

Religious Education

Subject Policy

Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age.”

Matthew 28:19-20



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

Why does this school exist?

The school exists to increase levels of knowledge, understanding and skill, so that those who teach, learn and work in it are empowered to proclaim the Gospel message of life and hope to their own and future generations.

What does it seek to do?

The school seeks to raise standards, develop enquiring minds, kind hearts, helping hands, and encourage everyone to follow the way of life marked out by Christ.

How will the school operate?

Working in partnership to achieve these goals, the school community will be guided by the gospel values of freedom, fairness and love.

What are the school's expectations?

The school expects to bring out the best in all who teach, learn and work in it.

AIMS

We seek to provide a religious education which is a comprehensive and systematic study of the mystery of God; the life and teachings of Jesus Christ and the teachings of the Church; the central beliefs that Catholics hold; the basis for them and the relationship between faith and life. We seek to work in a manner which encourages investigation and reflection by the pupils, develops the appropriate skills and attitudes and promotes a free, informed and full response to God's call in everyday life.

We aim to provide an informed and respectful approach to other faiths as Catholic teaching about the action of God in the world requires.

EXPECTATIONS

We strive to achieve excellence in our teaching and learning of religious education. This is characterised by clear religious learning objectives of key content using appropriate methodologies; with lessons that are rigorous and creative using a broad wealth of resources and the achievement of identified outcomes using accurate methods of assessment. Progression and achievement should be planned for, assessed and tracked. Classroom RE should be a challenging educational engagement between the pupil, the teacher and the authentic material. Curriculum RE will be taught for a minimum of 10% of curriculum time each week. This equates to: 2 hours in Key Stage 1, 2 and a half hours in Key Stage 2.

RE and Worship are an integral part of our whole school curriculum. It is not RE or Worship which gives our Catholic school its distinctive nature but the underlying faith and values which permeate the whole school life. It is within the whole school curriculum, not just in RE, that our school must encourage its members to respond to Jesus' challenge to search and find for themselves the truths the Gospel holds.

CURRICULUM

We use the Lancaster Curriculum wheels to ensure full coverage of the religious content specified by the Religious Curriculum directory [RECD]. This is achieved predominately by following the RE programme, 'The Way, the Truth and the Life', but supplemented using an eclectic range of resources to enable children to reach age appropriate levels of attainment. These resources include but are not limited to the Universal Church Plans produced by CAFOD and Caritas in Action.

The methodology behind the scheme focuses on:

REVELATION – God is always the initiator in the history of our creation and redemption. Revelation ensures that we respect the revealed nature of the Christian faith.

CHURCH – We consider how revelation gives life to the Church. The Church is the bearer of God’s revelation and is the divinely ordered means by which human beings live out their response to Revelation, enlivened by the Holy Spirit who fills the Church.

CELEBRATION – The Liturgical and Sacramental life of the Church.

LIFE IN CHRIST – The moral life and the pursuit of holiness – both enabled and enlivened by the activity and presence of God in the Church. Challenges and joys of living the Christian life, understanding that it is only through Christ that we can fully live out God’s plans for our lives

Each of these areas are covered in modules of work across Foundation Stage, Key Stage One and Key Stage Two.

PLANNING

Using the curriculum wheels for each year group, a long-term, whole school plan maps out how and when the objectives will be covered across the year. Attainment strands for specific units of work are indicated on the yearly overview ensuring that children are given the opportunity to make progress in all strands across the year.

When planning, teachers are expected to use the teacher books to ensure their subject knowledge is accurate and that lessons fully reflect Catholic teachings.

Each lesson has a clear learning objective which is shared with the children. The focus of each lesson is always firmly based on the levels of attainment and it is expected that the majority of tasks in a unit of work will be linked to an attainment target (AT1/AT2/AT3) to allow children to make progress in all attainment targets throughout the year. Differentiation is expected to reflect the varying abilities in the class to allow all children to make progress.

EVIDENCE

It is expected that work in RE books will be dated, have a learning objective and where appropriate will indicate the AT strand eg AT1iii. Children will be given opportunities to present their work in creative ways eg prayers, posters, answering questions, comic strips. All classes should have a class RE class journal which is used to record pupils questions and responses to discussions. This is particularly important for gathering evidence towards AT2.

MARKING

Pupils’ work is marked in line with school marking policy. Marking and feedback in Religion lessons has to be of the highest quality to ensure that children’s learning in this subject can be maximised. RE often presents children with a fantastic opportunity to respond to ‘Key (Big) Questions’ and questions that can deepen understanding of the learning for that lesson. Posing questions in the marking of RE should be used as much as possible from Y2 onwards. An example of questions used in RE marking might be: How do you think Jesus would want us to react in this situation? Or, Do you think revenge can ever be justified? Whilst not every piece of RE work will be quality marked in this manner, it should be seen to happen regularly throughout a child’s book. RE work will not be corrected for every grammar and spelling mistake. Spellings that are to be corrected should be subject specific words e.g. synagogue, disciple etc. Missing capital letters for important religious words should always be corrected e.g. God, Bible, Jesus etc’

In RE, Marking and feedback are always focused towards the L.O. but may also address other key learning developments for example: child's own areas for development.

TARGETS

I can statements are currently being developed for teacher to assess at the end of each half term. Teachers should refer to this target sheet regularly and make it clear to the children of how they can achieve their target and their next steps.

ASSESSMENT

Staff complete a baseline assessment with pupils entering Reception. This is then performed again at the end of the Reception year. All data is passed to the RE co-ordinator.

Pupils in Years 1-6 are assessed each term and teachers award a level based on their performance across the attainment targets. To enable teachers to make this judgement, each child, from year 1-6, has a tracking sheet on which the teacher highlights the attainment targets the child has demonstrated during the term. Each term the data is collected on to an electronic RE tracker. This data is used by the RE co-ordinator to identify attainment trends.

Each term, we hold an internal RE moderation meeting. **Due to COVID-19, this process is no longer face to face and other alternatives are being considered, including remote meetings and anonymised photographic evidence that can judged and stored online.** Previously, external moderation with the Diocesan Education Service has taken place in cluster schools, however, the online approach is likely to become more useable. Staff brought examples of pupils' work to share; these examples could be recorded discussion as well as their written work.

Using the level descriptors, staff collectively decide which level the work reflects. Staff complete moderation forms (online) to show which books were moderated and what levels they awarded. Completed moderation forms are then kept in the school's portfolio of moderated work.

In Summer term, the internal moderation forms the basis of work taken to external moderation with the Diocesan Education Service.

SPECIAL NEEDS

Children who have special needs should have full access to the Religious Education curriculum. Teachers' planning will take account of their needs in line with the school's SEN policy.

EQUAL OPPORTUNITIES.

All pupils, irrespective of race, gender, ability or social circumstances should have full access to the RE curriculum.

RESOURCES

Resources are reviewed and updated each year in line with the School Improvement Plan.

There is a good selection of Bibles, prayer books and other books which support both lessons and collective worship in each classroom **(this is more limited during COVID).**

Art work and artefacts are available to support a more creative approach to teaching. They can be found by asking the RE co-ordinator **(limited access during COVID).**

On the server there are resources to support the meditation and reflection stand of the curriculum.

It is expected that pupils will visit our own church along with other places of worship.

There are various resources available to assist with the teaching of world religions-ask RE co-ordinator.

MONITORING AND EVALUATION

The RE co-ordinator will provide staff with a list of good practice and will share examples of good practice.

The subject leader will:

- Monitor planning and pupils books.
- Evaluate resource use
- Support staff in the implementation of curriculum RE and Collective Worship
- Deliver training and advice throughout the transition process of the new RECD and assessment process (roll-out scheduled September 2021)
- Ensure that needs and issues are built into the School Improvement Plan
- Respond to the '*Fit for Mission? Schools*' document through the implementation and upkeep of the subject development plan.
- Liaise regularly with the head teacher
- Liaise with the governor with responsibility for curriculum RE
- Submit an annual report to the Governing Body on progress and actions in curriculum RE.

INSET

The subject leader attends Diocesan Education Service cluster meetings each term (now online). Staff are updated on issues arising from these meetings. A moderation meeting is held annually with the Diocesan Education Service



Religious Education Policy

April 2020

The implementation of this policy will be monitored by Katy Delaney in consultation with Stuart Aris.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____