



St. Joseph's Catholic Primary School

Religious Education Policy July 2018

School Mission Statement:

"Learning and Growing Together in the Light of God's Love"

At St Joseph's Catholic Primary School...

We cherish the uniqueness of all individuals.

We aim to create a learning climate which promotes the development of the whole child and engenders a love for learning and excellence, so that within the framework of a broad and balanced curriculum, all may realise their potential.

We proclaim the Gospel values in the ways in which we love ourselves and others.

Worship, prayer and our relationship with God are at the heart of school life.

We embrace our role in the wider community and seek to bear witness to our Catholic Faith in all that we do.

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| Policy Category: | Curriculum | Review Cycle: | Biennial |
| Governor Co Monitoring: | Learning & Well-Being | | |
| Next Review Date: | July 2020 | | |

Policy Formation:

The policy was developed using the model policy produced by the Diocese of Hexham and Newcastle's Education Department (2016) and advice from the Diocese of Arundel and Brighton.

The policy is reviewed and evaluated every two years annually by staff and governors (specifically the RE Link Governor and the LW Committee). The RE Subject Leader and Headteacher are responsible for ensuring the implementation of the policy.

Chair of Governor's Signature:

Date:

Rationale of Religious Education

- Religious Education is central to the educative mission of the Church.
*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*¹
- Religious Education is 'the core of the core curriculum.'
*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*¹
- Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.
*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*² As such it is to be taught, developed and resourced with the same commitment as any other subject.
*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*³
- The outcome of Classroom Religious Education is:
*"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".*⁴
- Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

² Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

³ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

⁴ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

The Aims of Religious Education as stated in the RE Curriculum Directory are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- 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;
- 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;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.⁵

Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states: *'Teaching in Religious Educationshould 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.'*⁶

Methodology

RE is taught in every class with consideration of the needs and abilities of each child. The age, stage of development and the child's own faith journey are taken into account. A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

⁶ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

Inclusion and Equality

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Other World Faiths

Two other religions are taught following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn Term, and Islam, which is taught either in the Spring or Summer Term. At least one week's teaching and learning time per year is given to each.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops' Conference. *
- Work in RE is marked according to the school policy using the "Pink and Green" system. Each teacher keeps a class record of assessed work and records of pupils' progress.
- In-house and deanery moderation sessions are held to inform assessment practices (usually 3 samples of work from each teacher covering a range of abilities).
- Moderated work for the chosen topic is retained in a portfolio by the RE Subject Leader.
- Monitoring of teaching and learning is carried out by the RE Subject leader and SLT. Evidence may be gathered in a variety of ways including: lesson observation drop-ins, work scrutiny, pupil interviews /questionnaires, analysis of assessment data, learning walks, spiritual journals etc
- Pupils are given a best fit sublevel for AT 1 and 2 at the end of each "Come and See" topic and this information is used to ensure progress and achievement is recorded and tracked.*
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors in the Learning and Well-Being Committee, via the Headteacher's report and through liaison between the RE Subject Leader and RE Link Governor.

Liaison with Parents

A leaflet is sent out to parents at the beginning of each term outlining the topics to be taught and the key feasts of the liturgical season. Teachers also send out a weekly focus sheet at the beginning of each week which includes RE. Information about Masses and liturgies is included in the weekly newsletters.

A parents' consultation evening is held each term and achievement and progress in RE is recorded in the End of Year reports.

**At the time of review, we are awaiting Diocesan Guidance following the recently published review of Assessment in RE in Catholic Schools; we envisage transitioning from the old Levels of Attainment to the New Age-Related Standards in RE during the Academic Year 2018-19.*

Sacramental Preparation

Preparation for the Sacraments of the Eucharist and Reconciliation usually takes place when the children are in Year 3, though other children in KS2 may also participate. It is a Parish based programme but members of staff support the preparation both in the Parish and at school.

Management of the Subject

Mrs Finula Farr, the RE Subject Leader, has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy Monitoring and Review

The RE Subject leader, the RE link Governor and the Governors' Learning and Well-Being Committee are responsible for monitoring and review. This policy will be monitored, evaluated and reviewed by staff and Governors every 2 years.

APPENDIX 1

Primary RE Subject Leader Job Description

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Education Service particularly through attendance at the Subject Leaders' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To set up and maintain a portfolio of work in order to monitor progression and continuity. Samples of work should reflect the appropriate Attainment target strands and levels.
- Attend deanery moderation meetings.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
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- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
 1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.

3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in RE.
 5. A record of Staff Professional Development in RE
 6. Data and current targets in RE.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
 - To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's SEF 48 document.
 - To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).