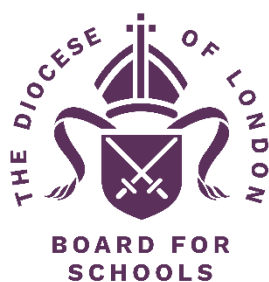


# SLS Religious Education Policy 2025



*Educating through faith, hope and love*

St Luke's Church of England School  
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Religious Education should enable every child to flourish and to “live life in all its fullness.” (John 10:10). It will help educate for dignity and respect encouraging all to live well together. *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

*(Religious Education Statement of Entitlement February 2019)*

## 1. Introduction and Christian Vision

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 theologically rooted vision and associated Christian values.

St Luke’s Church of England School is a school for the whole community. Our vision has Jesus’ promise “I came to give life—life in all its fullness” at its heart (John 10:10). We believe that all children deserve an education of the highest quality in order to flourish and enjoy a life filled with meaning and purpose. Our children combine a care for others with a love for learning, and an appreciation of the importance of spiritual, mental and physical well-being. We serve local children, parents and the community within the context of Christian belief and practice.

It is through the lens of our Christian Vision that we set high expectations for all our pupils and deliver a RE curriculum 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.

## 2. What is RE?

RE is a core 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.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, 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.



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- 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.

## 3. Curriculum balance and time

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

In St Luke's CE School, the London Diocesan Board for Schools (LDBS) Units of Learning are taught on a 2-year cycle to ensure that children receive their full entitlement to the RE Curriculum and that no learning is repeated. See *Appendix 1* for the St Luke's CE School Curriculum Map. RE is taught weekly for at least one hour in each class (the learning may be spilt into smaller blocks for children in Reception Class).

Schools must take note that the RE entitlement is totally separate from requirements for Collective Worship. Collective Worship must not be considered curriculum time for RE or the teaching of RE.

## 4. Legal requirements

Religious Education 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 Religious Education for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As Religious Education 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 must discuss this with the Headteacher before making this decision.

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. For



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guidance, the school will refer the document 'Parental Right of Withdrawal from Collective Worship and/or Religious Education which is accessible on the LDBS website <https://ldbs.co.uk/collective-worship#gsc.tab=0> The school may also seek further guidance may also be from our LDBS advisor.

## 5. How we teach RE:

RE at St Luke's CE School 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.

## 6. 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 engage critically with texts
  - 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 religious, spiritual and/ or philosophical convictions
  - 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 the school



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- contributes significantly to the spiritual, moral, social and cultural development of children
- takes note of the Religious Education Church of England Schools – Statement of Entitlement
- supports and enhances The Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

## 7. 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 (believing), Philosophy (thinking) or Human/ Social Science (living).

**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
- Discussion which continually asks ‘Have we gone deep enough yet?’
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, zoom 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.



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## 8. How we teach RE in each educational stage

### Early Years Foundation Stage

RE is taught as a discrete subject in Reception. Children have weekly lessons which follow the LDBS RE scheme of work. Whilst much of this learning lays strong foundations in the key concepts of Christianity, there are opportunities to compare stories and practices from Judaism and Islam, and for children to share their own perspectives. Learning is recorded on Tapestry and/or in a class floor book.

### 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 have 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 what things are different and the same 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 confidently a wide range of religious and philosophical vocabulary. That they will have a solid understanding of 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. We aim for them to be critical thinkers and be able to engage critically with Biblical and other sacred texts. We want our children 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 inhabit.

## 9. Access to the curriculum

We recognise that children have a variety of learning needs and these are reflected in the adaptations to the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim at St Luke's CE school is that everyone should be given the opportunity and the means to develop new RE skills, concepts and knowledge, and to flourish.



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All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

## 10. Impact of the LDBS syllabus

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews (religious literacy)
- Children will make good or better academic progress from their starting points, as a result of a rich and engaging RE curriculum
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- Children will be able 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
- Children will have developed a deeper understanding of what it means to live life in all its fullness

## 11. Environment and Resources

At St Luke's CE School, we aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

Religious education will be allocated a budget every year which may be used to enrich the RE teaching and learning in school. Funding may also be used to facilitate visits to different places of worship and provide INSET for staff. Many resources such as posters, CDs, DVDs and artefacts can be borrowed for free as part of our subscription to the Islington Education Library. All school resources will be listed, stored, be easily accessible and kept in good condition. The school also makes use of guidance material produced by the Diocese.

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 parish and work collaboratively with the church and wider community.



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## 12. Planning, assessment, recording, monitoring and evaluation

Teachers use the LDBS Units of Learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

Ongoing formative assessment is a normal part of every RE lesson. It may include strategies such as:

- High-quality, targeted teacher questioning
- Teacher observations of children's verbal contributions to class discussions
- Teacher observations of how children engage in collaborative tasks
- Children's written feedback
- 'Next-step' questions in RE books which the children respond to
- Children's contributions to working walls / displays which can be referred back to and built upon as a unit progresses

Every term, the attainment of children in RE is discussed by class teachers and SLT in Pupil Progress meetings, and the children's progress in RE is recorded on Target Tracker.

## 13. Standards and the quality of teaching and learning are monitored and evaluated in the following way:

RE is monitored as part of our annual monitoring cycle. Learning walks, lesson observations, book looks and pupil voice interviews all contribute to the monitoring of RE. SLT meet to update the RE self-evaluation document provided by SIAMS, and this in turn informs the whole school development plan and the CPD planned for the year.

## 14. Continued professional development:

The Christian Character and Vision of St Luke's CE School is a standing item our school development plan, and this includes the school's commitment to '*ensure that all staff have a clear understanding of the expectations of Church of England's Statement of Entitlement for Religious Education and what high quality RE teaching looks like*'. Our RE leader attends the LDBS RE leaders' network meeting three times a year which provide an opportunity for RE leaders from the London diocese and beyond to work with one another, share good practice and receive up to date training. Through GROW, we have access to further support from both the Diocesan RE lead and our LDBS advisor, which includes supporting in RE learning walks, book looks, lesson observations and pupil voice. These in turn help inform the senior leadership team about the current development needs of the staff in RE teaching and learning and using this information, weekly staff meetings and INSET are planned to deliver relevant CPD with the aim of improving the teaching and learning of RE in the school. The Diocesan RE Lead is also able to provide CPD to teachers on the planning, teaching and assessment of high-quality RE. The St Luke's CE School whole school RE curriculum map helps teachers make links between current, prior and future learning, and age-appropriate knowledge





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organisers created for each LDBS unit of learning include the key theological concepts, religious vocabulary, images and the core knowledge that should be taught to the children. The school RE lead and the SENDCo are also available to help teachers adapt the LDBS planning for the needs of all the children in their classes.

## 15. Parents and Carers

As a school, we recognise that a partnership with parents/carers is essential to help children flourish. As a core academic subject, the teaching and learning in RE is detailed in the class termly curriculum newsletter. The individual progress of each child and targets for their future RE learning are shared with parents/carers in their end of year written report.

## 16. Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
- To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.
- To regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

## Appendix 1: St Luke's CE School RE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception Cycle A &amp; B</b>	Who made the wonderful world? <i>Introductory visit to St Luke's church</i>	Why is Christmas special for Christians?	Why do Christians believe Jesus is special?	What is so special about Easter?	What makes a place special? <i>Visit to local and contrasting church</i>	What can we learn from stories?
<b>Year 1/2 Cycle A</b>	What responsibility has God given people about taking care of the world?  <i>Lesson 6: Visiting speaker</i>	Why is each person important in the Nativity story?	<b>Judaism</b> What is it like to live as a Jewish person?  <i>Lesson 5: Visit to Synagogue</i>	Why is Easter the most important festival for Christians?	<b>Islam</b> What does it mean to be a Muslim?	Why do Christians make and keep promises before God?  <i>Visit to St Luke's church (baptism)</i>
<b>Year 1/2 Cycle B</b>	Why did Jesus teach the Lord's prayer as the way to pray?	How does the symbol of light help us to understand the meaning of Christmas for Christians?	<b>Judaism</b> Why are they having a party?  <i>Lesson 4: Short walk around the neighbourhood</i>	How do the symbols of Easter help us to understand the meaning of Easter for Christians?  <i>Lesson 5: Art exhibition for parents/ carers/ another class to see.</i>	<b>Islam</b> How do the five pillars of Islam help a Muslim to show commitment to God - Allah?  <i>Visit to mosque</i>	Why did Jesus tell stories?



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<b>Year 3/4 Cycle A</b>	<p>How did belief in God affect the actions of people from the Old Testament?</p> <p><i>Lesson 4: Invite a range of people to talk about their understanding of vocation.</i></p>	<p>How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?</p> <p><i>Questionnaire to be completed by range of people ready for Lesson 5.</i></p>	<p><b>Hinduism</b></p> <p>What does it mean to be a Hindu?</p>	<p>Who is the most important person in the Easter story?</p>	<p><b>Buddhism</b></p> <p>What did the Buddha teach his followers about life?</p> <p><i>Visit to Buddhist temple</i></p>	<p>Who is Jesus (I am ...statements)</p> <p><i>Visit to St Paul's Cathedral (The Light of the World by Holman-Hunt)</i></p>
<b>Year 3/4 Cycle B</b>	<p>What is the Bible's Big Story?</p> <p><i>Lesson 7: A panel of believers to discuss how the Bible influences their lives today.</i></p>	<p>Is the Christmas message of peace still relevant to today's world?</p>	<p><b>Hinduism</b></p> <p>How do Hindus worship?</p> <p><i>Lesson 4: Visit to Hindu mandir</i></p>	<p>What is Holy Communion and how does it build a Christian community?</p>	<p><b>Judaism</b></p> <p>What does it mean to be Jewish?</p>	<p>Liturgy</p> <p>Why is liturgy important to many Christians?</p> <p><i>Lesson 3: Invite member of Eucharistic community to be interviewed</i></p>



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Year 5/6 Cycle A	What do the miracles tell us about Jesus?	How do art and music convey Christmas?  <i>Visit to National Gallery to see Christmas in art</i>	<b>Sikhism</b> How did the first five Sikh Gurus shape Sikhism?  <i>Lesson 3: A visit to a gurdwara and experience the langer kitchen</i>	What happens in churches during Lent, Holy Week and Easter Sunday?  <i>Lesson 6: Children to interview practising Christians. Visit to parish and neighbouring church with contrasting Lenten traditions.</i>	<b>Buddhism</b>  What does it mean to be a Buddhist?	How has the Christian message survived for over 2000 years?
Year 5/6 Cycle B	What might the journey of life and death look like from a Christian perspective?  <i>Lesson 3: Invite a confirmed member of the church in to talk about what their confirmation meant to them. Possibly the Bishop to talk about their role. Lesson 4: Invite two married couples in to speak about their wedding.</i>	How would Christians advertise Christmas to show what Christmas means today? <i>Lesson 3: Invite the vicar in to talk about why and how they advertise Christmas. Lesson 4: Write advert for parish church to use.</i>	<b>Sikhism</b> How did the final five gurus shape Sikhism?  <i>Visit to Sikh temple</i>	How does the Christian festival of Easter offer hope?	<b>Islam</b> <b>How do Muslims live and embrace their faith in a diverse world?</b>	Who decides? (Choose version a or b)



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### Complaints Procedure

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school's complaints procedure will be followed.

Copies of this policy will be available in the staff handbook, from the school office and on the school website.

This policy has been agreed by the Headteacher and the Governing Body.

Headteacher signature: \_\_\_\_\_ Print name: \_\_\_\_\_

Date: \_\_\_\_\_

Chair of Governors' signature: \_\_\_\_\_ Print name: \_\_\_\_\_



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Date:

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