

ST LUKE'S CE PRIMARY SCHOOL



CURRICULUM STATEMENT FOR RELIGIOUS EDUCATION

Reviewed by Curriculum and Community Committee, February 2021

To be next reviewed Spring 2023 or sooner if necessary

Curriculum Statement for Religious Education To be read in conjunction with the Curriculum Policy

Subject Lead: Mrs F. Govan, Deputy Head

Link Governor: Rev Dr Matt Davis, ex-officio

1. Equal opportunities and entitlement

- 1.1 All children have equal access to the Religious Education Curriculum in order to achieve their full potential. This is achieved by differentiation - setting tasks to meet individual needs. We aim to ensure that RE lessons are free from gender bias and that ethnic and cultural diversity will be recognised in a positive way.
- 1.2 R.E. is taught as a discrete subject for approximately 50-60 mins per week in KS2 and 40-50 mins per week in KS1.

2 Intent (rationale)

Our vision for the teaching of Religious Education in our school is rooted in our Anglican foundation and Christian belief, with Jesus' promise of 'life in all its fullness'.

Our vision is for the common good of our whole community and seeks to ensure our pupils are effectively educated:

- for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents through religious education.
- for hope and aspiration: opening horizons and guiding people into ways of fulfilling them.
- for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people, of all faiths and none, to flourish together.
- for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of great worth.

3 Implementation

- 3.1 As a maintained school, our school RE syllabus is the Sefton Agreed Syllabus 2016 (Appendix 1). To develop our pupils' Christian understanding the diocesan syllabus and 'Understanding Christianity' help pupils to develop a deeper appreciation and understanding of our school's Christian foundation.
- 3.2 R.E. is taught through themes, which are re-visited in a deeper way as children progress through school.

3.3 The Foundation Stage ('INTRODUCING' stage)

Children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. All of these contribute to the Early Learning Goals.

3.4 KS1 ('EXPLORATION' stage)

Throughout Key Stage 1, pupils explore Christianity and Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

3.5 KS2 ('CONNECTING' stage)

Throughout Key Stage Two, pupils continue to learn about Christianity and Judaism together with an introduction to Hinduism and Islam, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

4 Impact

The knowledge and skills assessment of our pupils' religious knowledge and understanding is assessed through the levels of the Sefton Agreed Syllabus (this information is reported in our annual pupil's written report, in line with statutory requirements). However, at St Luke's we firmly believe that the teaching of religious education contributes to the wider development of our children which will be seen in:

- All pupils using LEARN to explore and connect to religious understanding
- Our Christian values being embodied in our learning through all faiths
- Pupils' spiritual, moral, social and cultural development enabling them to thrive; becoming thoughtful, caring and active citizens in our school and in society.
- Pupils and staff promote equality of opportunity and diversity exceptionally well so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour; prejudiced behaviour is not tolerated.

R.E. Curriculum Statement

- Questioning skilfully probes pupils' responses and pupil's ability to ask good questions develops their intellectual curiosity.
- Pupils are proud of their achievements in RE and beyond, they discuss and debate issues in a considered way, showing respect for others' ideas, beliefs and points of view.
- Pupils' impeccable conduct reflects our school vision, pupils work hard within school to prevent all forms of bullying, including online bullying and prejudice-based bullying.

5 Assessment and Reporting

Feedback, including marking, will promote learning rather than focus on presentation. The introduction of "floor books" and/or R.E. class books has supported the assessment of progression across the school and provides good evidence for individual, group and whole class work where there may not always be an individual written outcome. From Y1, in line with whole school Assessment Policy, a verbal report may be given to parents in the autumn and spring. A full written report is given in the summer term.

6 Review

This statement will be amended and reviewed by the Governing Body's Curriculum and Community Committee as and when necessary, but at least once every two years.

Fiona Govan
February 2021