



Religious Education Policy

"Living the Gospel in the spirit of love and respect".

Coordinator	SLT
Groups involved in discussion	Governing Body Headteacher Senior Leadership All Staff Children Parents
Link to school improvement plan	Section 8 – further develop the Catholic Life of the school to ensure the school remains good to outstanding.

POLICY STATEMENT

“For all children, Religious Education is a cross curricular subject. It is a rigorous academic discipline and as such it is to be taught, developed and resourced with the same commitment as any other subject”.

This policy provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Religious Education. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality. Religious Education is, then, the core subject in our Catholic School.

The overall aims of Religious Education at St. Wilfrid’s are:

The comprehensive and systematic study of:

- the mystery of God
- the life and teachings of Jesus Christ
- the teachings of the church
- the central beliefs that Catholics hold and the basis for them.
- the relationship between faith and life

These are explored in a manner, which encourages investigation, and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God’s call in everyday life.

In the words of the Curriculum Directory 2012, the outcome of Catholic Religious Education – *‘The outcome of excellent 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.’*

Our Mission Statement reinforces this message..... ***“Living the Gospel in the Spirit of Love and Respect”.***

The staff of St. Wilfrid's Catholic Primary School will work to give each child the entitlement of a broad,

balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

The deliberate intention of St. Wilfrid's School is to cater for the individual needs of the children and equip them with a better understanding of the world in which they live.

AIMS TO PROMOTE:

- Knowledge and understanding of Catholic faith and life.
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- The skills required to engage in examination of and reflection upon Religious belief and practice.

OBJECTIVES:

- To develop knowledge and understanding of God and Jesus and the central belief which Catholics hold.
- To develop awareness and appreciation of Catholic beliefs and an understanding of its impact on personal and social behaviour.
- To encourage study, investigation and reflection by pupils.
- To develop appropriate skills.
- To foster appropriate attitudes.

The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age, ability and capacity to think spiritually. Ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

INTENT:

Hand in hand with Jesus, in the life of faith of our Catholic School, religious education plays a central and vital part. At St. Wilfrid's, Religious Education pervades the whole curriculum. The beliefs and values studied; inspire and draw together every aspect of the life of our Catholic School.

RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.

We aim to educate the whole person. At the heart of the school is a sense of purpose, which is to create a community that shares the values of love, respect, truth and reconciliation as shown through the example of Christ.

METHODOLOGY

1. The RE programme 'Come and See' is of primary importance within school since its purpose is to unify and inspire every aspect of school life. The programme has been implemented in all year groups, this provides a Catholic framework for the teacher to explore the themes with all children from reception to Y6.
2. The school will constantly review its practices and procedures to ensure the provision for religious education for all students who will all have equal rights, equal opportunities and equal access to a full and comprehensive education in RE.
3. Teaching and learning materials will be regularly monitored and up dated to ensure they are supportive of the scheme "Come and See".

4. The RE Handbook, along with the “Come and See” syllabus ensures that the teaching of RE is relevant to the children’s development and understanding. Incorporated into the programme are methods of evaluating assessing, recording and reporting.
5. Induction programme for new staff/non-Catholic staff is to provide support through its induction policy.
6. INSET will be provided through staff meetings, written guidelines, monitoring and evaluating, voluntary meetings and appropriate courses.
7. Our Mission Statement underpins teaching and learning throughout the school and are used to promote a Catholic ethos that values and respects all pupils.
8. Governors, teaching and non-teaching staff, parents and pupils have the responsibility to develop personal and social skills within the school framework.
9. A Sacramental programme, ‘With You Always’ provides preparation for Confirmation, Eucharist and Reconciliation involving the partnership of Parish, Parents and School, led by parish catechists.
10. All pupils will be encouraged and supported in their choice and participation in Liturgy provided by the school. Liturgies in school, both Eucharistic and non-Eucharistic, support and enhance the RE curriculum in school whilst reflecting the Church’s year.
11. To continue to develop parental knowledge of Religious Education and Collective worship in school, through parental meetings, termly newsletters.

Long Term Planning

Long term Planning is the responsibility of the Leadership Team. Each class has its own long-term plan according to the programme of study for that particular year group.

Medium Term Planning

Medium Term Planning is the responsibility of the RE Co-ordinator.

The medium-term plan details:

- the content and focus of each theme
- links to the Catechism of the Catholic Church and Religious Education Curriculum Directory
- Key concepts, skills and attitudes
- Attainment targets
- Christian doctrine for the term
- The three themes and topics
- The start dates for each topic (each topic should be given equal time – each topic will take four weeks to complete)

The planner shows the allocated length of time required to ensure that the three learning outcomes for each topic will be achieved.

Delivery of a topic requires approximately ten hours. It is recommended that the following structure is followed:

Explore - A quarter of the time allocation.

Reveal - Half of the time allocation.

Respond - A quarter of the time allocation.

Short Term Planning

Short Term Planning is the responsibility of the class teacher. Planning is documented on the recommended planning proforma from the Archdiocese which has been adapted by the RE Coordinator. At St. Wilfrid’s, teachers also create ‘Smart notebooks/PowerPoints’ which are used with the children and should include the following:

- Mind map and key words for the topic
- Objectives and Success Criteria for every lesson
- Standards-Skills (previously known as ‘driver’ words)
- Key stages of process
- Differentiation and activities
- Resources
- Dates

- Reflection
- Evaluation

Assessment

Assessment is focused by the overall aims and objectives of Religious Education. In Come and See, it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See emphasises a wide range of achievement.

In our school it involves:

Informal Assessment

- General observation of children engaged in general tasks and activities.
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Marking of more formal written work
- At the start of every topic, children produce a mind map of their ideas and understanding of the topic. This is reviewed at the end of the topic and new learning is presented in a different colour. This clearly shows where new learning has taken place.

Formal Assessment

One topic per term is identified by the Christian Education Team for formal assessment.

Attainment Targets

The next section provides an overview of the levels of attainment and the two attainment targets for RE – Recording and Reporting.

Recording

Recording provides evidence of achievement. It involves pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations.
- Written comments on pupil's books.
- Visual evidence – for example photographs, DVDs
- Year Group Assessment and Evidence Files
- Pupils' self-assessment using mind maps.

Reporting

There are four dimensions to reporting in Religious Education.

Reporting:

- Provides feedback to pupils on their achievement and progress
- Informs teachers and colleagues of the achievement of individual pupils and the areas studied by a class and year group
- Informs parents of the progress and achievement of their child
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.
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At St. Wilfrid's parents are given the opportunity during the school year to meet with their child's class teacher to receive verbal reports on the progress of their child. Parents also receive a written interim report and an end of year report.

Training and Development

At St. Wilfrid's we believe that it is important to create an environment, which stimulates and facilitates individual growth and development in all areas. We are committed to the process of training all staff at an individual level and to using newly acquired skills and expertise for the further improvement of our school's performance.

At St. Wilfrid's, training and development takes place throughout all aspects of school life and takes into account all members of our school community. The needs of individuals, teams and the whole school are given consideration when identifying areas for development. Objectives for training and development are closely linked to the School Improvement Plan. The impact of Training and Development on practice is evaluated so that our school can sustain and improve its performance.

Preparation

The 'Teacher's page' invites teachers to do some personal reflection at their own level, before planning the work for the children. Staff reflection and prayer related to each topic takes place during the phase meetings at the start of the new topic. Further guidance for teachers can be found in the Come and See programmes for each year group at the beginning of each topic.

Staff Communication

Staff are informed by the RE Coordinator which topics are to be covered each academic year and the dates each topic starts within the term, by means of the medium term planning sheet. Assemblies are incorporated within the timetable on a weekly basis and contain a collective worship. Staff also have a timetable outlining key dates for Class Collective Worships, which are led by the children and attended by parents.

Information regarding RE events etc is included in term timetables and included on the weekly diary. Parents receive a termly Come and See newsletter which includes the key dates for school.

Resources

All members of staff teach R.E. and take assemblies and lead collective worship. When staff are recruited we actively look for the qualification: Catholic Teacher's Certificate, or a willingness to complete the qualification. New staff without the qualification are supported through our induction procedures and encouraged to work through the appropriate training.

Each class base has the following resources to support the Come and See Programme.

- Appropriate copy of Come and See programme/Website access
- RE Handbook
- Artefacts for Collective worship displays
- Presentation portfolios

Centrally Based Resources

- Good News Bibles
- Selection of Big Books – Bible stories and Other faiths
- God's Story Books 1 and 2
- The Church's Story Books 1,2 and 3
- Selection of teacher resources books including themes – Biblical, Assembly, Mass, Services, Sacraments, Prayer

Sacramental Preparation

We believe that it is essential that Home, School and Parish work very closely together in preparing each pupil for the Sacraments.

St Wilfrid's Catholic Primary School fully supports the parish in their preparation of the children for the Sacraments of Confirmation, Eucharist and Reconciliation. Parents are invited to an initial meeting during which the process of preparation and the commitment required is outlined. Input from the parish priest, school and catechists is given.

We follow the 'With You Always' Programme. This is a resource for parents and their children who are in Year 4. The resource encourages parents/carers and children to meet together with parish catechists, supported by the school, to learn about the sacraments using the family catechesis method. Parents are the first and best teachers of their children in the ways of faith as is made clear when the child is baptised. The goal of family catechesis is the evangelisation of

the whole family with particular emphasis on the support of parents to pass on the faith to their children. Family catechesis helps support the Home-Parish-School partnership.

In order to achieve the aims outlined above, the children will have the opportunities in Religious Education to:

- Develop confidence, value and pleasure in Religious Education
- Work both independently and with others, listening to others' ideas and treating these with respect
- Be creative, flexible and show perseverance.
- Record responses, including observations of the natural and man-made environment
- Develop a respect for the environment and for their own health and safety and that of others
- Develop their cultural awareness and understanding and appreciate the value of differences and similarities
- Develop an understanding that all people are equal regardless of age, race, gender or ability and that there needs to be alternative solutions to meet the needs of individuals and groups of people
- Find enjoyment, satisfaction and purpose through Religious Education
- Express their own ideas, feelings, thoughts and experiences through Religious Education.

Religious Education is planned and taught by the teacher or HTLA supported by Teaching Assistants throughout the school, through cross curricular links to the topics outlined in the New Curriculum 2014.

Supporting children

The school uses a variety of teaching and learning styles in Religious Education lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision of different resources
- Using additional adults to support the work of individual children or small groups
- Providing specialist support where individual children have particular gifts or talents.

Training and Development

Auditing staff skills and confidence in the teaching of Religious Education on a regular basis;

- Arranging training for individuals as required
- Catholic Certificate in Religious Studies is a course that is recommended by the Archdiocese and what we use within school to train and develop our staff.
- The Religious Education Subject Leader should attend courses and support and train staff as far as possible.
- Advice regarding all aspects of Religious Education can be sought from the Religious Education subject leader and any requirements for training can be discussed and planned for.

Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are used optimally to support teaching and learning
- Check teaching methods in the light of health and safety regulations
- Seek to ensure that our staff development and our performance management both promote good quality teaching

- Monitor the effectiveness of the school’s teaching and learning approaches through the school’s self-review processes, which include reports from subject leaders and the termly head teacher’s report to governors.

Our Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding parents’ evenings to explain pupil progress.
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school.
- Sending parents regular reports in which we explain the progress made by each child and indicate how the child can improve further.
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
- We believe that parents have the responsibility to support their children and the school in implementing school policies.
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We would therefore like parents to:

- Ensure that their child has the best attendance record possible.
- Ensure that their child is equipped for school with the correct uniform and PE kit.
- Do their best to keep their child healthy and fit to attend school.
- Inform school if there are matters outside of school that are likely to affect a child’s performance or behaviour.
- Promote a positive attitude towards school and learning in general.

INCLUSION

As a school, we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Wilfrid’s Equality Scheme.

We are aware of the need to monitor the school’s Religious Education policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

This policy was last updated on	March 2025
Discussed and agrees with Governors	March 2025
Formal Review of Policy	March 2027

Signed: *Mrs O'Brien* Headteacher

Date: March 2025



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