

St Chad's RC Primary School



Religious Education Policy

Last reviewed on: September 2023

Next review due by: September 2024

With Christ at the heart of our school, we welcome all within our community, respecting one another and celebrating our differences. We will uphold and spread the Gospel Values so that through aiming high everyone fulfils their potential and lives life to the full, growing in faith and love.

‘Love one another as I have loved you’

John 15:12

Rationale of Religious Education:

At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, we believe that religious education is never simply one subject among many, but the foundation of the entire educational process.¹

- We believe Religious Education is, then, the core subject in a Catholic school.
- Religious education contributes to evangelisation and catechesis but its specific contribution to the Catholic Life of the school is primarily educational and so Religious Education 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 mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.

‘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, and who are aware of the demands of religious commitment in everyday life.’

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
 - To deliver the Curriculum Directory using resources; Come and See, The Way the Truth and the Life, CAFOD, Caritas in Action
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Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Collective Worship.

Process

'Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.'

'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.'

Teaching and Learning

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils in RE. Mixed ability groups provide opportunities for discussion and creativity. Differentiation is mainly through outcome, with all children being supported in meeting the age expectations. For pupils who show the ability to discuss and explore aspects of RE at a deeper level questions are set which enables deeper discussion with teachers.

Provision for children with Special Educational Needs (SEN) is made where appropriate through differentiated work to accommodate the wide range of abilities within the class.

It is also recognised that RE has a unique role to play in the building of individual pupils self-esteem, that through role-play, drama and art work. It is the aim of the school that all pupils find a means to relate to the subject.

Forms of Assessment

Assessment.

- General, ongoing, observations made by the teacher and members of staff who support in the classroom.
- End of task review.
- End of lesson review.
- Marking work in line with the marking policy.

Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.

Teachers assess the children in two areas; Knowledge and Understanding (AT1) and Reflection on Meaning (AT2). Assessments are made

Our strategies for recording assessments in Religious Education involve moderation of samples of work throughout the school, ensuring that the standard is comparable or better than Literacy; teacher with teacher, and as a leadership team.

Forms of Assessment

Assessment.

- General, ongoing, observations made by the teacher and members of staff who support in the classroom.
- End of task review.
- End of lesson review.
- End of half term assessment.
- Marking work in line with the marking policy.

Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.

Teachers assess the children in two areas; Knowledge and Understanding (AT1) and Reflection on Meaning (AT2).

Our strategies for recording assessments in Religious Education involve moderation of samples of work throughout the school, ensuring that the standard is comparable or better than Literacy; teacher with teacher, and as a leadership team.

Recording

Each teacher keeps a class record of assessed work, through the religious content, and records of pupils' progress.

Reporting

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.

Miss Sowerby, the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

The role of the subject coordinator is to formulate a policy and scheme of work and to ensure that this is followed by all teachers.

To advise and encourage the staff in planning and revising and to keep them up to date on new developments through INSET activities, both-in-house and diocesan run courses.

To monitor planning for Religious Education and collective worship.

Ensure that there is a focus of Religious Education in all displays throughout the school and in classrooms.

Ensure that there is a focus for prayer in each classroom.

Report to the Headteacher/Governing Body on ongoing developments in Religious Education/Collective Worship.

Keep parents informed about developments in Religious Education.

Foster links with the parish and wider community.

Policy review.

This policy will be monitored, evaluated and reviewed by *the RE Co-ordinator and Head* and updated every 2 years.

Other Faiths

Other faiths will be taught through the Come and See programme of study in the summer term with every class teaching a week on Judaism and then spending a week learning about another faith which is agreed as a whole class.