



CORPUS CHRISTI
CATHOLIC SCHOOL

Religious Education Policy

September 2020

MISSION STATEMENT

Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



**CORPUS CHRISTI
CATHOLIC SCHOOL**

POLICY STATEMENT:

At Corpus Christi School, we believe that our faith is at the centre of all that we do. Religious education and the sharing of our faith as a worshipping community underpin our daily work. Through the teachings of Jesus, we strive to promote love, justice, respect, trust and prayer.

Date	Review Date	Subject Leader	Nominated Governor
01.11.20	01.11.21	Mrs A. Duffy	Hilda Bellamy

CURRICULUM AIMS AND OBJECTIVES:**Aims**

With Religious Education at the core, our school aims to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." (Religious Education Curriculum Directory, pg.7). At Corpus Christi School, we serve diverse populations of pupils and within this context the Religious Education Curriculum Directory (RECD) makes the aims of Religious Education explicit:

- 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

Objectives

- To provide opportunities for prayer, liturgy and the celebration of our faith
- To foster and nurture the faith of each child in the school and provide a broad, balanced and relevant curriculum
- To endeavour to create and promote meaningful interaction between home, school and parish
- To create a warm and welcoming atmosphere within the school where politeness, courtesy and respect are shown by all
- To promote positive relationships between staff and children by providing a calm and disciplined learning environment within the school

LEGISLATION AND GUIDANCE

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- RE Curriculum Directory for Catholic Schools in England and Wales
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014

- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

ORGANISATION AND PLANNING

At Corpus Christi, we use the 'Come and See' scheme of work. 'Come and See' is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory and includes the Catholic attainment levels.

The Catechism of the Catholic Church addresses the search for meaning in life. God's initiative in Revelation who comes to meet us and our response in faith. (cf. CCC26) This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

We follow the 'Come and See' programme of Religious Education for Foundation and Key Stages 1 and 2. It is developed through three themes which are gradually explored at greater depths as children get older. The three themes are: Church, Sacrament and Christian Living.

The process for delivering the topics in 'Come and See' has three stages:

1) Explore

'Explore' is the introduction to the topic where the children's life experience is explored. The questions it raises are wondered at, shared, investigated and their significance is reflected upon

2) Reveal

'Reveal' is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

3) Respond

'Respond' is where the learning is assimilated, celebrated and responded to in daily life. At the end of each topic, children will be given an opportunity to apply what they have learnt by responding to a 'Big Question'. Suggested time allocations for the teaching of R.E. are:

10% of curriculum time across the Primary stage

In the National Curriculum for 5 - 11 year olds, all state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. (Appendix 2.3)

The Early Years Foundation Stage

Children in the Foundation Stage follow the 'Come and See' programme of work and are assessed in line with the curriculum for the foundation phase.

In the foundation phase religious education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding.

Religious Education makes an active contribution to all areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to Personal, social and emotional development (PSED). A great emphasis is placed on encouraging children to relate to one another and adults, to be considerate and to appreciate differences and similarities between themselves and others

At Key Stage One (Years 1 and 2) and Key Stage Two (Years 3-6)

Religious Education is to be resourced as a core subject and allocated 10% of teaching time in Key Stages 1-4 .

The Religious Education curriculum is to be delivered in accordance with the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales approved by the Bishops' Conference of England and Wales in 2012 and any guidelines issued by the Apostolic See, the Bishops' Conference of England and Wales.

All primary schools are required to dedicate one week within the autumn term to the teaching of Judaism. In addition, primary schools are required to dedicate a further week in the summer term to the teaching of another religion, namely, Islam, Hinduism or Sikhism.

At Corpus Christi School, Religion is recognised as a unique subject. Lessons begin and end with prayer, music, candlelight and time for personal reflection. Teaching and learning styles are developed through the use of the 'Come and See' programme as the core resource. The themes within the programme are used for whole-class and group teaching. Topics are studied through the use of scripture, discussion and reflection.

A selection of Year 5 children take on the role of School Chaplains. They work with each class in the school to promote prayer and worship in class and as part of the whole school. The Chaplains also reach out to the wider community. They help to prepare masses and collective worship and create opportunities for outreach to local charities.

REMOTE LEARNING

Teachers in each year group will together develop contingency plans to deliver the Religious Education curriculum to pupils in the event that remote learning is required.

Contingency plans will:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- Give access to high quality remote education resources related to the RE schemes of work
- Make use of the online tools that are consistently used across the school in order to allow interaction, assessment and feedback to pupils
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Be inclusive of SEND pupils and their families

DIFFERENTIATION

Teaching staff endeavour to ensure that all children have equal access to the RE curriculum and plan so that activities are differentiated to meet the needs of the class. The purpose of differentiation in religious education is:

- To enable children to succeed in the set task or activity and challenge them to the next step of learning
- To challenge children to be self-motivated and celebrate their achievement
- To enable children to recognise and celebrate their achievement

ASSESSMENT FOR LEARNING

Recording of children's work takes many forms; pictorial, written, wall displays and assemblies. Wall displays can be seen in each classroom and in the school entrance, reflecting the time of the liturgical year and the work done in class.

Children are assessed on the Levels of Attainment in RE each term. Teachers enter levels for every child onto SIMs on a termly basis. The RE coordinator keeps a sample of examples of children's work from Reception to Year 6 and tracks the progress of individual children termly.

MONITORING ARRANGEMENTS

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Co-Headteachers and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils' work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

INCLUSION

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

TRAINING

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

ROLES AND RESPONSIBILITY FOR THE POLICY

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Co-headteachers to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Co-Headteachers and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Co-Headteachers

The Co-Headteachers will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - ‘have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;

- develop a rigorous approach to the teaching of reading in order to develop learners’ confidence and enjoyment in reading;
- use reading materials at the early stages of learning to read that are closely matched to learners’ phonics knowledge’. (Amended from the ‘Education Inspection Framework’ (Ofsted 2019)

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
 - annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

The Subject Leader will:

lead the development of this policy throughout the school;

- work closely with the Co-Headteachers, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils

- work in conjunction with the Headteacher, Senior Leadership Team Leader, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	have constructed a ‘curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life’ by:	
	provide a curriculum that is ‘coherently planned and sequenced towards cumulatively sufficient	

Implementation	knowledge and skills for future learning and employment' by:	
	have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:	
	ensure 'learners study the full curriculum 'specialising' only when necessary' by:	
	ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;	
	provide 'effective support for those teaching outside their main areas of expertise' by:	
	ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:	
	ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:	
	ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:	
Impact	ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:	
	ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by:	
	'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:	
	ensure 'teachers create an environment that allows the learner to focus on learning' by:	

	ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:	
	ensure 'learners are ready for the next stage of education, employment or training' by:	

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy (in an age appropriate form);
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy as it applies to them;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to assist in school as volunteers;
- be encouraged to respond to curriculum information newsletters;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

LINKS TO OTHER POLICIES

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact

- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

Confirmation of policy:

Corpus Christi School

Subject Lead: Mrs A Duffy

Link Governor: Mrs H Bellamy

Date to be reviewed: September 2021