



St Mary's Catholic Primary School

R.E Policy

*We grow and learn in the footsteps of
Jesus*

Approved by	
Name:	Claire Davidson
Position:	RE Coordinator
Signed:	<i>Claire Davidson</i>
Date:	13.5.2020
Proposed review date ² :	May 2021

Aims and Objectives

The purpose of Religious Education at St Mary's School is to nurture the Catholic Faith, and its teachings, in our children. By helping the children to live this faith, we hope to encourage our children to develop a better relationship with God and others around them. R.E. enables children to investigate and reflect on some of the most fundamental questions asked by people. At the heart of Catholic education lies the Christian version of the human person.

Central to our ethos are the opportunities for prayer and liturgy which lie at the heart of our faith. We will endeavour to promote and encourage these at every level, together with the skills and attitudes necessary to live out the Christian message in the modern world.

Religious Education (R.E) should promote pupils' cultural, moral, academic, emotional, spiritual and physical development and prepare children for the opportunities and responsibilities that are to come. This should be in the context of a moral and ethical Christian framework.

R.E is a core subject at St Mary's School. It is delivered a range of resources such as the religious education programme 'The Way, the Truth and the Life', CAFOD Universal Church units and Come and See but is also planned in conjunction with the Curriculum Directory and encouraged through links with home, the Parish Church, the local community and other subject areas, especially PSHE. We believe that all aspects of R.E should be woven into the fabric of school life.

In St Mary's, Religious Education is, in the first instance, education in the Catholic faith; pupils learn about the Catholic tradition and from it.

"Religious Education is central to the curriculum of the Catholic school and is at the heart of the philosophy of Catholic education. Religious Education has developed in a way that reflects the particular identity of our Catholic schools. It teaches about the faith in the context of a school which proclaims the Gospel, and invites the individual to respond to the message of Christ. As the individual responds to this invitation, growth in faith and knowledge helps the pupil to respond to the call to holiness and understand the fullness of what it is to be human."

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

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;

To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;

- 6 To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- 7 To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- 8 To bring clarity to the relationship between faith and life, and between faith and culture.¹

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

¹ Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

The legal position of religious education

R.E. is a core subject. It will be taught, developed and resourced with the same commitment as any other subject. In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Prayer and Liturgy.

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

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 alongside the CAFOD Universal Church Units and Come and See.

Classroom Religious Education has as its outcome:

*"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"*²

Accordingly, the following requirements apply to Religious Education in Catholic schools:-

1. Whole school Religious Education is to provide for a lived faith experience through worship, retreats, assemblies and action for social justice.
2. Classroom Religious Education is to be resourced as a core subject and allocated 10% of teaching time at Key Stages 1 and 2.
3. The classroom Religious Education curriculum is to be delivered in accordance with the general norms laid down by the Bishops' Conference: **Religious Education Curriculum Directory (3-19)** (2012); **Statement on Religious Education** (2000)

Classroom Religious Education is to be assessed in accordance with the general norms laid down by the Bishops' Conference: **Levels of Attainment in Religious Education in Catholic Schools and Colleges** (2007).

5. Classroom Religious Education is to be inspected according to the current **Diocesan Inspection Framework**.

Teaching and Learning

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.'²We base our teaching and learning style in R.E. on the key principle that excellent teaching in R.E. allows children to learn both about traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and

development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum.

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.³

Methodology

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illuminated 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.'⁴

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

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

¹ *The Way, the Truth & the Life, Teacher Book 4*, CTS, 2004, p. 4

¹ *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

³ *The Way, the Truth & the Life, Teacher Book 4*, CTS, 2004, p. 4

⁴ *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

⁵ Archbishop Vincent Nichols Archbishop of Westminster March 2007

Differentiation

At St Mary's School we recognise that each child is uniquely created by God and must be valued, respected and treated as special. There is a particular duty to be inclusive and to provide for the needs of the less able and those who are socially, academically, physically and emotionally disadvantaged.

In all classes there are children with different abilities. At St Mary's School we recognise this fact and activities and expectations are adjusted to meet the particular needs of individual children.

The Teaching of Other Faiths in St Mary's C.P. School

At St Mary's we believe that children must learn about religions other than their own. As a Catholic school we are committed to respecting other faiths. By teaching our children about other faiths it helps teach about ⁵prejudice, so often based on stereotypes and ignorance, but also an evident reverence for the beliefs and practices of that faith. Through our study of other faiths it is hoped we will gather understanding and enlightenment for our spiritual journey."

Equal Opportunities

All children are afforded the same opportunities in their Religious Education. Non-Catholic children have access to the religious teaching of the school but only catholic children take part in the actual receiving of the Sacraments. As far as possible the Non-Catholic children take part in all aspects of the religious life of the school.

In order to ensure access to all children regardless of ability, gender and culture, activities and expectations are adjusted to meet the particular needs of individuals or children and teacher planning will include different levels for a specific topic where appropriate.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the Age Related Expectations. The Age Related Expectations cover FS, KS1, Year3 -4 and Year 5-6.
- Each teacher keeps a record at the front of the children's books and dates when the children have achieved a particular strand. This is then handed to the next class teacher as the work is covered over a two year period.
- Each child is tracked in using Insight which has all the objectives that need to be covered.

- Children are tracked on brick wall trackers accessed from Insight through the year to check that progress is being made.
- Data is analysed half termly and the children are given a target and a challenging target.
- Baseline assessment is collated throughout the Foundation Stage. This is analysed and fed into the Key Stage one phase to ensure smooth transition.
- An in - house standardisation meeting is held every term.
- Staff attend cluster meetings where work is moderated to ensure that the standards are accurate across the school.
- The R.E. Co-ordinator attends a yearly moderation exercise with the whole of the diocese. At this meeting standards are ensured through school-to school moderation and then verified by a member of the Diocese.
- Monitoring of teaching and learning will take place twice yearly or at the discretion of the Headteacher and R.E. Co-ordinator.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Management of the subject.

Mrs Claire Davidson, the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy review.

This policy will be monitored, evaluated and reviewed by Mrs Claire Davidson, Mrs Susan Starkie and the Governors of the school and updated every year.

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- 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.