



St. Luke's CE First School

RE Policy

Updated: September 2025
Review date: September 2028

RE Lead: Katie Elmes

RE Governor: Rev Ruth Wilson

Ratified by the Full Governing body on:

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with God and the world, and flourish in all that we do.

God's word is a lamp to my feet and a light to my path (Psalm 119 v.105)

At St Luke's, our vision is to live out the truth that we are all God's children, created to live in His light. Through our caring and nurturing environment, we are committed to following His word, trusting in His teachings, and encourage each other in our spiritual journeys. We believe that through the wisdom of God's word, we are called to develop our relationships with one another, the world, and ultimately with God Himself, so that we may flourish in all that we do.

As Psalm 119:105 reminds us: "God's word is a lamp to my feet and a light to my path." This verse serves as the foundation of our approach to Religious Education, where we aim to illuminate the minds and hearts of our children, helping them to understand and live according to God's teachings. Through our RE curriculum, we aim to prepare children with the tools to live out their faith whole-heartedly, connect deeply with others, and make a meaningful impact on the world, while walking in the light of God's word. We trust that, by grounding our learning in God's teaching, our children will grow in their ability to love, serve, and flourish, just as God intended for each of His children.

As a Church of England School, our curriculum and vision are based on our Christian values. These values are the foundations of our school vision and they reflect our code of conduct. Our school community have chosen six core values:

- Hope
- Trust
- Justice
- Forgiveness
- Humility
- Resilience

Intent

We want our children to develop a deep understanding of different Religions: to know not just practices and traditions, but to understand the values and message each faith and non-faith conveys. We want children to know how religion impacts people's lives and why they live the way they do. We want our children to respect all faiths, religions and non-religious world views, so that we might live well together and grow into respectable adults. We want our children to talk and to engage in meaningful discussions in response to the big questions. We want our children to make informed choices so that they might become responsible, caring citizens. We want our children to be proud of who they are.

"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

(Worcestershire Agreed Syllabus 2025-2030)

Religious education contributes dynamically to children's education, by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE, children learn about religions and beliefs in local, national and global contexts in order to discover, explore and consider different answers to a range of questions. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.

At St Luke's, we nurture an environment of openness, trust, and exploration, where all children feel valued and confident to share their thoughts. Through this journey, pupils grow in their ability to think critically, listen empathetically, and live out the values of love, respect, and kindness — flourishing in all that they do, and becoming lights for others in the world.

Implementation

Our whole school curriculum at St Luke's is designed to nurture the spiritual growth of each individual, guiding children to explore and deepen their understanding of God's love and teachings. In RE, we do this by engaging with scripture, prayer, and reflection, we encourage students to connect with their faith, build a personal relationship with God, and discover the importance of living out Christian values in their daily lives. By weaving spirituality into every aspect of our curriculum, we create an environment where students can flourish, grow in character, and embrace the call to serve and love others as God has loved them.

Our vision and curriculum nurtures children's faith and trust in God's Word. Just as Psalm 119:105 tells us, God's word is a guide for us. In RE, we emphasise how Scripture lights the way for our students, helping them navigate life's challenges and decisions.

Our curriculum allows children to develop caring and nurturing relationships. At St Luke's, we encourage children to live out Jesus' commandment to love one another. RE is an opportunity to build relationships grounded in mutual respect, kindness, and compassion, supporting one another as we all grow in faith.

Our curriculum allows children to flourish in faith. Our RE curriculum supports students to grow spiritually, emotionally, and intellectually. We allow children to flourish as individuals who are confident in their relationship with God, equipped with the skills to engage meaningfully with others, and prepared to make a positive difference in the world.

Our curriculum allows children to become aware of their ethical responsibility, both in their community and within the wider world. We teach our children that their faith calls them to be responsible global citizens. We aim to support our children by giving them a sense of justice and compassion, a sense of integrity and to think carefully about global issues.

At St. Luke's, we use the New Worcestershire Agreed Syllabus for RE (2025) alongside the 'Understanding Christianity' scheme of work, from RE Today (2017) as recommended by the Diocesan Board of Education for Worcester. The content of the R.E. curriculum reflects the fact that the school is a Church of England school that teaches Christianity as a living faith, whilst considering the teaching and practice of the other principal religions represented in this country.

Worcestershire Agreed Syllabus for RE (2025-2030)

The 2025 Worcestershire Agreed Syllabus has been created for Worcestershire SACRE and approved by Worcestershire County Council. This syllabus explains the value and purposes of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling children to reach their potential in the subject. The clear teaching and learning approach remains at the heart of the 2025 syllabus, whereby all units enable pupils to 'make sense' of the religious and non-religious worldviews studied, 'understand the impact' of these beliefs and practices in people's lives, and to 'make connections' in their learning and their wider experience of the world. There is a new emphasis on religion and worldviews, language, 'ways of knowing' and diversity.

Understanding Christianity – RE Today 2016

This is a substantial resource to support the teaching of Christianity in Religious Education. The key purpose of this project is to help all teachers support pupils in developing their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. 'Understanding Christianity' works alongside the Worcestershire Agreed Syllabus, and will enable teachers to lay down excellent foundations for further study of Religious Education.

Long Term Plan at St Luke's – 2025-2026 (the transitional year)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F1: Why is the word "God" so important to Christians God/Creation	F2: Why do Christians perform Nativity plays at Christmas? Incarnation	F4: Being Special: Where do we belong?	F3: Why do Christians put a cross in an Easter garden? Salvation	F5: Which places are special and why?	F6: Which stories are special and why?
Year 1	I.2: Who made the world? Creation	I.1: What do Christians believe God is like? God I.3: Why does Christmas matter to Christians? (Core Learning) Incarnation	I.7: Who is Jewish and how do they live? Part 1	I.6: Who is a Muslim and how do they live? Part 1	I.10: What does it mean to belong to a faith community?	I.9: How should we care for others and the world?
Year 2	I.6: Who is a Muslim and how do they live? Part 1	I.3: Why does Christmas matter to Christians? Incarnation	I.6: Who is a Muslim and how do they live? Part 2	I.5: Why does Easter matter to Christians? Salvation	I.4: What is the "Good News" Christians believe Jesus brings? Gospel	I.8: What makes some places sacred to believers?
Year 3	L2A.1: What do Christians learn from the Creation story? Creation	L2A.2: What is it like to follow God? People of God	L2.9: How do festivals and worship show what matters to a Muslim?	L2.10: How do festivals and family life show what matters to Jews?	L2A.4: What kind of world did Jesus want? Gospel	L2.12: How and why do people try to make the world a better place?
Year 4	L2A.3: What is the Trinity? Incarnation	L2.13 How do people from religious and non-religious communities celebrate key festivals?	L2.7: What do Hindus believe that God is like?	L2A.5: Why do Christians call the day Jesus died "Good Friday?" Salvation	L2A.6: When Jesus left, what was the impact of Pentecost? Kingdom of God	L2.8: What does it mean to be a Hindu in Britain today?

Understanding Christianity units
(Core Concepts)
Agreed Syllabus

With the introduction of the new syllabus, we have changed the way RE is taught in some year groups. Year 1 will now be taught about Muslims and will start the learning for unit I.3 in Autumn 2. This LTP will change again in September 2026 so that Year 2 will start Autumn 2 with I.7 part 2. This way, children in Year 1 and 2 will be taught about Christians, Muslims and Jewish people. This transitional year will ensure all children are taught all units, and can build on their learning the following year.

Impact

At St Luke's, RE is central to our vision of nurturing children as unique creations of God, called to live in His light and to flourish in all aspects of life. Rooted in our Christian values of hope, trust, justice, forgiveness, humility, and resilience, our RE curriculum equips children not only with academic knowledge but with the wisdom, empathy, and integrity to want to make a meaningful difference in the world. Through our thoughtfully implemented curriculum, our children:

- **Grow spiritually and personally:** Children explore key theological concepts and spiritual practices, helping them to build a strong personal relationship with God. They develop a secure understanding of Christian beliefs alongside an appreciation of other major world religions and non-religious worldviews, encouraging spiritual growth and moral development
- **Develop respect and understanding:** Children gain deep insights into how beliefs shape lives and communities, learning to respect different faiths and perspectives. They become compassionate and open-minded individuals, prepared to live well with others in an increasingly diverse world
- **Engage in critical and reflective thinking:** Children are challenged to ask and respond to big questions about meaning, purpose, identity, and ethics. Through this, they learn to express their own beliefs confidently, while listening and responding to others with humility and respect
- **Live out Christian Values:** Our children actively demonstrate love, kindness, and justice in their interactions, inspired by the teachings of Jesus and guided by the light of Scripture. These values are lived out in the school community and beyond, through daily actions, relationships, and service
- **Flourish academically and holistically:** RE at St Luke's supports holistic development—spiritual, moral, emotional, and intellectual. Children flourish as confident, thoughtful individuals who are not only knowledgeable about religion and belief, but also motivated to act justly, love deeply, and contribute positively to society
- **Understand their ethical responsibility:** By reflecting on real-world issues through the lens of faith and belief, children develop a strong sense of global citizenship. They are encouraged to think critically about their responsibility to care for others and for the world, guided by principles of justice, stewardship, and compassion

At St Luke's, we recognise that RE is a core subject. It is taught at the same time (EYFS and Key Stage 1 on a Wednesday and Key Stage 2 on a Tuesday) with TA's supporting children in class. Children are not taken out for interventions during RE teaching time. At St Luke's, RE is valued for its power to shape hearts, minds, and futures. Our children leave St Luke's with a well-formed sense of identity, a secure moral compass, and the ability to make wise, informed decisions. Most importantly, they leave knowing that they are children of God—loved, called, and capable of shining His light into the world.

Assessment

Assessment will be by teacher assessment and analysed by the RE subject lead. This assessment is based on the learning outcomes within the scheme of work being taught. The RE subject lead will monitor progress of learning in RE. Teachers will assess the efforts made by each pupil and inform parents annually on the child's report. By the end of each Key Stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the scheme of work being taught.

Time Allocation

In accordance with the Worcestershire Agreed Syllabus (2025-2030) we have agreed that children will learn about religious traditions of the following groups:

- In EYFS, children will learn about Christians* and other religious and non-religious worldviews, as part of their growing sense of self, their own community and their place within it
- RE in EYFS will be taught for 36 hours over the year

- In Key Stage 1, children study Christians, Jews* and Muslims*
- RE will be taught for at least for 36 hours over the year

- In Key Stage 2, children study Christians, Jews, Hindus*, Muslims and non-religious worldviews (e.g. Humanists*)
- RE will be taught for at least for 45 hours over the year.

This is a minimum of 5% of curriculum time for RE, however the time allocation can also be given to specific RE days, e.g. St Luke's Day.

*NB – Please note choice of language - 'Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism'. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions.

Equal Opportunities

RE is legally required for all pupils. RE is a necessary part of a broad and balanced curriculum and must be provided for all registered pupils in state funded schools in England. This requirement does not apply to children who are below compulsory school age.

Context of School population

Religion	%	Number of children
Christian	25.0	35
Hindu	2.14	3
No religion	31.43	44
Orthodox Catholic/Eastern Orthodox	0	0
Muslim	36.43	51
Pentecostal	0	0
Roman Catholic	4.29	6
Romanian Orthodox	0	0
Other	0.71	1

Organisation of Teaching and Learning

Please refer to St Luke's Teaching and learning Policy. Children will be taught in their classes appropriate to the part of the curriculum being taught. R.E. will be taught mainly as discrete lessons, where cross curricular links will be highlighted where appropriate. RE will be recorded in books in each year group, except EYFS, where they will use a floor book as evidence.

Headteacher and Governors

The Headteacher and Governors must ensure that:

- RE has a high profile within the curriculum
- That the legal framework for RE is upheld within the school
- That all pupils make progress in achieving the learning outcomes 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 effective and regular 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
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- Appropriate support is in place to ensure the effective provision of RE

Management of the RE Curriculum

The RE Subject Lead will ensure that:

- Subject knowledge and expertise are kept up-to-date by participating in CPD for RE
- Good practice is shared
- RE clusters/hub meetings will be attended
- In-service training for staff is provided when necessary
- Staff are familiar with the syllabus and supporting resources
- There is a clear and supportive planning, delivery and assessment
- Appropriate resources are available in school and manage a budget when necessary
- Monitoring the teaching and learning of RE through lesson drop ins, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher
- Contributing to the SIAMS self-evaluation process where necessary

The Right of Withdrawal from Religious Education

At St Luke's First School we wish to be an inclusive community, but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. 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.

Where parents make a request to withdraw their child(ren) from the teaching of RE, the school will, as a matter of courtesy, ensure that the parents are aware of the following:

- the learning objectives covered in RE so that parents can make an informed decision
- what supervision arrangements will be in place for child(ren).

We would ask any parent considering this to contact the Headteacher to discuss any concerns and anxieties about the policy, provision and practice of RE at our school. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in legal position framework for RE

Approval / review by Governing Body:

Headteacher _____ Date _____

Chair of Governors _____ Date _____

Date of next review _____