



Policy for RE		 
Date of policy:	September 2022	Committee: Full Governing Body
Next review:	September 2024 Review Period: 2 Years	

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.

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.

HOW WE MEET OUR AIMS

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 R.E. 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.

PLANNING AND TEACHING RELIGIOUS EDUCATION.

GENERAL GUIDANCE

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

1. To help the children become more aware and reflect on their experience of living in the world and with others. (EXPERIENTAL)
2. To reveal to the children some aspect of God's plan for our salvation. (DOCTRINAL)
- 3 Help them respond to God's love in their lives. (MORAL)
- 4 To help them see God's offer of salvation in the sacraments and respond to it. (SACRAMENTAL)
- 5 To help them respond to God. (PRAYER)

The teaching content at Foundation, Key Stages 1 & 2 is based on the four areas of study (Revelation, Church, Celebration, Life in Christ), detailed in the Curriculum Directory. 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.

TEACHING METHODS

The teaching of R.E. 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. R.E. 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 R.E. 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.

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 differentiation in the recording of work. Mixed ability groupings in R.E. as in other subject areas can lead to support being given by the more able to less able pupils.

SPECIAL NEEDS

Each teacher is responsible for ensuring that those children who have special needs receive the full entitlement to the R.E. curriculum. All class teachers are aware of the range of ability within their class. Special needs in R.E. 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.

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 R.E. content.
- 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 2 children attend weekday Mass every half term.

EQUAL OPPORTUNITIES

Children are provided with an R.E. 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 R.E. 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.

ASSESSING, RECORDING, AND REPORTING

Assessment is an integral part of the teaching and learning process. A sound process of assessment will ensure that R.E. has an important place in the curriculum. Assessment in R.E. 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 R.E. 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 R.E., along with significant contributions to the life of the school, are contained in the annual written report made to parents.

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, option for the poor and vulnerable, and stewardship.

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 R.E. and the spiritual life of the school.
- Ensures funding is available to meet curriculum requirements and guides the R.E. Team Leader in its prioritisation.

THE ROLE OF THE R.E. 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 R.E. resources in the school, the maintenance of an inventory and advise the Head of the resource needs of the staff.
- 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. The policy document and curriculum planning are evaluated, and revised if necessary, in line with school development.

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: September 2022

To be reviewed: September 2024