

# St. Luke's CE (Aided) Primary School

*Let your light shine, live  
life to the full, respect and  
care for all, create a happy  
and safe world for  
everyone.*

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

St. Luke's Primary School is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Headteacher have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus (see above) and supplement this with material from the Diocese and elsewhere. We use 'Understanding Christianity' as the basis of our Christianity curriculum in school.

The aims of RE in St. Luke's Primary School 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 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 and develop their own religious, spiritual and philosophical ways of living, believing and thinking

## **The contribution RE makes to other curriculum aims in particular to SMSCD, promotion of the schools' Christian values, the promotion of British values and Cultural Capital.**

### **Spiritual, moral, social and cultural development**

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **The school's Christian values**

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

The school's Christian values are based upon our Golden Expectations of 'being kind and helpful', 'being gentle', 'working hard and listening to others' 'being honest and wearing a smile' and 'looking after property'.

### **Respect for All and Global Learning**

RE makes an important contribution to a school's responsibility to promote respect for all and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

### **Cultural Capital**

RE makes a useful contribution to the development of cultural capital for pupils.

<p>Experiences in RE that enhance cultural capital</p> <ul style="list-style-type: none"><li>• Being able to explore the culture and values of different religions and worldviews</li><li>• Receiving visitors from different faith communities</li><li>• Visiting places of worship from different faith communities</li><li>• Engaging with music, dance, drama and the arts inspired by religions and worldviews</li><li>• Recognising expressions of</li></ul>	<p>Opportunities to demonstrate cultural capital</p> <ul style="list-style-type: none"><li>• Collaborative teamwork activities</li><li>• Engaging in activities which enable learners to see, experience and use for themselves 'the best that has been thought and said' in religions and worldviews</li><li>• Chances to participate in making cultural experiences that have lasting positive impact on the learners e.g in performance of music, drama or worship</li></ul>
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religion and culture: food, symbols, dress	
<p>A religiously educated young person: skills and competencies include:</p> <ul style="list-style-type: none"> <li>• The skills needed to navigate a society in which different cultures and religions are present</li> <li>• The skills of listening and dialogue which enable mutual understanding and respect</li> <li>• The skills needed to contribute to enabling inclusive communities e.g in class or school to flourish for the wellbeing of all</li> </ul>	<p>Skills and competencies in cultural capital which RE offers:</p> <ul style="list-style-type: none"> <li>• The ability to speak confidently about their engagement with and appraisal of religious and spiritual aspects of culture</li> <li>• The ability to engage with and respond for themselves to dilemmas of belief and value in their society</li> <li>• The ability to relate without embarrassment or fear to people who are different, being polite, showing interest and always avoiding negativity such as ridicule</li> <li>• The ability to make and enjoy cultural 'products' such as art, music, dance, drama in the context of RE</li> </ul>

Taken from the Nottingham City and Nottinghamshire Agreed Syllabus 2021 p19

## 1. Approaches to teaching RE

- RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled
- High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus and diocesan materials taking into account the need to offer breadth of content
- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities

We use as a basis for our planning the Locally Agreed Syllabus. As a source of ideas and teaching strategies we also make use of 'Understanding Christianity'.

## 2. How RE is organised

RE will be taught as a discrete subject, following our school's long term plan.  
In accordance with the structure of the locally agreed syllabus we have agreed that:

In the Foundation Stage pupils study Christianity and other faiths found in their classroom.  
At KS 1 pupils study Christianity and Judaism.  
At KS 2 pupils study Christianity, Islam and Hinduism. In Year 6, Humanism will also be studied.

### **3. Assessment and Recording of RE**

In line with the school policy on assessment and recording, assessment of RE will take place using Depth of Learning.

### **4. Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation**

The subject leader will monitor RE within the school through analysis of assessment data, talking to pupils and staff, studying pupil's work and lesson observations.

The subject leader is responsible for contributing to the Church school self evaluation process by working with other leaders and staff to review and evaluate practice and to identify areas of strength and areas that need developing more fully.

### **5. Responsibilities for RE within the school, (Head teachers and Governors)**

As well as fulfilling their legal obligations, the governing body and headteacher should also make sure that:

- all pupils make progress in achieving the learning objectives 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 regular and effective 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

- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, teachers have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

## **The right of Withdrawal from RE**

**It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary.**

At St. Luke's C.E (Aided) Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience (School Standards and Framework Act 1998 S71 (3)) However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or PHSE. RSHE?

We would ask any parent considering this to contact the headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the school.

## **Managing the right of withdrawal**

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- The school will make parents aware of its learning objectives and what is covered in the RE curriculum and they will be given the opportunity to discuss this, if they wish.
- The school will review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Where parents request that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the diocese is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

**6. Date of policy review: July 2022**