



St Mary's R.C. Primary School

R.E. Policy

Sep 2022

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

Overview

At St. Mary's R.C. Primary School we believe our principle task is to help our children know, understand and appreciate our Catholic faith in the Spirit of our school's Mission Statement. We aim to help every child to come to know the person of Jesus Christ and follow in his footsteps and be able to value and take their place in society in the light of this understanding.

Rationale of Religious Education in St. Mary's School:

- 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 a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of 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.³

The Aims of Religious Education

- To present a comprehensive content which engages pupils and 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;

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

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

- 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.⁴

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 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.

Process:

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.'⁵

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.

⁴ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

We enhance the Come and See scheme by further developing and adding to each of the units. We encourage a creative approach in R.E. which is based on age-related expectations and children's levels of understanding.

We also teach and follow the Liturgical Year of the Church. We focus on:

- The different Seasons in the Church year
- Topical/current and relevant issues
- The colours of vestments associated with each season
- Special months devoted to a particular theme
eg. October-Month of The Holy Rosary

November – Month of the Holy Souls and Remembrance
- Special Feast Days, including Holy Days of Obligation
- Special times of the year such as Advent and Lent

We have also selected a number of Saints/significant figures in the life of the church, which we feel the children should be familiar with.

Cross curricular links:

English - writing skills and Genres taught in literacy to be applied in RE lessons.

Drama - use of drama across RE lessons.

Art - art is used to stimulate creativity and discussion

ICT - use of ICT skills in RE lessons.

Science - natural links with elements of RSHE

Geography - stewardship of God's wonderful world

RSHE and PSHE – natural links through Ten Ten scheme – all elements are taught within the Catholic teachings. RSHE is taught distinctively throughout the year following the Ten Ten scheme, endorsed by Salford Diocese. See separate RSHE policy.

Cultural Capital:

See separate plan for our Cultural Capital provision across the school (appendix 2) including providing our children with a wide range of experiences which link with learning about their faith and others– please note this has been difficult to implement during Covid due to restrictions on trips/visitors etc

British Values and PSHE:

At St. Mary's, we actively promote the British Values but also how they naturally link with our Gospel values. Our children understand that if we love each other as God loves us, then all aspects of our behaviour should be rooted in kindness and respect. We teach elements of PSHE such as citizenship and economic education within the context of our mission statement that we love God but we equally love each other and treat others as we want to be treated.

This naturally promotes tolerance and understanding and compassion for others and God's world.

Marking and feedback:

When marking RE work, teachers have the same high expectations as they do in the core subjects. They expect the children's work to have the same standard of handwriting, spellings and punctuation etc and will pick up on this. However, they also encourage children to improve, based on the RE learning intentions, and encourage the children to think more deeply eg 'Tell me more about...' or 'How do you think they might have felt and why?'

Feedback wherever possible is done verbally and straight away within the session to pick up on misconceptions and push children to clarify and think more deeply.

Inclusion and Equality:

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

Pupil Chaplaincy:

As a Catholic school, our mission is to not only teach the faith but encourage children to choose to follow the Gospel values voluntarily. We encourage our pupils to be active citizens and take leadership roles across school including our elected Head Boy/Girl and Deputies, our elected School Council and Sports Leaders and Prefects, as well as EYFS Pupil Helpers from Year 6. However, our GIFT Team take a very active role in promoting the faith across school. These pupils in Year 5 have to formally apply for the post and attend an interview held by the Headteacher and Governors. They are highly visible Pupil Leaders through 2 main ways: developing the prayer life for our children by leading creative voluntary prayer sessions at lunchtimes and secondly by putting Social Action into practice such as leading a range of charity events.

Other Religions:

Two other religions are taught from EYFS to Year 6 following the programme of studying 'Come and See'. These are Judaism, which is taught in the Autumn and Islam, which is taught either in the Spring or Summer. One week's teaching and learning time per year is given to each.

Assessment, Monitoring, Recording and Reporting:

- Children complete 'Check in' activities at the start of a new unit to show the teacher what they already know. This informs the teachers future planning. At the end of the unit, pupils complete a 'Check out' activity to show what they now know and have learnt.
- We now use more creative ways, such as art work, for summative assessments, which encourage the children to 'talk' through what they know and feel, as opposed to lengthy written tasks. We feel this allows more inclusivity and really encourages children to show what they really know rather than a piece of writing which can stifle children's deeper conversations.
- Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in-house moderation of pupils' books is held twice a year (Autumn and early summer term to link with summative assessments)
- Monitoring of teaching and learning: as with the other core subjects, a timetable is in place each year to monitor quality of lessons, and learning walks/book looks
- Progress and achievement is recorded and tracked through twice yearly completion of class assessment grids which are discussed/moderated within pupil progress meetings and agreed data shared with Governors
- Progress and achievement in Religious Education is reported to Governors twice a year
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Management of the subject:

Carmel Ruane the RE Lead and Headteacher, has overall responsibility for leading and managing the RE curriculum and staff development, but is supported by SLT (DHT and AHT) who support staff in the delivery of the Religious Education curriculum. *(see appendix 1 for The job description of the Co-ordinator)*

Outcomes:

In line with our school vision, we aim to provide an outstanding Catholic Education whilst passing on and celebrating the Catholic faith. As a Catholic school, we see every child as a gift from God and so we aim to develop and celebrate the 'whole child' so every child is nurtured, successful and well prepared to become Catholic adults of the future.

Links with other policies

Collective Worship policy

SMSC policy

Single Equality Policy

British values policy

Anti-Bullying Policy

Policy Review:

This policy will be monitored, evaluated and reviewed by SLT and Governors and updated every two years.

Last reviewed: Rewritten with amendments in Sep 2022

Signed: Chair of Governors

Appendix 1

The Role of the RE Lead – in our school, this role is supported by the DHT and AHT

- 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, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate 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 implement the change to the interim Age-Related Standards in Religious Education (3-19) and support staff during the transition period.
- To collect and keep pupil books showing pupils working at expected from *at least* Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books twice termly
- To attend Diocesan moderation meetings with the required pupil books.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- 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 SLT to complete the DSEF document.
- To keep up to date with changes to the Religious Education Curriculum Directory.

Appendix 2

Cultural Capital - Whole School Plan

Future Planning 2021-2023

Intent - At St Mary's our intent is to provide a rich curriculum which will education and inspire all children. We want to ensure that we provided a wide range of experiences covering the whole curriculum, to enhance the teaching and learning already taking place.

Over the year, our aim to offer experiences in the humanities, RE, Arts and Sports, as well as offering fun, experience trips to enjoy with their peers.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	<u>Possible enhancement trips</u> Eureka, Halifax The Farm Zoo Theatre Trip		Titanic Su - Titanic Storytelling Maritime Museum (Yr A)	Titanic Su - Titanic Storytelling Maritime Museum (Yr A)	A - Stone age to Iron age Touchstones	Sp - Romans - Royal Armouries (2022-23) Science and Industry museum?	A - The Vikings Tatton Park? Workhouse?	
Geography			Su - Local area - Park (Yr A) Free Su -St Anne's (Yr B)	Su - Local area - park (Yr A) Su -St Anne's (Yr B)				
RE School to cover cost			Catholic Church	Another local church or Mosque		Synagogue or Jewish Museum Manchester		Mosque
Creative Arts			Sp - Bridgewater Hall		Sp - Concert at The		Art Gallery	

School to cover some cost					Bridgewater Hall			
Sports From PE funding 2022 only		Su- Mini Splash	Team building (school based)	Climbing wall (sports centre)	Paddle Sports (Lake)	Archery (school based)	Orienteering (School based)	
Residential								A - Robinwood
Life					Linking Projects	Linking Projects	Su - Bike ability	
Enrichment	Pantomime	Pantomime	Pantomime	Pantomime	Pantomime	Pantomime	Pantomime	Pantomime Su - Blackpool

Other

- Young Voices
- Orchestra
- Poetry Day
- Childline? - Life skills, safeguarding,

Sports funding = Hollingworth Lake