

**ST LUKE'S CE
PRIMARY SCHOOL**



**CURRICULUM
STATEMENT FOR
RELIGIOUS
EDUCATION**



A “duty to protect the diversity of our country, including by protecting the space for faith itself and its practice through the religions, cultures, traditions and beliefs to which our hearts and minds direct us as individuals.” King Charles III

1 Aims

At St. Luke’s, we believe that it has never been more important for children to have a comprehensive global understanding and knowledge of the world, its people and its diverse cultures. Through understanding religions and the complexity of our world, we believe that our children will develop respect and tolerance for the range of cultures and beliefs that make up our world. Our children will be self-aware of the impact they can have on their community. We want our children to be inquisitive about the world, questioning, open-minded and also responsible for their actions and the choices they make.

2 What will pupils be taught?

Religious traditions are to be studied in depth as follows:

EYFS Reception	Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1 Year 1 & 2	Christians and Muslims or Jewish people
Key Stage 2 Year 3 - 6	Christians, Muslims, Hindus and Jewish people

Our RE curriculum is structured so that it...

...makes sense to pupils

- Offers a clear structure for learning: in this syllabus, units are based around the three strands of Believing, Expressing, Living. Each strand is broken down into ‘threads’, so that teachers can see what learning has gone before and what is to follow. Help pupils to see the narrative of our curriculum, to build on their prior learning as they move through our school.
- Uses a good grounding of systematic study of individual religions to prepare pupils for thematic study, where they compare religions.

...focuses on core concepts

- Selects key ideas and concepts at the heart of religious and non-religious worldviews.
- Explores these from different perspectives to enrich understanding (e.g. asking how a religious person or a non-religious person might respond to a key question or idea, or how adherents from different places, times or denominations may respond).

...allows pupils to encounter diverse examples of religion and worldviews

- Offers pupils contemporary, contextual accounts, rather than implying that there is a generic Christianity, Islam or atheism that always applies to all followers.
- Shows something of the diversity of religion/worldviews (across time and place; within and between traditions) by using examples and case studies.
- Gets pupils into texts, not just short quotes, developing skills of reading and interpretation.
- Shows connections and differences across religions and beliefs.
- Explores religious and non-religious worldviews.
- Note that 'worldviews' can be personal and organised, with overlaps and fuzzy edges. (The religions traditionally studied in RE may be seen as 'organised' worldviews, but individual believers within those traditions will have 'personal' worldviews that have common features but are not identical.)

...enables pupils to embed learning in their long-term memory

- Clarifying technical terms and checking pupil understanding regularly.
- Finds creative ways to enable pupils to handle and absorb core knowledge.
- Gives pupils repeated opportunities to engage with content.
- Gives pupils a chance to revisit and recall knowledge – in thoughtful and engaging ways (i.e. discussion, quizzes, explanation).

...makes space for pupils' own beliefs/worldviews

- Allows pupils to articulate ideas, with reasons, arguments, rebuttals and responses – but leaving space for ambiguity and contradiction.
- Recognises the significant number of non-religious pupils in RE – and makes space for them as a focus for study. What do they believe and why, how do they live and why?

...encourages pupils' personal development, applying their learning to living

- Enables pupils to disagree respectfully.
- Engages pupils in handling and applying their learning.
- Gives opportunities for pupils to make connections between the ideas studied, with the world around them, and with their own worldviews.

3 **Inclusion**

3.1 In line with our ethos of inclusion, it is important that our ambitious RE curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

3.2 Pupils with Special Educational Needs and / or Disabilities (SEND)

Just as in all other areas of the curriculum, for the delivery of RE, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their confidence in themselves as a learner is not compromised as a result
- Removing unnecessary expositions, i.e. keeping spoken language at an amount

- and at a level that will enable maximum access, with visual support
- Supporting different means of expression / methods of recording,
 - Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

4 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.

5 Subject delivery monitoring

The school’s RE lead has responsibility for the implementation of the schemes, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- oversight of planning
- scrutiny of pupils’ work and class floor books
- discussion with teachers
- discussion with pupils

These activities also ensure the RE lead is well-placed to identify any CPD needs.

6 Review

This statement will be amended and reviewed by the lead and headteacher as and when necessary, but at least once every two years.

Fiona Govan
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