllabus on raising standards.
- Plan and lead INSETs to build on the staff's knowledge and practice of effective Religious Education teaching.

•To regularly review and keep up to date with the school's ongoing self-evaluation documents for RE.
•Work closely with the rest of the Senior Leadership Team to identify INSET needs of individuals, teams and the whole school.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

Reviewed by Lisa Harrington **September 2025**

Model RE Curriculum Map

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Christianity** **Concept:** Belonging Who am I?	**Christianity** **Concept:** Celebration Why is Christmas special?	**Christianity** **Concept:** Special What makes us special?	**Christianity** **Concept:** Celebration How do people celebrate Easter?	**Christianity** **Concept:** Special What are the special places and people in our community?	**Christianity/World Faith** **Concept:** Belonging What objects and clothes are important to some people?
Reception	**Christianity** **Concept:** Creation Who made the wonderful world and why?	**Christianity** **Concept:** Incarnation Why is Christmas special for Christians?	**Christianity** **Concept:** Incarnation Why do Christians believe Jesus is special?	**Christianity** **Concept:** Salvation What is so special about Easter?	**Christianity/Islam** What makes a place special?	**Christianity/Islam/ Judaism** What can we learn from stories?
1	**Christianity** **Concept:** Creation What responsibility has God given people about taking care of creation?	**Christianity** **Concept:** Incarnation Why is each person important in the Nativity story?	**Judaism** **Concept:** Ways of expressing meaning, Questions of identity, diversity and belonging What is it like to live as a Jewish person?	**Christianity** **Concept:** Salvation Why might many Christians say that Easter is the most important festival?	**Islam** **Concept:** Ways of living Questions of values and commitments What does it mean to be a Muslim?	**Christianity** **Concept:** Gospel Kingdom of God Why did Jesus tell stories?

2	**Christianity** **Concept:** Gospel Kingdom of God Why did Jesus teach the Lord's prayer as the way to pray?	**Christianity** **Concept:** Incarnation How does the symbol of light help us to understand the meaning of Christmas for Christians?	**Judaism** **Concept:** Ways of living Questions of values and commitments How are Jewish festivals celebrated and remembered?	**Christianity** **Concept:** Salvation How do the symbols of Easter help us to understand the meaning of Easter for Christians?	**Islam** **Concept:** Ways of living Questions of values and commitments How do Muslims show commitment to God - Allah?	**Christianity** **Concept:** Ways of expressing meaning Questions of values and commitments Why do Christians make and keep promises before God?
3	**Christianity** **Concept:** 8 core concepts of the Bible What is the Bible's Big Story?	**Christianity** **Concept:** Incarnation How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?	**Judaism** **Concept:** Beliefs, teachings and sources of wisdom and authority Questions of values and commitments What does it mean to be Jewish?	**Christianity** **Concept:** Salvation Who is the most important person in the Easter story?	**Buddhism** **Concept:** Beliefs, teachings and sources of wisdom and authority Questions of values and commitments What did the Buddha teach his followers about life?	**Christianity** **Concept:** Incarnation Gospel Who is Jesus (I am …. statements)
4	**Christianity** **Concept:** People of God How did belief in God affect the actions of people	**Christianity:** **Concept:** Incarnation Is the Christmas message of peace still relevant to today's world?	**Sanatana Dharma** **Concept:** Beliefs, teachings and sources of wisdom and authority Ways of living	**Christianity** **Concept** Salvation What is Holy Communion and how does it build a Christian community?	**Sanatana Dharma** **Concept:** Ways of living Ways of expressing meaning What does it mean to be a Hindu?	**Christianity** Why is liturgy important to many Christians?

	from the Old Testament?		Ways of expressing meaning How do Hindus worship?			**Islam** **Concept:** Questions of identity, diversity and belonging How do Muslims live and embrace their faith in a diverse world?
5	**Christianity** **Concept:** Incarnation What do the miracles tell us about Jesus?	**Christianity** **Concept:** Incarnation How do art and music convey Christmas?	**Sikhi** **Concept:** Beliefs, teachings and sources of wisdom and authority Ways of living How did the first five Sikh Gurus shape Sikhi?	**Christianity** **Concept:** Salvation What happens in churches during Lent, Holy Week and Easter Sunday?	**Sikhi** **Concept:** Ways of living Questions of identity, diversity and belonging How did the final five human Sikh Gurus shape Sikhi?	Who decides? (Version a or b) Roles and responsibilities
6	**Christianity** **Concept:** Rites of passage Sacrament What might the journey of life and death look like from a Christian perspective?	**Christianity** **Concept:** Incarnation How would Christians advertise Christmas to show what Christmas means today?	**Buddhism** **Concept:** Ways of expressing meaning Questions of meaning, purpose and truth What does it mean to be a Buddhist?	**Christianity** **Concept:** Salvation How does the Christian festival of Easter offer hope?	**Christianity** **Concept:** Kingdom of God How has the Christian message survived for over 2000 years?	

To note:
It is recommended that the Easter and Christmas units are taught over a six-week period to allow enough time to teach the units in depth. Some units only 4 or 5 sessions have been planned. However, allowing six weeks, gives teachers the flexibility to teach 1 session over two lessons.

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