

# Saint Mary's Catholic School, Loughborough

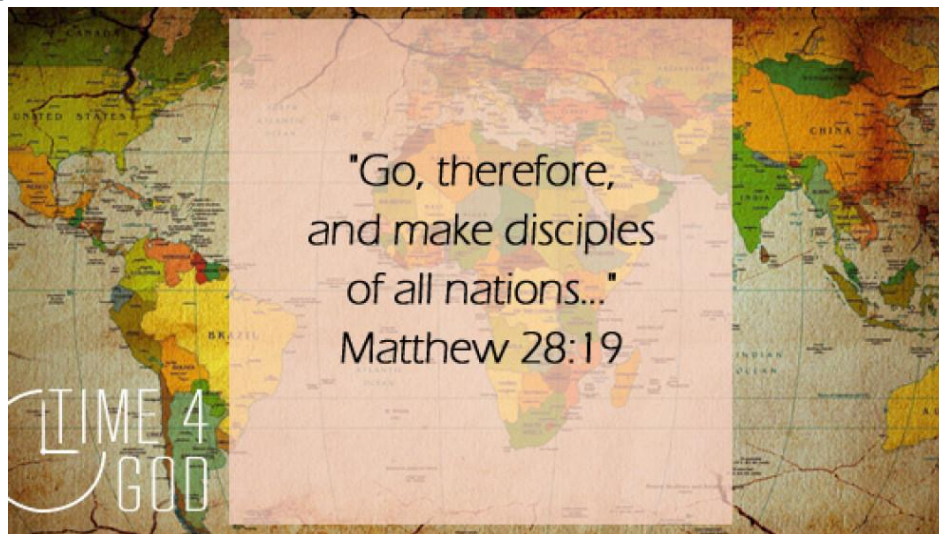
## Policy for Religious Education

### Mission Statement

With Jesus as our Guide,  
we promise to care for one another,  
to work hard to build a community in Christ's  
Love.

And Jesus came and said to them, "All authority in heaven and on earth has been given to me. Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age."

Matthew 28: 18-20



### Rationale of Religious Education

- Religious Education is central to the educative mission of the Church.  
*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*<sup>1</sup>
- Religious Education is 'the core of the core curriculum.'  
*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*<sup>2</sup>
- Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.

<sup>1</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

<sup>2</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

<sup>3</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

<sup>4</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.* <sup>2</sup> As such it is to be taught, developed and resourced with the same commitment as any other subject.

*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*<sup>3</sup>

- The outcome of Classroom Religious Education is:  
*"religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life".*<sup>4</sup>
- Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

### **The Aims of Religious Education as stated in the RE Curriculum Directory are:**

- *To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;*
- *To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;*
- *To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;*
- *To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;*
- *To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;*
- *To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;*
- *To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;*
- *To bring clarity to the relationship between faith and life, and between faith and culture.*<sup>5</sup>

### **Religious Education - Curriculum Time Allocation**

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

EYFS	2 hours 15 minutes
Key Stage 1	2 hours 15 minutes
Key Stage 2	2 hours 30 minutes

### **Programme of Study**

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

### **Process**

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

*'Teaching in Religious Education ....should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'* <sup>6</sup>

## **Methodology**

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

## **Inclusion**

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

<sup>5</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

<sup>6</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

## **Other Religions**

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is taught in the Autumn; either Hinduism, Sikhism or Islam, is taught in the Spring or Summer term. At least one week's teaching and learning time per year is given to each.

## **Assessment, Monitoring, Recording and Reporting**

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in End of year expectations agreed by Nottingham Roman Catholic Diocesan Education Service.
- The R.E. Lead keeps a record of assessment and monitoring and records of pupils' progress.
- Monitoring of teaching and learning is carried out each term via book scrutiny, moderation and lesson observation or Learning Walks.
- Pupils are assessed as working at (w+), secure (s) or secure plus (s+) at the end of each term and this information is used to ensure progress and achievement is recorded and tracked.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors during the summer term.

## **Management of the Subject**

Elizabeth Abell, the Subject Co-ordinator has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

### **Primary RE Co-ordinator Job Description**

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.

- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To set up and maintain a portfolio of work in order to monitor progression and continuity. Samples of work should reflect the appropriate Attainment target strands and levels.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
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- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
  1. The Religious Education Policy and Guidelines
  2. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
  3. Audits and reports to Headteacher about progress made in RE.
  5. A record of Staff Professional Development in RE
  6. Data and current targets in RE.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's SEF 48 document.
- To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).

R.E. skills by year group – June 2019

EYFS	Listen to stories. Remember and talk about stories. Begin to act out stories with puppets. Recognise and describe special times or events. Learn some new vocabulary.	Show awareness of their own feelings and know that some actions and words can hurt others. Learn some religious vocabulary	
Year 1	Listen, remember and talk about stories they have heard and recognise. Act out stories with puppets. Recognise that some people act in a particular way because of their religion. Recognise signs and symbols and use religious words to describe them.	Talk about their own experiences and how these make them feel. Reflect on some things they wonder about.	Listen to a point of view. Talk about some sources like hymns and prayers.
Year 2	Retell and describe stories. Describe religious signs and symbols. Describe and give examples of ways people with religious beliefs live their lives.	Ask and answer some questions about how certain experiences make them feel. Say why they feel that way. Ask and say what they and others wonder about.	Ask and answer questions. Begin to offer and respond to a point of view.
Year 3	Retell and describe stories, showing some understanding of why certain events happened. Begin to make links to religious beliefs. Describe religious signs and symbols. Describe and give examples of ways that people with religious beliefs behave in their everyday lives.	Give examples of how behaviour is influenced by what they feel. Question and talk about things that cause people to wonder.	Begin to give a reason for a point of view. Make a link to a source that supports a point of view. Begin to express a preference.
Year 4	Give reasons and make links between religious stories and how people live their lives. Give reasons for actions by believers.	Explain how feelings and beliefs affect behaviour. Make links to show how feelings and beliefs affect their and others behaviour. Compare their own and other peoples' ideas about questions that are difficult to answer.	Express a point of view and give some reasons for it. Make links to sources which support a point of view. Express a preference and give reasons for it.
Year 5	Make links between religious stories, beliefs and people you have learnt about. Begin to show understanding. Give religious reasons for actions and symbols and reasons for actions by believers.	Make links to show how feelings and beliefs affect their and others behaviour. Compare their own and other peoples' ideas about questions that are difficult to answer.	Express a point of view and give some reasons for it. Make links to sources which support a point of view. Make judgements.
Year 6	Describe and show understanding of religious sources, ideas, feelings and experiences making links between them.	Show how their own and others decisions are informed by beliefs and values.	Make judgements and express a point of view giving reasons.

## Guidance on R.E. work in books

### Books:

- Front covers with class saints
- Inside front cover of books: the driver display in children's books (slides on one sheet of A4 – so children can refer to different ATs and see the driver words)
- Topic page at the beginning of each new topic to include: topic titles, big questions, key words, outline of scripture and an opportunity for pupils to self-assess (At the end of this topic I think I am: W S S+), head, heart, cloud for summary or plenary opportunities

### Planning and structuring work:

- Label each lesson LF1 – 6 or Explore to make clear which Learning Focus is being covered
- In planning, the AT that is the focus of the lesson should be written against the focus to make it easier when assessing a piece of work against that Attainment Target
- The Learning Focus should contain driver words, outlining the objective for the lesson but the tasks may be differentiated and may be presented in children's books in the three columns, according to the new planning format, so that it is clear which task a pupil has undertaken
- In KS2, it may be useful to follow this answer format, using a point, evidence, analysis strategy:
  1. What is the story telling us or showing us?
  2. What evidence is there to support this either from other scripture, prayer, song or Youcat?
  3. How can this be applied to our lives? How is it relevant?
- When making links or including other examples from scripture or song begin: In John 20:23 it tells us that we should forgive other people and then we will be forgiven. The message is that we shouldn't hold on to grudges but should forgive freely as God has forgiven us. In the Prodigal Son story (Luke 15: 11-32) the loving father represents God who will always forgive. In this way, we should do the same and we can do this by being kind to people who may have hurt our feelings and forgive them straightaway to be friends again.

Another link for reconciliation and forgiveness is the Act of Sorrow (Oh my God, I am very sorry that I have sinned against you and by the help of your grace I will try never to sin again). That is the prayer Catholics say at the end of the sacrament of reconciliation to say sorry to God for the things they have done wrong – then they are free from sin and can begin again.

- Link boxes can be added to with prayers, pieces of scripture and hymns but the bibles and hymn books are also good resources
- Years 5 and 6 have the yellow Youcat books, years 3 and 4 have the primary Youcat books.
- Marking and feedback: WWW and EBI – this reduces the need for pupils to respond to questions although questions may still be used. Evidence should then be seen in follow up pieces of work that children have responded to the "EBI".

## Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the Headteacher, Miss. Priscilla Jordan, Elizabeth Abell and Jane Monaghan, Governor with subject responsibility for RE.

E.Abell revised June 2019

Not many of you should become teachers, my fellow believers, because you know that we who teach will be judged more strictly. James 3:1

