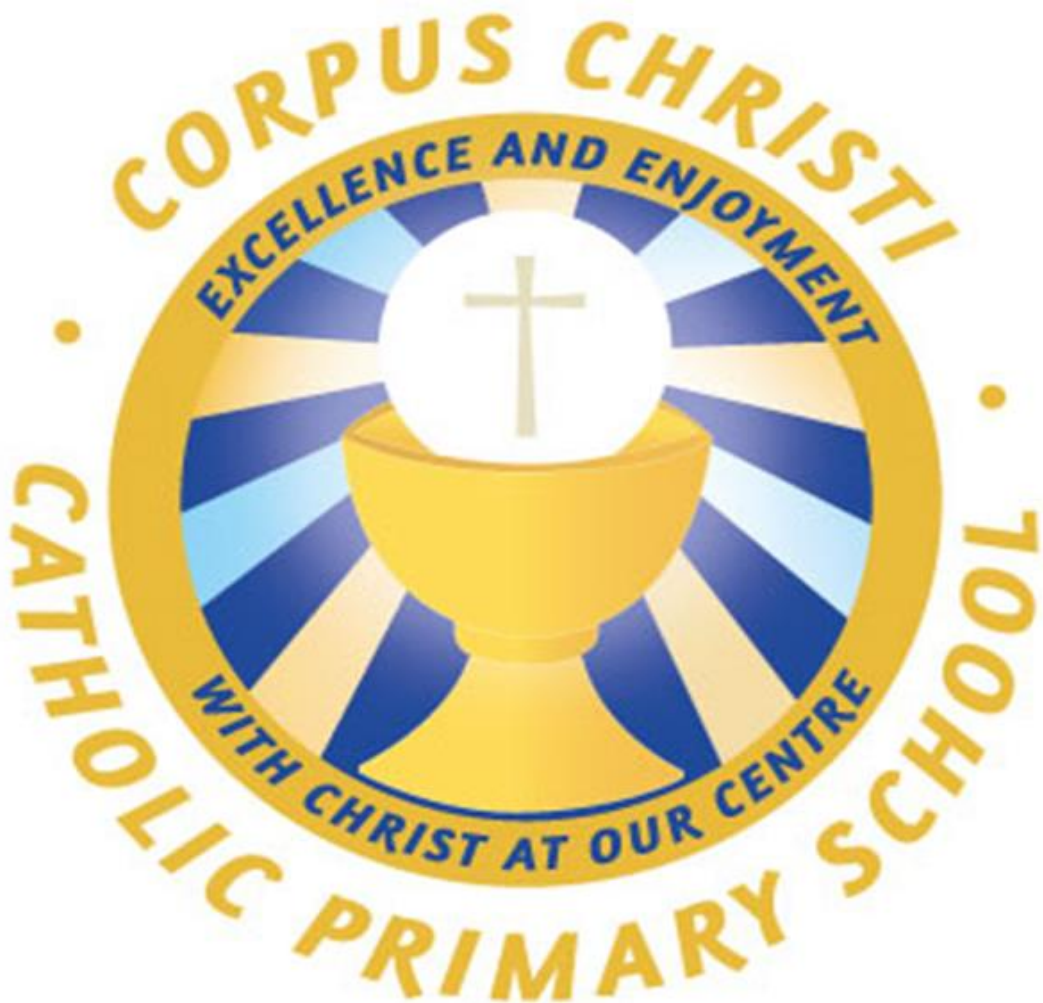




CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

Religious Education Policy



Written	January 2024 (Based on the Diocesan model Religious Education Policy)		
Reviewed and Approved by	Full Governing Body	Meeting Date	25 th January 2024
Review cycle	Bi-annually unless any changes are required prior to this		
Next review	January 2026		



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Mission Statement

Corpus Christi Catholic Primary School exists to provide educational and spiritual opportunities through which every member of its community may be encouraged to strive for excellence and be helped towards developing those talents given to them by God.

Aims

Within Corpus Christi Catholic Primary School, we aim to provide a safe, happy and caring environment in which individuals have the opportunity to develop their spiritual, moral, intellectual, emotional, aesthetic, social and physical potential.

We aim to provide our children with the knowledge, concepts, skills and attitudes, which will enable them to take their full place in the community and add to their success in life.

We aim to foster within the children a sense of self respect, esteem and motivation, responsibility and consideration for others and the environment, and to help our children to become more spiritually aware by encouraging a love of God and love of one another.

We aim to provide equal opportunities for all.



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Rationale of Religious Education

- The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.¹
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of 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.³

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3

² *Religious Education in Catholic Schools*, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6



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The Aims of Religious Education

1. To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith.
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
3. 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.
4. To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
5. To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith.
6. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
7. 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.
8. To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand culture.⁴

Curriculum Time Allocation

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory - Revelation, Church, Celebration and Life in Christ, 'The Way, The Truth and The Life' programme is used as recommended by the Diocese of Leeds, alongside supplementary materials, to encourage our pupils to be actively involved in their learning and develop curiosity, creativity and independent thought.

⁴ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6



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The main themes from the programme are taught alongside our liturgical calendar which reflects the calendar of the Church. Teaching staff also look for further opportunities to deepen pupils' faith in all areas of the curriculum and through the Virtues To Live By.

Process

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration - the liturgical and sacramental life of the Church and Life in Christ - the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.⁵

Methodology

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. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'

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

⁵ *The Way, the Truth & the Life, Teacher Book 4*, CTS, 2004, p. 4



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Planning is completed using the planning proforma based on the Diocesan template for each topic. Teachers use the 'New Expectations' and 'Interpreting the New Expectations' documents from the Diocese of Leeds to support planning, teaching and assessment.

I can statements are used from Year 1 upwards. These are in the pupil RE book after the cover page for each topic and can be used for teacher and self-assessment.

Knowledge organisers are given to the pupils at the start of each topic and outline the key knowledge, vocabulary and scripture links that the pupils may need to use in lessons in order to be successful.

'Creativity' is of high importance when delivering the RE curriculum. Creative strategies, for example role play, art work, are evidenced in our pupils' books.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.
- A pre-assessment is carried out at the beginning of each topic to establish pupils' starting points. This is then reviewed at the end of a topic with the completion of a post assessment task.
- Summative assessment takes place at the end of each term. Children are deemed to be either WTS (working towards the expected standard), EXS (working at the expected standard). Staff arrive at these summative judgements based on formative assessment data collected during each topic. Staff record this summative assessment on OTrack each half term.
- Each child has an RE Assessment book which contains summative assessment work throughout their time in school.
- The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities.
- An in-house standardisation meeting is held every term.
- The school portfolio of assessed samples of work is available for inspection.
- Monitoring of teaching and learning is completed through lesson observations, work scrutiny, pupil surveys, learning walks, moderation of R.E. work and analysis of assessment data.
- Progress in Religious Education is discussed in termly pupil progress meetings.



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- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- The RE Lead reports to governors throughout the year to communicate highlights in RE data as well as other achievements in the subject. Any barriers to achievement are also noted as well as points for development in subsequent years.

Policy Review

This policy will be monitored, evaluated and reviewed by the Headteacher, Religious Education Lead, Senior Leadership Team, whole school staff and governors every two years.

Management of the Subject

The Headteacher, Assistant Headteachers and Religious Education Subject Lead Miss Guy have responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Other Faiths

In order to enrich the Religious Education in the school, pupils are given opportunities to develop an appropriate knowledge, understanding and respect for the religious beliefs of other faith communities. Every term, lessons are dedicated to learning about other faiths, for example Judaism, Hinduism, Sikhism and Islam.

Virtues and Character Education

We follow the "Virtues to Live By" resource created by the Diocese of Leeds to develop positive personal strengths called virtues. This Catholic character education promotes a shared vision of life based on Christ centred virtues to enable pupils and all members of our school community to grow and flourish as virtuous and responsible citizens.



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Appendix 1

The Role of the Subject Lead for Religious Education

The Religious Education Lead will be responsible for -

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutiny according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up-to-date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.