

Saint Augustine's Catholic Primary School



Religious Education Policy

Updated: Spring 24
Agreed by Governors:
To be reviewed: Spring 26

Mission Statement

Our Catholic school is united in God's love, enabling everyone to grow in love for one another and to develop in faith. We strive for all children to achieve their best by becoming active and confident learners in a nurturing and caring environment. We guide everyone to shine in their own unique way.

'Unique and United in God's love. We let our light shine'

Religious Education aims to: -

1. enable the pupils to grow in their awareness of what it means to be a member of the Catholic Church. To encourage our pupils to reflect on their lives and on society in the light of the gospels.
2. help pupils to recognise and appreciate the spiritual, religious and moral dimensions of life.
3. lead pupils into a deeper knowledge and understanding of the Catholic tradition and the ways in which it seeks to express the significance of human life.
4. increase pupil's knowledge, awareness and respect of other religious traditions and cultures.
5. create a warm and welcoming atmosphere where politeness and respect are shown to all.
6. allow time for searching and questioning. It is about meaning and the need to discover answers for oneself to basic questions about human existence, eg. Where do I come from? Where am I going? Who am I? Why is there pain, suffering and death? Is there a future?
7. create in the classroom a community where the children know they are loved, where they feel confident and secure. Love and security experienced by very young children are a basic religious need. Our deepest concept of God is in terms of loving kindness and fidelity: but these concepts grow from our experience of the kindness and love we receive from others, especially from parents and teachers in the case of the very young.

Teaching Times

RE is taught for 10% of the timetable; 2hrs per week in KS1 and 2.5hrs per week in KS2.

In KS2 it is given a priority teaching time of at least 45-minute blocks in the mornings.

Planning

St Augustine's has devised its own RE curriculum based on the Curriculum Wheels in the RE Curriculum Directory and the diocesan HRSE requirements. {This is currently being delivered in Y1 {Sycamore} Y2, Y3/4 Y4/5 and Y5/6 and Y6} Each teacher has identified which statements are to be taught in which ½ term units. We use the Diocesan recommended core schemes of 'The Way, the Truth and the Life', 'Come and See' and the Birmingham Dioceses' scheme of work (used for Advent/ Christmas, Lent/Easter).

The classes follow a two-year rolling programme based on units from both year groups. It is then adapted for the needs of the individual class/pupils.

Planning also considers the assessment focus for the term, optimizing the opportunities the pupils have to achieve their target.

We are also currently rolling out the new RED in 2023-24 {To know you more clearly} in EYFS, Y1 {Willow} and Y3 with further classes being added to the programme over the next few years.

Other Faiths

At St Augustine's we ensure that RE planning makes links with the experience of other faiths. When the Christian understanding of a topic has been explored, the experience of another faith tradition is considered, as and when it is appropriate. In the primary years, the focus is on what people say and do. Children will learn that other people pray, fast, celebrate, worship and go on pilgrimage. They will come to recognise the differences between faith traditions and celebrate the similarities. They will grow in appreciation of the religious and spiritual dimension of life. Their understanding of their own faith and the ways in which it is expressed will be affirmed, enriched and challenged to grow. At St. Augustine's we have children from the Muslim and Hindu faiths and we show them we respect and value their faiths in many ways:

- a) Units of work planned into the school's rolling programme
- b) Focus days for teaching World Faiths
- c) Parties at Divali and Eid
- d) Visits to Mosques and Temples
- e) Worship that include Hindu - Muslim - Christian prayers etc.
- f) Books and resources that reflect the different religions

Assessment and Target Setting

Each term the school focuses on assessing strands from the phases /age related expectations laid down by the Bishop's Conference.

Each pupil is given a starting point at the beginning of the year and is tracked against the phases across termly assessments. Assessments are determined in relation to progress and attainment termly across the strands with an overall level given at the end of each phase/year group.

Pupils are given their own assessment trackers at the start of RE topics that informs them of their objectives, gives them information of the assessment levels and allows them to self-assess (age appropriately).

Where the new curriculum is being delivered knowledge organisers are put in books at the start of each half termly topic and teachers use these statements alongside the RED objectives to assess children accordingly.

Teachers make judgments regularly against the AT objectives and report the attained levels of every pupil in the class termly to the RE Subject Leader. This information is entered into the class RE trackers and analysed.

Staff assessments are moderated at school level, cluster level (by the staff and/or Subject Leaders) and at diocesan level in the Summer term.

Foundation Class pupils are assessed on entry {baseline} and then tracked throughout the year using the new RED curriculum objectives.

Marking

Marking pupils work is approached positively and constructively so that it affirms and celebrates success and encourages future learning. Marking is carried out in line with the school's Marking Policy and next steps in learning are indicated where appropriate to drive on their understanding.

Reporting to Parents

Report sheets are used by St. Augustine's to report to parents at the end of the Autumn, and Summer terms. They contain a section where teachers can grade each pupil's effort, attainment and progress in Religious Education and include an improvement target; Religious Education heads the subject list on our school report. We also meet with the parents up to three times in the year to report back in person.

Equal opportunities and SEN

Teachers are guided by the religious education programme set out in the schemes being followed and adapt the learning to the needs of each child. These can range from challenging to very simple and direct. Much of the work in RE. involves discussion,

drama and reflection and every child's contribution is valued. RE offers a wonderful opportunity for all children to realise their equality within the Family of God. Staff are aware of the needs of the children in their class. Some modification and adaptation is applied when necessary for children who are operating at a different level than their peers.

Transfer Documents

A full account of the pupil's commitment to the Religious teaching in school is commented on. Understanding of each pupil's own religious/faith background is considered. Special consideration is given to their contribution to worship and the empathy which they have shown to children in other faiths than their own.

Resources

Each class has been supplied with a Good News Bible, a copy of "Listen!" and a Catechism. A class set of Good News Bibles are also available.

A selection of the books listed and other resources for the teaching of RE can be found in 'the well'.

Health and Safety

Teachers must give due consideration to the safe use of resources and artifacts that they use to support their teaching of RE.

Any broken, damaged or dangerous resources should be brought to the attention of the RE Coordinator.

INSET Arrangements

1. Headteacher/RE Subject Leader to attend Diocesan courses.
2. School to run INSET training for staff as necessary.
3. The school joins with the MAT and cluster schools for joint INSET
4. New teaching staff are encouraged to take part in the CCRS course to deepen their understanding of the Catholic Faith.

Subject Monitoring

This policy is monitored by the RE Subject Leader and is evaluated and reviewed by the whole school staff every two years.

The subject leader monitors standards on a monthly basis in line with the Subject Leader Policy. They feed back to staff as appropriate. A report is written by the RE Subject Leader and delivered to the Governors termly. The Subject Leader also meets with the RE link Governor termly for feedback – this information is then discussed at Full Governors. These includes feedback on the attainment and progress towards the targets for each class.

The following will be monitored:

- time set aside for RE
- lessons
- planning
- book studies
- pupil voice
- displays
- whether the observed practice is consistent with agreed policy
- whether RE is resourced in terms of materials, visual aids etc
- staff development on RE and its impact
- impact on pupils and members of the school community

Observation and monitoring records are kept and form part of the self-review process and staff performance management. Outcomes of monitoring will be communicated to staff and governors with recommendations for the future. Targets will be set yearly in the school's School Improvement Plan.

Evaluation of RE

Evaluation is based on evidence based on information from:

- a) Discussion with pupils
- b) Pupils' work
- c) Classroom observation
- d) Pupils' progress report
- e) SIP RE targets included each year from latest inspection