

Policy for:
RE Policy
2024 - 2026



Committee: Curriculum and Standards

Document Control

A. Confidentiality Notice

This policy document has been approved by the Governing body of St. Modwen's Catholic Primary School and is intended for internal and /or external publication. Where the document is identified for internal use the policy information may not be shared with external agencies or parents without the prior agreement of the Headteacher or authorising Committee.

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| V2 | 29.4.2024 | School | Curriculum and Standards Committee | Annual Review – 29.4.2024 (Deputy Headteacher). Whole policy review following guidance issued to schools Religious education in local-authority-maintained schools 15 th September 2023. |
| V1 | September 2022 | School | Curriculum and Standards Committee 20.10.2022 | Annual Review – School RE Lead |
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Excellence For All Through Jesus' Love

MISSION:

To aim high and achieve our God given potential as socially responsible citizens, loving one another as Jesus loves us.

At St. Modwen's, we aim to provide high quality experiences of Religious Education ensuring our children develop a comprehensive understanding of our Catholic Faith, in line with Gospel values which underpin the ethos of the school. We aim for pupils and staff to develop a good understanding of Catholic life and its importance to our school and our faith. We aim to provide ample opportunities for learning and growing as the people of God. Celebrating our faith in all that we do and by our actions provide witness of God's love to the world.

Safeguarding: All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2022'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019.

This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the school's Positive Behaviour Policy/Code of Conduct.

"Our schools are there in order to be a service to society, in the creation of a society that is 'highly educated, skilled and cultured'. We do this by being faithful to Christ, the Eternal Word of Truth, the one in whom, alone, the fullness of nature is expressed and in whom the fullness of the Creator is to be found. He is at the centre". (Vincent Nichols, Archbishop of Birmingham, February 2006).

AIMS

- To recognise that everyone is created in the image and likeness of God.
- To foster, deepen and nurture the faith of children and staff.
- To enable the children to become aware of God in their lives by putting Christ at the centre, and to uphold and teach Catholic doctrine, practices and teachings.
- To make prayer, worship and liturgy real educational experiences and to contribute successfully to the development of the faith of each individual in our school community in a way that reflects human dignity and purpose.
- To ensure that the curriculum provides a Catholic Christian setting in which children can grow in understanding and in the acquisition of skills, attitudes and values.
- To promote a gradual opening of mind and heart in the search for truth about God, respect for people of other faiths and a willingness to recognise goodness wherever it exists.
- To develop close and fruitful links between school, home and parish and provide a variety of opportunities for involvement in the life and worship of their local community.
- To ensure that pupils experiences within the school has a formative and significant influence on their understanding of relationships and contribute to the development of positive self-esteem.
- To help each child to form moral judgements and acquire a set of Christian values which will guide his/her behaviour.
- To develop a moral and ethical awareness as they reflect on the human condition and on their own lives and the lives of others in the light of the Christian message.

ENTITLEMENT AND PROVISION

RE is a core subject and RE is allocated 10% of Curriculum time as required by the Bishops' Conference and must be afforded that status.

The 10% relates to 'curriculum time', which is the time allocated for the taught curriculum of Religious Education. This 10% is provided every week of the school year. It does not include time committed to activities such as assemblies, hymn practice, PSHE, RSHE, preparation & attendance at Mass etc. Consideration to the time of day is given e.g., not at the end of the day.

RE is taught over at least two lessons and that it is not taught in a single block.

EYFS – RE is taught as a discrete subject and not subsumed into the rest of the curriculum.

KS1 – Two lessons per week (155 minutes per week)

KS2 – Two lessons per week (160 minutes per week)

The aims identified above are principally met in the following ways:

- Through the experience of belonging to the school, the children may be encouraged towards a personal commitment to Jesus Christ.
- By experiencing good relationships in his/her school life and by developing awareness that God works through other people.
- Each child making full use of whatever gifts he/she has been given but especially appreciating the gift of a personal faith.
- By the children in our school demonstrating awareness, appreciation and respect for other faiths and cultures.
- By devoting 10% of total curriculum time each week to pursue the RE. syllabus (KS1 2 hours, KS2 2 ½ hours).

To fulfil our aims, we use the RE Curriculum Directory, the Diocesan Scheme of Work, Learning and Growing as the People of God. This programme incorporates clear guidelines on how to communicate the doctrine outlined in the text. It suggests activities, opportunities for collective worship, etc. and enables the teacher to approach the main feasts of the Church with meaning and joy. This programme ensures continuity and progression.

SCHEME OF WORK FOR RE

As a school belong to the Birmingham Diocese, we follow the Diocesan strategy for Religious Education 'Learning and Growing as the People of God'. The strategy covers the following four areas:

1. Revelation: teaching about God's self-revelation
2. Church: about the Communion of life in Christ
3. Celebration: about living the Christian Mystery in worship and prayer
4. Life in Christ: about the search for holiness and truth

These areas of study are closely inter-related, and teachers will build on the learning experiences and concepts across the Key Stages to provide continuity of teaching and learning.

GENERAL GUIDANCE:

At every stage in the programme and in every lesson our concern is:

- To help the children become more aware and reflect on their experience of living in the world and with others (EXPERIENTAL)
- To reveal to the children some aspect of God's plan for our salvation (DOCTRINAL)

- Help them respond to God's love in their lives (MORAL)
- To help them see God's offer of salvation in the sacraments and respond to it (SACRAMENTAL)
- To help them respond to God (PRAYER)

TEACHING METHODS

The teaching of RE takes place in the classroom through a selection of differentiated activities including storytelling, role play, artwork, discussion, reading and independent research. The amount of time recommended by the Bishop's Conference of England and Wales is about 10% of available curriculum time. RE is also taught in a cross-curricular way in addition to explicit subject teaching. It is important to bear in mind that factual knowledge relevant to RE is best learnt in interesting contexts in which pupils can see its significance and meaning in their lives. Pupils should not merely recall information but should be helped to explore areas of learning so that they can arrive at knowledge which they can interpret and evaluate. Religious concepts may be explored and understood at different levels and in different ways. They can be explored not only through the intellect but through emotions, imagination and experience. In order to meet the children where they are to promote their development, we believe children's questions about all aspects of religion should be valued, encouraged and the answers considered as carefully as possible.

The teaching of the programme relies on the creativity of the individual teacher. Individual teachers supplement the programme of study where appropriate, particularly with regard to sacramental preparation, feast days and celebrations.

PLANNING:

LONG-TERM PLANNING

A long-term plan is followed that indicates which units are to be taught, when and for how long. The RE subject Leader shares this at the start of the year using the template provided by the Diocesan Education Service. This also highlights the assessed units across the year and the assessment focus for the year. Please see Appendix.1 example.

MEDIUM-TERM PLANNING

Medium term planning is the responsibility of the class teacher and is completed on a unit-by-unit basis according to the long-term plan. Each year group has a copy of the 'Learning and Growing as the People of God' strategy and this allows them to work through the learning objectives lesson by lesson. All planning is saved on the staff shared drive and is accessible by all teaching staff.

SHORT-TERM PLANNING

Short-term planning is completed weekly by class teachers on to a PowerPoint that is delivered in class. Teachers refer to the strategy to ensure full coverage of assessment statements, learning objectives and specific vocabulary. Staff plan activities and set tasks that are relevant and engaging with opportunities for deeper-thinking questioning. All planning is saved on the staff shared drive and is accessible by all teaching staff.

DIFFERENTIATION

All teachers are aware of the different levels of ability within their own class. As in other curriculum areas differentiation may occur by task, by outcome, by giving more support, responding in different ways and scaffolding work. Mixed ability groupings in RE as in other subject areas can lead to support being given by the more able to less able pupils.

SPECIAL EDUCATIONAL NEEDS

Each teacher is responsible for ensuring that those children who have special needs receive the full entitlement to the RE curriculum. All class teachers are aware of the range of ability within their class. Special needs in RE will be met by our normal programme of differentiation. Proficiency in language development will ensure that a child is able to record written work or express his/her ideas orally. This will be dealt with as part of their language development. Teachers scribe for pupils where possible.

EQUAL OPPORTUNITIES

Children are provided with an RE curriculum appropriate to their needs and ability. We agree with the following statement. "At the heart of the process is the individual or child who is entitled to the same opportunity to receive a broad, balanced, differentiated curriculum regardless of race, gender disability or geographical location." (Curriculum guidance A framework for Primary Curriculum).

Children who are not Catholic are expected to participate in all RE activity. Class teachers are advised to adopt a sensitive approach when dealing with matters of faith. The school endeavours to help all children to fulfil their potential regardless of their gender, ethnicity or ability.

MARKING, ASSESSING, RECORDING, AND REPORTING

All staff follow the Marking and Feedback Policy in RE offering valuable feedback in the moment to push the learning on and offer verbal feedback (VF). Children are expected to correct spelling errors for subject-specific errors and practise these 3 times. Teachers are to indicate whether the pupil has worked independently (I) or with support (WS). Teachers are also expected to ask pupils questions in response to their work to gauge their understanding and take it to the next level using 'deeper thinking' questions.

Assessment is an integral part of the teaching and learning process. A sound process of assessment will ensure that RE has an important place in the curriculum. The monitoring and assessment focus follows a four-year rolling programme, set by the Diocesan Education Service on the following themes: The Liturgical Year, Scripture, The Sacraments and Living as Christians. End of Unit assessments are carried out by class teachers three times a year as identified in the Assessment schedule using the excel document shared by the diocese. All RE documentation for assessments and planning is saved on the staff shared drive and is accessible for all teaching staff within the RE folder.

Assessment in RE refers to what can be assessed – knowledge, concepts, skills and attitudes. Teaching religion touches on the delicate areas of personal faith, feelings, beliefs, attitudes and values which are difficult to assess. Teachers are not expected to give an all-embracing picture of pupils as human beings or to make judgements concerning their personal faith and commitment.

Our assessment procedures for RE are as below:

- A variety of methods are deployed – observation, review, work sampling, pupil interviews and specific tasks (these are adjusted to suit the age, aptitude and situation of the pupils, with the use of differentiation where required).
- Termly assessment tasks are built into the teaching programme Individual pupil records are based on knowledge and understanding of the criteria held within the Curriculum Directory Key Stage overviews.
- Progress and achievements in RE, along with significant contributions to the life of the school, are contained in the annual written report made to parents.
- Children are then assessed against age-related standards statements from the 'Learning and Growing as the People of God' strategy. Whether the child is working below, working at or working about the expected standard for the unit being assessed.
- Teachers also assess against the Phase standards overtime document where one piece of work is assessed every unit and statements from AT1, AT2 and AT3 are ticked off to ensure full coverage by

the end of the year.

- Progress and attainment is reported to parents during Parents' Evenings appointments and on the end of year reports.

RE DISPLAYS

Each classroom has a dedicated board for RE that informs time of year in the Liturgical Calendar using coloured borders and cloths, the unit that is being taught with key vocabulary from the unit overview. Scripture and prayer being used throughout the unit and time of year should be displayed and referred to regularly. Children's work should also be displayed on the RE board as a reminder of their journey of faith and what they are currently learning. Prayer tables are also in every classroom dressed in the correct coloured cloth, a Bible, crucifix and other prayer resources required for the time of year, prayer focus and class Liturgy resources. This is used by the children throughout the day and as a focal point during prayer and class Liturgies. NB: Any candles or lighters used for RE and class Liturgies are blown out immediately after use and all children stay away from candles when lit.

CATHOLIC SOCIAL TEACHING: CARITAS IN ACTION (CIA)

Our curriculum is designed around the seven themes of 'Caritas in Action', supporting the Social Teaching of the Catholic Church: Dignity of the Human Person, Family and Community, Solidarity of the Common Good, Dignity of Work, Rights and Responsibilities, Options for the Poor and Vulnerable, and Stewardship. Teachers following a long-term plan to ensure full coverage over the year, focusing on a theme every half-term. This weaves through the whole curriculum and provides valuable opportunities for discussions that are cross-curricular and allow us to think more deeply about current issues and becoming socially responsible citizens.

INVOLVEMENT WITH PARENTS AND PARISH

It is the aim of the school along with other policies to foster good links with its parent group and the Parish community. To pursue this, we:

- Include within the termly Information to Parents, a section covering that term's RE content via the school newsletter website.
- Lead the Sacramental preparation for children in Years 3 and 5/6
- Charity fundraising for Fr. Hudson's, CAFOD, Operation Christmas Child, Father Hudson's Home, Mission Together.
- Invite local speakers to talk about their work with the pupils in assemblies.
- Organise Masses led by the children bringing the school and the Parish together.
- New term, Saints' days and Leavers' Masses in school.
- Key Stage 1 and 2 children attend weekday Mass every fortnight in school.

SACRAMENTAL PROGRAMMES

Year 6 pupils prepare for their Confirmation from the beginning of year 6. Parents are invited into school through the journey of reparation to support their children and be the primary educators for their children. Children attend an Enrolment Mass within the parish church and make promises before the priest to show their commitment to the journey of preparation for Confirmation. The Mustard Seed series is also used to support our children prepare reverently and the work within RE lessons focuses on understanding this important Sacrament in detail, in particular the fruits and gifts of the Holy Spirit. Children also receive the Sacrament of Reconciliation before receiving Confirmation. On the day of their

Confirmation, the Bishop visits the pupils in school to meet them beforehand and reiterate important messages as part of their preparation.

Year 3 pupils prepare for their First Holy Communion from the beginning of year 3. Parents are invited into school through the journey of reparation to support their children and be the primary educators for their children. Children attend an Enrolment Mass within the parish church and make promises before the priest to show their commitment to the journey of preparation for First Holy Communion.

The priest delivers a Reconciliation service that parents and children attend before receiving the Sacrament of Reconciliation for the first time. Work within RE lessons focuses on understanding this important Sacrament in detail with a particular focus on the Liturgy of the Word and the importance of Reconciliation.

OTHER FAITHS

We ensure there are opportunities for teaching of other faiths including as appropriate, visits to other places of worship and the use of external speakers and celebrating pupil's religious traditions. Pupils are taught how to be respectful of others through mutual respect and tolerance of different faiths and beliefs.

ROLE OF THE HEAD TEACHER

- Provides the primary interface with the Parish Priest and the Parish.
- To ensure that the school development plan includes ways in which Religious Education informs the curriculum as a whole.
- Ensures that all governors have a clear understanding of our strategic aims for the development of RE and the spiritual life of the school.
- Ensures funding is available to meet curriculum requirements and guides the RE. Team Leader in its prioritisation.

THE ROLE OF THE RE LEADER

- To give a lead in RE teaching, have oversight of the scheme of work and collect pupil assessments to assist in monitoring and moderating.
- To oversee the co-ordination of the Sacramental programmes.
- To have responsibility for the organisation of the RE resources in the school such as Bibles, crucifixes, coloured cloth, the maintenance of an inventory and advise the Head of the resource needs of the staff and orders are made where necessary.
- To attend any relevant meetings and courses, report back to the Head and support Staff in new initiatives.
- To develop the teaching expertise of other staff, particularly non-Catholic staff, where RE is concerned.
- To monitor and evaluate the teaching and learning in RE in accordance with the cycle of action planning, implementing/training, monitoring and evaluation, ensuring that the next focus for monitoring builds upon the findings from the last (as well as any directives from the diocese).
- To oversee and advise staff on the preparation of liturgies and services.
- To keep the school community informed about liturgical seasons and wider church initiatives e.g. family fast days.
- To produce and update a written policy for Religious Education

MONITORING AND EVALUATION

Monitoring takes place in line with the school's monitoring policy by the Subject Leader. The policy document and curriculum planning are evaluated, and revised if necessary, in line with school development. Feedback is given where necessary to improve the provision and share good practice.

LEGAL RIGHT TO WITHDRAWAL

Parents of pupils in Voluntary Aided (VA) schools and voluntary academies are permitted, by law, to request that their child is withdrawn from receiving all or part of religious education and/or collective worship given at the school and any such request shall stand until such time that the parent’s request is withdrawn.

REVIEW OF THE POLICY

This policy document and the scheme of work will be reviewed periodically. It will be necessary to take account of changes and recommendations at Diocesan and National levels as they arise.

Policy reviewed: 26.6.24

To be reviewed: 25.6.26

Appendix. 1

► **Long-term plan 2023-2024: Birmingham**

Schools starting Monday 4 September and finishing Monday 22 July. NB: Lent begins Wednesday 14 February during half-term. Schools are not in for Holy Week (Palm Sunday 24 March). Pentecost is on Sunday 19 May.

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | April | May | June | July | | | | |
|----------|---|---------------------------|--|--------|-----------------------------------|--|--|------------------------------------|-----------|-----------|------------------------------|-----------------------------------|---------------------------------------|--|------------------------------------|
| N | Creation – God the Creator | | God our Father cares for us | | God' Family | | | | | | | | | | |
| R | Creation | | People who care for us | | ADVENT | Christmas (before and after hols) | Bapltism | Lent | Holy Week | Easter | Prayer (1) | Pentecost | People who help us | Prayer (2) | |
| 1 | Creation | Families and Celebrations | Prayer | ADVENT | Christmas (before and after hols) | Jesus: Teacher and Healer (1) (long unit: <i>Split Parables and Miracles</i>) | Lent | Forgiveness | Holy Week | Easter | Jesus Teacher and Healer (2) | Pentecost | Sharing Jesus' Life | Following Jesus Today | |
| 2 | Old Testament Stories and Prayers | | Sharing in the life of Christ | | ADVENT | Christmas (before and after hols) | Parables and Miracles | Lent | Holy Week | Easter | Special Celebrations | Pentecost | The Church | The Mass | |
| 3 | Belonging: We gather as God's Family | | Reconciliation | | ADVENT | Christmas (before and after hols) | We listen to God's Word at Mass | Lent | Holy Week | Easter | Eucharist (1) | Pentecost | Eucharist (2) | Prayer | |
| 4 | Creation and the Story of Abraham - Moses | | Jesus teaches us to pray | | ADVENT | Christmas (before and after hols) | Light of the World and Beloved Son of God | Old Testament: Moses and David (1) | Lent | Holy Week | Easter | Pentecost | Old Testament: Moses – King David (2) | Sharing in the life of Christ: the Church Community | Special Roles and Responsibilities |
| 5 | Creation | | Miracles and Sacrament of the Sick | | ADVENT | Christmas (before and after hols) | Bapltism | Parables & sayings of Jesus | Lent | Holy Week | Easter | Pentecost | Work of the Apostles | Marriage and Holy Orders | |
| 6 | The Story of the People of God | | Followers of Christ | | ADVENT | Christmas (before and after hols) | Bapltism and Confirmation: celebration of the Holy Spirit (esp some Pentecost) | Lent | Holy Week | Easter | Pentecost | Belonging to the Church Community | | Prayer in the lives of the followers of Christ (esp in the Mass) | |
| | | | On-going: Celebrating the lives of Mary & the Saints | | | ...and belonging to the Church Community (1) and the Saints → Confirmation | | | Holy Week | Easter | | | | | |