



St Luke's C.E. Primary School

Religious Education Policy

Langport Avenue

Longsight

Manchester

M12 4NG

PURPOSE

The Curriculum at St Luke's is adapted to be a vocabulary rich, enquiry-based curriculum; with the main focus on improving pupils' long and short-term memory to improve both the accuracy and fluency of the children's grasp of knowledge and skills, in order for learning to be progressional and for all children to be confident, fluent readers.

The R.E curriculum meets the needs of the National Curriculum 2014 programmes of study as units of knowledge and skills.

This is further deepened, enhanced and supported by additional experiences, opportunities, resources in the form of the Enrichment curriculum and The Global Citizen and Mental Wellbeing curriculum.

"With God, nothing shall be impossible" Luke 1:37

ORGANISATION

- INTENT
- IMPLEMENTATION
- IMPACT

INTENT

AIMS

At St Luke's Church of England Primary School Religious Education will:

Adopt an enquiry based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about, and from, religion. A strong foundation will be established in the EYFS to be built upon further in subsequent key stages.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions - fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

Prompt pupils to consider their responsibilities to themselves and to others. To explore how they might contribute to their communities and to wider society by encouraging empathy, generosity and compassion. Develop a sense of awe, wonder and mystery.

Nurture children's own spiritual development by fostering a sense of awe, wonder and mystery.

TARGETS

Religious Education throughout the school will provide pupils with an opportunity to:

- Develop principles for distinguishing right from wrong.
- Promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
- Develop pupils' ability to relate to others and work for the common good.
- Respond positively to opportunities and responsibilities, to manage risk and to cope with change throughout their lives.
- Approach with sensitivity and respect the beliefs, actions and feelings of other believers.
- Appreciate relationships between personal and shared religion.

- Develop appropriate ways of communicating their own thoughts, feelings and responses.
- Apply the insights derived from the process of Religious Education to the development of their own beliefs, values and attitudes.
- Develop pupils' skills of enquiry and response through the use of distinctive language, listening and empathy.

RATIONALE

At St Luke's, we believe that children should be able to think critically and develop a more rigorous understanding of different religions/cultures. They should also know how religion both reflects and shapes our history, and contributes to the culture and creativity of our nation.

The study of Religious Education is a way of finding out about the real world through methodical investigation, systematic observation, research and questioning. At St Luke's, pupils are given appropriate learning opportunities so that they develop the skills needed to be active citizens within a rapidly changing world. Religious Education is a powerful and useful tool through which children's understanding of the world, religion and culture around them is carefully developed.

It is our aim to create a challenging environment that raises standards of achievement in Religious Education through high quality teaching and learning. Organisation of the subject to ensures progress over the academic year, and across the life of the school, in order to enable pupils to embed and deepen their knowledge and understanding and ensure transferrable skills. Cross curricular links are used where relevant and pupils are able to build up their skills and knowledge, developing the necessary ability to investigate, question and understand a range of concepts. We ensure that every child in St Luke's has access to high quality teaching and learning and that staff maintain their commitment to raising standards in Religious Education.

PROGRESS

Activities are planned to allow children to develop key knowledge, concepts and skills and to progress according to their ability. Activities within classes are matched to specific ability groups or organised using groupings that allow for the sharing and demonstration of key vocabulary and concepts. Opportunities are planned for open investigations that allow for differentiation by outcome. Children are presented with a range of activities throughout the year to aid progression.

INCLUSION

Our curriculum aims to meet the needs of all children. Inclusivity is part of our philosophy. Teachers will tailor each aspect of the programme of study to meet the needs of the children and ensure access to the curriculum. To further support this, a range of multimedia approaches and strategies will be used to develop each child's understanding and full potential. Teachers will meet the needs of all learners including those with special educational needs, EAL, INA and the most able, with a particular regard to protected characteristics and to ensure all pupils get the highest quality of provision and opportunities. We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment (including the use of mixed ability groupings, Teaching Assistant support and scaffolding) and buy in further resources as and when the need arises.

To support SEND pupils we:

- strive to help all pupils learn together in a safe, stimulating environment
- celebrate effort alongside success, building on a positive, praising classroom culture
- provide imaginative learning experiences which arouse and sustain pupils' interest
- support the learning which takes place in RE by what is taught in other curriculum areas
- match work to pupils' previous experience
- take into account factors which may hinder or prevent pupils learning
- carefully analyse the knowledge and skills which comprise a particular learning task
- structure teaching and learning to help pupils to achieve and to demonstrate their learning outcomes

At St Luke's we believe strongly and work with parents actively to ensure that all pupils have full access to our RE curriculum and collective worship, in order to develop understanding, tolerant, well rounded citizens of our multiethnic/multifaith society.

[Click here for our Accessibility Policy](#)

[Click here for our Global Citizen and Wellbeing Policy](#)

[Click here for our SEND Policy](#)

[Click here for our Equality Policy](#)

PSHE and SMSC

RE is key for PSHE and SMSC. RE lessons support the school's overall ethos and are rich in SMSC.

Spiritual development in RE:

Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others

Curiosity: encouraging pupils' capacity for critical questioning,

Collaboration: utilising lesson techniques which engender group collaboration and communication

Reflection: providing a space to reflect on pupils' own values and views, as well as those of others

Resilience: promoting a spirit of open enquiry into emotive or complicated questions

Response: exploring ways in which pupils can express their responses to demanding or controversial issues

Values: promoting an ethos of fairness and mutual respect in the classroom

Appreciation: encouraging pupils' ability to respond with wonder and excitement

Moral development in RE:

Valuing others: in exploring the views of others, young people are well-prepared in RE to appreciate the uniqueness of all humans and their moral value.

Moral character development: RE offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience.

Moral diversity: activities in RE lessons should help pupils feel confident when taking part in debates about moral issues.

Social development in RE:

Shared values: opportunities to consider values which are or should be part of

Idealised concepts: topics which require reflection on the abstract concepts our society is built on

Moral sources: a chance to reflect on *where* ideas about how we should behave come from

Influences: opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society

Social insight: a chance to acquire insight into significant social and political issues which affect individuals, groups and the nation

Role models: RE should explore role models from the famous, like Desmond Tutu, to the many local examples in the school and its community

Cultural development in RE:

Own culture: RE is the perfect subject in which to explore Britain's rich diversity of religious, ethnic and geographical cultures. Although all children share Britain's common life, cultural diversity is part of that life and no child should feel their cultural background is a barrier to participation.

Wider culture: schooling is a preparation for adult life in terms of behaviour and expectations as well as in achieving qualifications. This wider cultural education prepares children for adulthood.

RESOURCES

There is a wide range of resources available to the school which will be maintained and monitored by the RE Co-ordinator. The resources are a collective responsibility for the whole school, and pupils are encouraged to treat resources carefully and safely.

By doing so, they:

- make sensible choices about which resources to use
- treat the resources with care
- use the resources with their own and other's safety in mind
- become independent learners

The surrounding areas offer a great resource for staff and pupils.

READING

Reading has the highest priority in our school:

The ability to read and comprehend fluently impacts on pupil's ability to access RE and to attain and achieve to their maximum potential.

Poor reading skills are a limiting factor to pupil's future life chances and the ability to deepen and widen their understanding of RE. In this subject they will be provided with many opportunities to read varieties of texts and genres and to develop research skills.

In RE, there is a wealth of new vocabulary for children to practise, learn and develop. Therefore, in lessons, teachers are conscious that some language may be complex for children to understand. Consequently, every effort is made by teachers to embed and secure a deeper understanding of terminologies through the use of reading, investigations, research, discussion, etc. During RE lessons children are given opportunities to practice many of the research skills that researchers use such as arguing from evidence, communicating and evaluation information in addition to constructing explanations. As a result, opportunities are provided for our children to transfer their reading and writing skills not only in RE but other subjects too.

VOCABULARLY

Our aim is for pupils to be able to read, spell and pronounce RE based language correctly.

OUT OF SCHOOL LEARNING

Children in each year group will be provided with opportunities to visit different places of worship, such as:

- Church / Mosque / Gurdwara temple

Extra curriculum activities such as productions, parties, as well as homework and projects are completed in relation to RE over the course of the year.

REPORTING

In the children's annual report, a comment is made about their yearly progress in the subject. Reporting is also carried out during parents evening which occurs twice in the year. In addition to parents' evenings, we can talk to parents after the school day to discuss any issues or concerns with their child's learning in RE, as well as to offer advice for help outside of school.

IMPLEMENTATION

St Luke's C of E operates in accordance with the 2022-2027 Agreed Manchester Syllabus and is supplemented by other resources including the RE Discovery Scheme. Religious Education taught using the Agreed Syllabus allows all learners to share their experiences and to learn from one another, and the religions and beliefs in our community. RE is taught by class teachers in discrete weekly lessons that are engaging, thought provoking and challenging.

Each unit of work incorporates a key question which is then broken down further into individual component lesson questions. All the questions are enquiry based. As a Church of England school Christianity is taught in every year group. Other religions taught at the school are Islam, Judaism, and Hinduism as well as the opportunity to study those with secular beliefs, such as Humanists.

Religious Education taught using the 2022-2027 RE Agreed Syllabus aims to support children to develop positive attitudes of respect towards people from all religions and worldviews. This means that RE makes a positive contribution to pupils' learning. Knowledge and skills developed by RE contribute to pupils' readiness to participate in life in modern, diverse Britain and in a plural world

As recommended in the Manchester Agreed Syllabus the RE curriculum is structured around:

The three aims:

- Know about and understand a range of religious and non-religious worldviews
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews
- Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews

The three strands: Believing, Expressing and Living

[Please click here to view the complete MSSTT Agreed Syllabus 2022-2027](#)

RE IN THE EYFS

Religious Education forms a valuable part of the educational experience of children throughout the EYFS. In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads. The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage.

RE makes particular contributions within the prime areas of communication and language and personal, social and emotional development (PSED), as well as specific areas including understanding the world and expressive arts and design. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

Early Learning Goals applied to RE

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Early Learning Goal for People, Culture and Communities:

- '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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps'.

Early Learning Goal for Understanding the World:

- ‘Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling’.

Early Learning Goal for Personal, Social and Emotional Development:

- Self-Regulation – ‘Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly’.
- Managing Self – ‘Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly’.
- Building Relationships – ‘Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs’.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development.

RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development.

RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy.

RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics.

RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

LONG TERM PLAN

Agreed Syllabus overview:

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?	
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
				U2.3 What do religions say to us when life gets hard?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.5a* How do people from religious and non-religious communities celebrate key festivals?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
			L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.9*** What can be done to reduce racism? Can religion help?

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.10** How do family life and festivals show what matters to Jewish people?	U2.6 What does it mean to be a Muslim in Britain today?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?
				U2.10*** Green religion? How and why should religious communities do more to care for the Earth?
			<i>* This unit is optional but can be integrated with L2.5. It offers a way of looking at Christmas through different academic disciplines. ** If schools have not done the systematic unit on Jewish people (1.3) in KS1, they should include this systematic unit in LKS2.</i>	<i>*** These units are optional. They could be done in addition to the other UKS2 questions or in place of a question in the same strand.</i>

At St Luke's we have organised the Agreed Syllabus to be taught over the six half terms of the academic year as follows:

Manchester Agreed Syllabus for Religious Education St Luke's CE Primary School 2022-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F2 Which people are special and why?	F4 Which times are special and why?	F5 Being special: Where do we belong?	F6 What is special about our world?	F1 What stories are special and why?	F3 Which places are special and why?
Religions and worldviews	Christians / Muslims / Jewish people	Christians / Hindus / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims
Y1	1.1 Who is a Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe? (Part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?	
Religions and worldviews	Christians	Christians (Christmas)	Muslims	Christians / Muslims / Jewish people	Christians / Muslims / Jewish people	
Y2	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe? (Part 2)	1.6 How and why do we celebrate special and sacred times?	1.8 How can we care for others and the world, and why does it matter?	1.4 How can we learn from sacred books?
Religions and worldviews	Jewish People	Christians / Jewish people	Muslims	Christians (Easter / Ramadan)	Christians / Muslims / Jewish people	Christians, Muslims and Jewish people
Y3	L2.7 What does it mean to be a Christian in Britain today?	L2.10 How do family life and festivals show what matters to Jewish people?	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities?	L2.1 What do different people believe about God?	L2.4 Why do people pray?
Religions and worldviews	Christians	Jewish people	Christians	Christians / Muslims/ Hindus	Christians / Muslims / Hindus	Christians / Muslims / Hindus

Y4	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.3 Why is Jesus inspiring to some people?		L2.8 What does it mean to be a Hindu in Britain today?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Religions and worldviews	Christians / Jewish people / Muslims / Humanist (non-religious)	Christians / Jewish people / Muslims / Humanist (non-religious)	Christians		Hindus	Christian / Jewish people / Muslim / Hindu
Y5	U2.1 Why do some people believe God exists?	U2.6 What does it mean to be a Muslim in Britain today?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship?	U2.10 Green Religion How and why should religious communities do more to care for the Earth?
Religions and worldviews	Christians / Humanist	Muslims	Christians / Muslims / Non-religious (Humanist)	Christians	Christians / Hindus / Jewish people / Muslims	Hindu / Christian / Muslim / Jewish people
Y6	U2.7 What matters most to Christians and Humanists?	U2.9 What can be done to reduce racism? Can religion help?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?		U2.3 What do religions say to us when life gets hard?	
Religions and worldviews	Christians / Humanist	Christians / Muslims / non-religious ideas	Hindus / Christians / Muslims		Christians / Hindus / Non-religious (Humanist)	

Key Questions with individual components

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F2 Which people are special and why?	F4 Which times are special and why?	F5 Being special: Where do we belong?	F6 What is special about our world?	F1 What stories are special and why?	F3 Which places are special and why?
Religions and worldviews	Christians / Muslims / Jewish people	Christians / Hindus / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims / Jewish people	Christians / Muslims / Hindus	Christians / Muslims

		Suggested questions
Autumn 1	F2 Which people are special and why?	<ul style="list-style-type: none"> • Who is special to you and why? • What is a good friend like? How can you show that you are a good friend? • What stories did Jesus tell about being a friend and caring for others? • What stories do special people tell from another religion?
Autumn 2	F4 Which times are special and why?	<ul style="list-style-type: none"> • What special times have you had? What did you celebrate? Why? Who were you with? What happened? • What do other people celebrate? • What happens at Christmas, and why? • What happens at Easter, and why? • What stories do you know about Jesus' birth and when he died? What do you think about the stories of Jesus? What do Christians say about Jesus? • What other festivals have you learnt about? • What happens at the festivals, and why? • What stories can you remember about festivals? • What are the similarities and differences between different people's special times?
Spring 1	F5 Being special: Where do we belong?	<ul style="list-style-type: none"> • How do we show respect for one another? • How do we show love? How do I know I am loved? • Who do you care about? How do we show care?

		<ul style="list-style-type: none"> • How do I know I am cared for? • How do you know what other people are feeling? • How do we show people they are welcome? • What things can we do better together rather than on our own? • Where do you belong? How do you know you belong? • What makes us feel special about being welcomed into a group of people?
Spring 2	F6 What is special about our world?	<ul style="list-style-type: none"> • What do you like in nature? What are your favourite things – animals, birds, flowers, trees, fruits, weather, mountains, rivers, beaches, seas? Why do you like these best of all? • What have you learnt about nature that is new to you? • Why do some people say the whole world is special? What do you think is special about the world? • What stories of creation do Christians tell? • What stories of creation come from another religion? • What do people say about how we should look after the world? How do you think we should look after the world? • What are the similarities and differences between different people's ideas about the world?
Summer 1	F1 What stories are special and why?	<ul style="list-style-type: none"> • What is your favourite story? What do you like about it, and why? • What stories do you know about Jesus? What do you think Jesus was (is) like? • Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? • What stories do you know that tell you how you should behave towards other people? • What are the similarities and differences between different people's special stories?
Summer 2	F3 Which places are special and why?	<ul style="list-style-type: none"> • Where do you feel safe? Why? • Where do you feel happy? Why? • Where is a special place to me? • Where is a special place for believers to go? What new vocabulary can I learn about religious special places? • What makes this place special?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	1.1 Who is a Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?	
Religions and worldviews	Christians	Christians (Christmas)	Muslims	Christians / Muslims / Jewish people	Christians / Muslims / Jewish people	

Term	Key Question	Component Questions
Autumn 1	1.1 Who is a Christian and what do they believe?	<ul style="list-style-type: none"> • What do Christians believe about God and Jesus? • How do Christians follow Jesus' example in their lives? • How does the Bible show the importance of Jesus to Christians?
Autumn 2	1.6 How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> • When do we celebrate in our own lives? • How do Christians celebrate at Christmas? • Why is the Christmas story important?
Spring 1	1.2 Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> • What do Muslims believe about Allah? • Who was the Prophet Muhammad? • Which objects are important to Muslims?
Spring 2	1.7 What does it mean to belong to a faith community?	<ul style="list-style-type: none"> • What is special about belonging to a group? • How do different religions welcome new members? • How are symbols of belonging used in different religions?
Summer	1.5 What makes some places sacred?	<ul style="list-style-type: none"> • Which special places do people go to worship? • Which special objects and symbols can we find in a place of worship? • What are the similarities and differences between places of worship?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.2 Who is a Muslim and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.8 How can we care for others and the world, and why does it matter?	1.4 How can we learn from sacred books?
Religions and worldviews	Jewish People	Christians / Jewish people	Muslims	Christians	Christians / Muslims / Jewish people	Christians, Muslims and Jewish people

Term	Key Question	Component Questions
Autumn 1	1.3 Who is Jewish and what do they believe?	<ul style="list-style-type: none"> • What do Jewish people believe about God? • How does the Mezuzah remind Jewish people about God? • Why is Shabbat special for Jewish people?
Autumn 2	1.6 How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> • Why is it important to celebrate and remember in our own lives? • Which festivals are important to Jewish people? • Why is the symbol of light important within different festivals?
Spring 1	1.2 Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> • How do Muslims express their ideas about Allah? • Why is the Holy Qur'an important to Muslims? • How do Muslims celebrate?
Spring 2	1.6 How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> • Why is Easter important to Christian people? • What do Christians celebrate at Easter? • Why do Christians believe Jesus was so special?
Summer 1	1.8 How can we care for others and the world, and why does it matter?	<ul style="list-style-type: none"> • How is each person unique and important? • How can we use our gifts to help others? <p>How do religions inspire us to look after the world?</p>
Summer 2	1.4 How can we learn from sacred books?	<ul style="list-style-type: none"> • What is a sacred text? • How can I explore stories from sacred texts? • What lessons can we learn from sacred texts?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	L2.7 What does it mean to be a Christian in Britain today?	L2.10 How do family life and festivals show what matters to Jewish people?	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities?	L2.1 What do different people believe about God?	L2.4 Why do people pray?
Religions and worldviews	Christian	Jewish people	Christians	Christians / Muslims/ Hindus	Christians / Muslims / Hindus	Christians / Muslims / Hindus

Term	Key Question	Component Questions
Autumn 1	L2.7 What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> • How do Christians show their faith? • How can Christians make a difference both in their own communities and worldwide? • What challenges might Christians face in Britain today?
Autumn 2	L2.10 How do family life and festivals show what matters to Jewish people?	<ul style="list-style-type: none"> • How can Jewish people show their beliefs through worship in festivals? • Why are the Ten Commandments still important to Jewish people (and Christians) today? • How can we benefit from personal reflection in our lives?
Spring 1	L2.2 Why is the Bible so important for Christians today?	<ul style="list-style-type: none"> • How do Christians use the Bible today? • How can we make connections between Biblical stories and Christian beliefs? • Why might Christians need to ask God for forgiveness?
Spring 2	L2.5 Why are festivals important to religious communities?	<ul style="list-style-type: none"> • How do different religious communities celebrate? • What matters most to believers in key festivals? • What is the role of festivals in modern Britain?
Summer 1	L2.1 What do different people believe about God?	<ul style="list-style-type: none"> • How do different religions describe God? • What can we learn about God from reading sacred texts? • Why does it make a difference in people's lives to believe in God?
Summer 2	L2.4 Why do people pray?	<ul style="list-style-type: none"> • What are the different ways in which people can pray? • How can prayer comfort and challenge us? • How can we pray in our own way?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.3 Why is Jesus inspiring to some people?		L2.8 What does it mean to be a Hindu in Britain today?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Religions and worldviews	Christians / Jewish people / Muslim / Humanist	Christians / Jewish people / Muslims / Humanist (non-religious)	Christians		Hindus	Christian / Jewish people / Muslim / Hindu

Term	Key Question	Component Questions
Autumn 1	L2.9 What can we learn from religions about deciding what is right and wrong?	<ul style="list-style-type: none"> How do religious teachings act as guides for living? Where do non-religious people seek guidance? How have inspirational people been guided by their religion?
Autumn 2	L2.5a How do people from religious and non-religious communities celebrate key festivals?	<ul style="list-style-type: none"> How is Christmas celebrated in Britain today? How do members of the same religion celebrate festivals differently? Why do we continue to celebrate ancient events?
Spring	L2.3 Why is Jesus inspiring to some people?	<ul style="list-style-type: none"> What are the characteristics of a good role model? Why is Jesus so important to Christians today? How do Christians celebrate Holy Week and Easter?
Summer 1	L2.8 What does it mean to be a Hindu in Britain today?	<ul style="list-style-type: none"> How do Hindus show their faith? What is the importance of the four punusharthas? In what ways do Hindus make a difference in the worldwide community?
Summer 2	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	<ul style="list-style-type: none"> How do we mark milestones in our lives? How do religious teachings and ceremonies help us move on in life's journey? In what way is a religion like a map of life?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	U2.1 Why do some people believe God exists?	U2.6 What does it mean to be a Muslim in Britain today?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship?	U2.10 Green Religion How and why should religious communities do more to care for the Earth?
Religions and worldviews	Christians / Humanist	Muslims	Christians / Muslims / Non-religious (Humanist)	Christians	Christians / Hindus / Jewish people / Muslims	Hindu / Christian / Muslims / Jewish people

Term	Key Question	Component Questions
Autumn 1	U2.1 Why do some people believe God exists?	<ul style="list-style-type: none"> • How can believing in God affect our lives? • What is the Christian understanding of God? • What are the benefits or challenges of believing (or not believing) in God in Britain today?
Autumn 2	U2.6 What does it mean to be a Muslim in Britain today?	<ul style="list-style-type: none"> • How do the Five Pillars of Islam affect Muslims throughout their lifetimes? • What is the significance of the Holy Qur'an to Muslims compared with other Islamic guidance? • How do the designs of mosques reflect the beliefs and practices of Muslim?
Spring 1	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	<ul style="list-style-type: none"> • What makes religious art or architecture unique? • How do the scriptures teach us about the importance of being generous or charitable? • Which has the greater impact – art or charity?
Spring 2	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	<ul style="list-style-type: none"> • How do Jesus' teachings affect the way Christians live today? • How do my own values compare to Christian ideas? • Why might Jesus' demands be viewed as impossible?
Summer 1	U2.4 If God is everywhere, why go to a place of worship?	<ul style="list-style-type: none"> • What are the key features of places of worship? • What is the purpose of a pilgrimage? • Why do some people choose to worship in non-religious settings?
Summer 2	U2.10 Green Religion -How and why should religious communities do more to care for the Earth?	<ul style="list-style-type: none"> • What environmental challenges is the planet facing? • How can religion help in our response to climate change? • What kinds of behaviour, belief and expression does the world need now?

	Autumn 1	Autumn 2	Spring	Summer
Y6	U2.7 What matters most to Christians and Humanists?	U2.9 What can be done to reduce racism? Can religion help?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?	U2.3 What do religions say to us when life gets hard?
Religions and worldviews	Christians / Humanist	Christians / Muslims / non-religious ideas	Hindus / Christians / Muslims	Christians / Hindus / Non-religious (Humanist)

Term	Key Question	Component Questions
Autumn 1	U2.7 What matters most to Christians and Humanists?	<ul style="list-style-type: none"> • Why are humans capable of being both good and bad? • What are the similarities and differences between Christian and Humanist values? • Why might it be helpful to follow a moral code?
Autumn 2	U2.9 What can be done to reduce racism? Can religion help?	<ul style="list-style-type: none"> • What challenges does racism present to different communities? • What does religion teach us about racism and equality? • 'We have far more in common than what keeps us apart' How true is this statement?
Spring	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?	<ul style="list-style-type: none"> • What do ahimsa, grace or ummah mean to religious groups? • What are the challenges facing different religions in Britain today? • How do the key beliefs make a difference to how people live?
Summer	U2.3 What do religions say to us when life gets hard?	<ul style="list-style-type: none"> • What matters most in life? • How do religions help people to live when times are tough? • What are the differing viewpoints on the afterlife?

SECTION 3 – IMPACT

Impact will be measured by:

- Outcomes
- Assessment
- Attendance
- Behaviour
- Monitoring

To ensure the school is ambitious for all its pupils.

OUTCOMES:

The impact of RE will be seen through our pupils who will be able to give a theologically informed and thoughtful account of the different religions as living and diverse faiths. They will show an informed and respectful attitude to religions and world views in their search for God and meaning as well as engage in meaningful and informed dialogue with those of other faiths and reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

ASSESSMENT:

Teachers are eager to ensure children are making progress with their learning throughout their RE. Teachers are able to assess through a subject tracker. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry questions. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level. We use a tracking system which will allow teachers to assess children each term over the year.

To support the teacher in tracking each child's progress throughout the year, the subject tracker enables teachers to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation. Teachers will record progress on each topic taught every half term. PPM meetings will also take place half termly with assessment coordinator identifying attainment and progress of individuals/cohorts where support/interventions needed for pupils

not on track to achieve their targets or where targets need altering to reflect challenge or accelerated progress being made.

ATTENDANCE AND PUNCTUALITY:

Poor attendance and punctuality impacts negatively on learning creating gaps with a possible impact on social and emotional wellbeing (more acute where attendance is significantly below the expected).

BEHAVIOUR/CLASSROOM MANAGEMENT:

Where behaviour leads to pupil disengagement and/or impacts on the learning and progress of children the SLT will swiftly intervene. A range of teaching methodologies will be employed, depending on the age and ability of the children and the nature of the skills and knowledge being taught. At St Luke's we have a flexible timetable to allow all children to learn at their pace and ability. Children will participate in both guided and investigative practical work and activities where secondary sources of information are used. They will work individually, in groups and as a whole class. Scientific vocabulary will be introduced, alongside explanations of meaning and children will be encouraged to articulate scientific concepts clearly and precisely. The classroom organisation and planning will take into consideration the differentiated needs of pupils, including the more able.

Document Control	
Title	Policy
Date	July 2023
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