

## Policy for Religious Education

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<b>Groups involved in discussion</b>	<b>Headteacher RE Co-ordinator All Staff Governing Body</b>

*"We are a learning community promoting the Gospel values of mutual, trust, care and respect"*

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 SLT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

### Religious Education Intent

In the life of faith of our Catholic School, religious education plays a central and vital part. At St Oswald's for all children, Religious Education is a cross curricular subject. It is a rigorous academic discipline and as such is taught, developed and resourced with the same commitment as any other subject. It is very much the core subject. The beliefs and values studied in Catholic Religious Education inspire and draw together every aspect of the life of our Catholic School.

We are committed to Catholic RE because all pupils have the right to receive an overall religious education. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.

At St Oswald's we intend 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.



### Our RE Intentions

The overall intentions of Religious Education at St Oswald's are to provide:

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

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 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.'*

## Objectives

St Oswald's Religious Education programme will: -

- Develop knowledge and understanding of God and Jesus and the central belief which Catholics hold
- Develop awareness and appreciation of Catholic beliefs and an understanding of its impact on personal and social behaviour.
- Encourage study, investigation and a rich language of religious experience- activities, stories, symbols, rituals, people and objects.
- Provide opportunity for celebration, prayer and reflection
- Develop appropriate skills and foster appropriate attitudes
- Include appropriate materials about other faiths

## The Implementation of the Religious Education Programme

To fulfil our intentions and objectives we use the 'Come and See' Programme of Religious Education recommended by the Archdiocese of Liverpool. 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.

As part of the 'Come and See' Programme, there is a focus on other faiths as well as the Christian themes which are explored in each year group. Judaism is studied every year along with one other faith. The following table shows which other faiths will be studied over the next 3 years.



<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>
Judaism	Judaism	Judaism
Sikhism	Hinduism	Islam

## Overview of Content

The following pages show an overview of the Themes and Topics over the year cycle of Come and See.

The process of delivering each of the topics in Come and See has three main stages, which enable pupils to develop knowledge, skills and attitudes.

**Explore**

**Reveal**

**Respond**

As of September 2018, all KS1, LKS2 and UKS2 will follow the same year group of study. The work is differentiated in all classes to suit the needs of every child, through the use of driver words and also through alternative tasks. The topics are taught on a two-year rolling programme to ensure that all children have full access to the content from every year group Come and See material and to ensure that content is not duplicated.

	<u>2022/23</u>	<u>2023/24</u>	<u>2024/25</u>
<b><u>EYFS</u></b>	EYFS Programme of Study	EYFS Programme of Study	EYFS Programme of Study
<b><u>KS1</u></b>	Year 1 Programme of Study	Year 2 Programme of Study	Year 1 Programme of Study
<b><u>LKS2</u></b>	Year 3 Programme of Study	Year 4 Programme of Study	Year 3 Programme of Study
<b><u>UPS2</u></b>	Year 5 Programme of Study	Year 6 Programme of Study	Year 5 Programme of Study

## Planning

### Long Term Planning

Long Term Planning is the responsibility of the SLT. 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 shows the start dates for each topic (each topic should have equal weighting and should take four weeks to complete), the content and focus of each theme, attainment targets, the three themes and topics and key concepts, skills and attitudes.

### Short Term Planning

Short Term Planning is the responsibility of the class teacher. Planning is in the form of Smart Notebook screens and a completed electronic plan, which is recommended by Liverpool Archdiocese.

It should include: -

- Topic Page with key words and attainment targets displayed
- Mind Map- Pre learning/ Post learning activity
- Objectives and Success Criteria for every lesson
- Driver Words
- Key stages of process
- Differentiation and activities
- Use of other adults to support learning
- Resources
- Dates
- Reflection
- Evaluation

## Time Allocation for RE

The Bishop's requirement of 10 percent of curriculum teaching time is clearly indicated on the class timetables. This time does not include time for collective worships.

In Key Stage One and the Foundation Stage the time spent on RE each week is at least 2 hrs 30 mins.

In Key Stage Two the time spent on RE each week is at least 2 hr 30 mins.

UKS2 have longer sessions (up to 1hr at a time) due to the demand of the scripture and the need to look into things deeper.

## Impact of Religious Education Assessment

### 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 complete a pre-learning mind map based on their new topic title and what the words mean to them. At the end of the topic children review these by completing a post-learning mind-map on the page opposite to show their new learning from the topic.
- Children underline the driver words in learning challenges.
- Class teachers highlight the topic sheets which are stuck in each child's book to show which level they are working at within each topic.

### Formal Assessment

- One topic each term is identified by the Christian Education Team for formal assessment.
- Six children are identified from each year group usually 2 LA, 2 AA and 2 MA children. They become known as 'benchmark children'. Their RE assessment tasks are tracked right from Reception through to Y6.

### Self-Assessment

- Teachers communicate Learning Challenges to pupils in each lesson and these are broken down into success criteria.
- Pupils self-assess their learning at the end of each lesson against the success criteria.
- Pupils make a comment where appropriate in line with our assessment policy.

## Reporting and 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 in pupil's books.
- Visual evidence- for example photographs. DVD's
- Year Group Assessment and Evidence Files.

There are four dimensions to reporting in Religious Education:

- 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.

At St Oswald's parents are given the opportunity on three occasions 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 individual RE end of year report.

## Monitoring, Evaluating and Reviewing

### Aims and Purposes of Monitoring, Evaluation and Review

- To identify strengths and weaknesses in order to help us improve the quality of teaching and learning in our school for the benefit of our pupils.

To make informed decisions from the basis of secure evidence and use this to develop corporate priorities.

- To raise expectations and standards across all areas.
- To assist in target setting.
- To celebrate achievement and successes and provide evidence to support judgements.
- To support staff development.
- To ensure that all staff have a clear picture of standards and areas for development within their own classes, teams, whole school and curriculum areas.

### Key Principles

- Monitoring standards is central to maintaining and improving, it is at the heart of school planning as it leads to evaluation and review, which identifies the starting point for development.
- Monitoring leads to action.
- Monitoring provides a means of obtaining an accurate picture of various aspects of school life and practices that involve the staff and children.
- Confidentiality must be respected at all times.
- It must involve head teacher, staff and governors as appropriate.
- The system must be manageable in terms of time and information and have an agreed focus.

## 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 Oswald'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 attend an initial meeting during which the process of preparation and the commitment 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 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.



## 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. Oswald's Equality Scheme.

## Monitoring and Review

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 year, or earlier if necessary. This policy was last updated in September 2023.

<b>DISCUSSED AND AGREED BY RELEVANT STAFF</b>	<b>Sept 2023</b>
<b>DISCUSSED AND AGREED BY GOVERNING BODY</b>	<b>Sept 2023</b>
<b>MONITORING AND EVALUATION</b>	<b>Ongoing</b>
<b>REVIEW DATE(S)</b>	Reviewed 03.10.18 Reviewed 13.12.19 Reviewed 21.09.20 Reviewed 14.09.21 Reviewed 12.09.22 Reviewed 15.09.23 <b>Due to be reviewed September 2024</b>



## **RE FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19**

### **Intent:**

Continuing the learning journey as planned. Still continued during lockdown.

- ✓ to use resources from Come and See, Liverpool Archdiocese, Journey in Love and TenTen to support with catch up.
- ✓ to use mind mapping activities to ensure planning is matched to where individuals are at;
- ✓ to ensure all pupils access various scripture to deepen understanding;
- ✓ to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps
- ✓ to ensure all of our pupils fulfil the expectations of the Come and See Curriculum.
- ✓ to use Seesaw to maintain the learning journey if the class goes into isolation or a 2nd national lockdown is put in place and to set more supportive home learning activities.
- ✓ Monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ To develop confident early understanding in EYFS, where the environment enables pupils to succeed and practise the language of RE daily.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their learning.
- ✓ Form greater links between home and school through Seesaw so that parents develop a greater awareness of how they can support their child.

### **Implementation:**

- ✓ Teachers will use the resources named above to support them with their teaching. - Pupils will complete daily RE tasks to assess pupils' knowledge and understanding;
- ✓ Teachers will use ongoing quizzes and tasks to assess the pupils' ability.
- ✓ Termly assessments will be completed and moderated across all year groups.
- ✓ CPD for staff on the effective use of Seesaw and how this can be used in the best way.
- ✓ Use of Archdiocese home learning suggestions and support activities.

### **Impact:**

- ✓ Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;
- ✓ The vast majority of pupils will be performing mostly within age-related expectations;
- ✓ Children will report that they feel happy and confident in RE;
- ✓ Seesaw illustrates the confidence pupils have to recall their learning at home.
- ✓ Pupils have a strong sense of the value of RE and can make links across all areas of the curriculum applying their skills.