

We lead our children to be like Jesus: wise, caring, honest and fair, today and every day.

Religious Education Policy

Implementation	Whole Staff
Monitoring	Mrs Julia Wiggins
Written	17.10.23
Signed (Head Teacher)	<i>JME Wiggins</i>
Signed (Chair of Governors)	
Review Date	October 2024

Our Mission

The life of the school is underpinned by the school's mission statement:

We lead our children to be like Jesus: wise, caring, honest and fair, today and every day.

The Intent of this Religious Education Policy is to guide school practice and outline our approach to Religious Education.

Rationale

Religious Education "...should not be regarded as one subject amongst many, but should be the key element in an interdisciplinary dialogue. Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school." (Curriculum Directory 2012)

We recognise that our children come from a range of backgrounds and abilities. We should therefore, be sensitive to each child's life experiences and should value each child's contribution to school life. Our teaching of Religious Education will reflect this.

Aims and Objectives

Curriculum religious education in our school aims to promote:

- knowledge and understanding of Catholic faith and life;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;

- the skills required to engage in examination of and reflection upon religious belief and practice.

The objectives of curriculum education in our school are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- the first opportunity to hear the good news of the gospel;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically;
- to acquire knowledge and organise it effectively; to make informed judgements;
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, or moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society. 'The outcome of excellent 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.' (RE Curriculum Directory 2012)

Religious Education in the Classroom

Since the total curriculum in our school is based on the values of the Gospel and because we all see education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

- (a) Unstructured Religious Education - those opportunities which arise in the course of the school day to lead the pupils through curriculum content or through relationships to a religious understanding of their implications. All staff will use such opportunities as they arise.
- (b) Curriculum Religious Education
 - 10% of teaching time is given to Religious Education- that is, 2 hours 30 minutes.
 - In addition to this each class also has a daily prayer session at the beginning and end of the morning and afternoon sessions. They also take part in daily collective worship, either as part of the whole school, or within their own class. (see collective worship policy)

The 'Come and See' Programme

This programme of study forms the basis of our scheme of work and teaching. It is developed through three themes; the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups. During the Advent Term, two weeks are set aside to learn more about Judaism and during the Pentecost Term, a further week is set aside to learn about another world faith, such as Islam, Hinduism, Sikhism and Buddhism.

The Structure of Religious Education Teaching

The teaching and learning process for 'Come and see' reflects the Catholic Catechism approach to faith.

- By exploring their life experience to discover value and significance: **Explore**
- By hearing, understanding and reflecting on the Christian message: **Reveal**
- By bringing it to mind, celebrating and applying it: **Respond**

Planning

The long-term plan maps the topics covered in each term by each year group. This plan is devised by the RE lead in conjunction with staff in each year group.

Class teachers write their own short-term plan using the planning template provided by the diocesan RE advisor. Planning must outline specific learning objectives and expected outcomes linked to the 'driver words' suitable for each year group (Nottingham Diocese Education Service End of Year Expectations Document, 2019). Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

Assessment

At St Anne's we use the Nottingham Diocese Education Service End of Year Expectations Document (July, 2019) to assess children according to their year group expectations. Children are assessed against the 'driver words' applicable to their year group and are assessed in three strands; learning about religion, learning from religion, and forming an opinion about religion. Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements. The Education Service also set assessment tasks once per term to aid moderation.

Pupil Progress meetings are held termly for each class with the RE subject leader. Children may be identified and targeted thereafter to ensure at least expected progress is made in RE. Summative assessment are recorded and monitored using Target Tracker.

A baseline assessment is carried out at the beginning of Reception to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout Reception, the teacher and the school 'add value' (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of Reception to demonstrate the gains in knowledge and understanding (value-added).

Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning. (See marking Policy)

Policy Monitoring and Review

This policy is monitored by the RE subject leader and is evaluated and reviewed by the Governors and staff.

Next policy review: October 2024