

RELIGIOUS EDUCATION

Policy

St Mary's R.C. Primary School

**“Jesus is at the heart of
our school”**



Policy for Religious Education

Mission Statement

“Jesus is the heart of our school.”

At St. Mary's our mission is...

- To encourage each child to be a good Christian.
- To make sure everyone is safe and happy in school.
- To provide good teaching, so that children have improved opportunities when they are older.
- To have a creative curriculum, providing an enjoyable environment in which each child achieves their full potential.
- To have a good connection between Church, home and school.
- We learn how God's love is reflected in the future of each child.
- Everyone holds onto this mission, and passes it on in their journey through life.

“We are all God's Children. The spirit of the Gospel is reflected in our school community.”

Rationale of Religious Education:

- We believe Religious Education to be ‘the core of the core curriculum.’
- We believe Religious Education is central to the educative mission of the Church.
- Aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that 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.
- We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

‘At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. 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.' (Statement on Religious Education in Catholic Schools – Bishops' Conference 2000)

'Religious Education...is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject.' (Curriculum Directory. p10)

' The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, who are aware of the demands of religious commitment in everyday life.' (Curriculum Directory p10)

The Aims of Religious Education

- to promote knowledge and understanding of Catholic faith and life
- to promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- to promote the skills required to engage in examination of and reflection upon religious belief and practice

Curriculum time allocation:

In line with Bishops' Conference recommendations, 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 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the 'Here I Am' programme is used as recommended by the Diocese.

Process

We teach Religious Education through the process of Search, Revelation, Response. It 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.' (Curriculum Directory p11)

Methodology

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils. Pupils record their learning in a variety of ways e.g. writing, drawing, drama, ICT.

Other Faiths

Two other world faiths are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is taught in the Autumn Term and Islam which is taught in either Spring or Summer term. 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 in the Levels of Attainment booklet agreed by Bishops' Conference.
- Each class teacher keeps a record of assessed work and records of pupils' progress.
- The school portfolio of pupils' work contains three samples of work from each class teacher for each assessed topic covering a range of abilities.
- An in - house moderation meeting is held every term.
- Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE cluster group meetings.
- Monitoring of teaching and learning is through work scrutiny, pupil conferences, pupil questionnaires and lesson observations.
- Progress and achievement in Religious Education is reported to parents/carers at the termly parents evening, and in a written report at the end of each academic year.

Equal Opportunities an Inclusion

All pupils are included in all aspects of teaching and learning wherever possible.

This is achieved via:

- Differentiation of the curriculum appropriate to age, ability and need.
- Equal experience of, and access to the curriculum so that there is no gender or racial inequality.
- Adapting teaching style or delivery to ensure that all have equal access to the curriculum without disability discrimination.

Role of the Religious Education Subject Leader

See Appendix 1

Management of the subject.

The Headteacher and the Religious Education Subject Leader have responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy Monitoring and Review

In line with school improvement planning, staff and governors review subject policies in a regular cycle and updated every 2 years.

J Collins (Head Teacher)

K Whitehead (Religious Education Subject Leader)

January 2015

Review Spring 2017

APPENDIX 1

The Role of Religious Education Subject Leader

The Religious Education Subject Leader will be responsible for:

- Formulating an RE policy and ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Contributing to the formation of the School Improvement Plan
- Working with Senior leader on monitoring teaching and learning, planning and standards through lesson observations and work and planning scrutinies.
- 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.
- 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.
- Developing record-keeping and tracking systems
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education and informing newly appointed colleagues of school policy regarding RE.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.