

St Francis of Assisi Catholic Primary School

2021-22



Religious Education Policy

Name of Subject Leader: H. Shaw

Last review date: Sept 2021

Policy approved by: V. Snejberkova-Taylor

Next review date: Sept 2022

Aims & Objectives

- Religious Education is to be 'the core of the core curriculum.'
- Religious Education is central to the educative mission of the Church.
- We are aware that evangelisation and catechesis are happening in our school, 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.

Roles and Responsibilities of the Subject Leader

- To ensure coverage continuity and progression in planning
- To monitor and evaluate the effectiveness of Religious Education teaching and learning (including that of externals)
- To support and guide the practice of teachers and support staff
- To produce Action Plans for the SDP
- To manage the Religious Education budget effectively demonstrating impact
- To liaise and consult with outside agencies where appropriate
- To attend relevant INSET training
- To prepare and lead, or contribute to, INSET
- To review termly the contribution made by Religious Education to a meaningful curriculum
- To organise whole school/ KS events as appropriate e.g. Sports Day, Summer Concert

Intent

Teaching and learning

We aim that all pupils:

- 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

We intend to do this by:

- Ensuring 10% of curriculum time is allocated to Religious Education (in line with Bishops' Conference recommendations). This does **not** include Collective Worship.
- Planning and teaching creative Religious Education lessons, making use of The Way, The Truth and The Life programme, as recommended by the Diocese.

Implementation

Our implementation is developed through secure understanding of the curriculum and subject area. Subject expertise allows the intentions of our Religious Education curriculum to be executed successfully.

Curriculum Organisation & Planning

Curriculum

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. A variety of teaching and

learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Planning

Our curriculum planning is in two phases (long-term & medium-term). Our long-term plan maps the topic areas studied in each term for each year group. We plan the medium-term topic areas in Religious Education so that they build upon prior learning and encompass the liturgical year. Teachers make use of the The Way, The Truth and The Life programme to enhance learning and plan creative lessons.

Enrichment

All year groups visit our church on a regular basis for Masses and enrichment lessons with our parish priest. We also recognise the enormous value of religious educational visits and visitors into school to enhance children's learning opportunities and experiences. We also know the importance of learning about other world faiths. Five other faith days are taught each academic year, in all year groups. These are usually based around other faith festivals. The importance of Judaism to Christians, is reflected in that it is allotted two other faith days. Islam, Sikhism and Hinduism are allotted one day.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEN
- Pupils will English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can access the full curriculum and ensure that there are no barriers to every pupil achieving.

Teachers take account of the needs of pupils, whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. The needs and interests of both boys and girls are given full consideration.

Impact

Assessment, Attainment and Progress

Early Years Foundation Stage (EYFS)

Assessment of pupils is carried out for each topic area, tracking attainment within the topic. Each teacher keeps a record of pupils' progress and this is analysed termly. The school portfolio of pupils' work contains three samples of work from each teacher for each topic covering a range of abilities.

Key Stage One and Two

Assessment of pupil standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference. Each teacher keeps a class record of assessed work and records of pupils' progress. The school portfolio of pupils' work contains three samples of work from each teacher for each topic covering a range of abilities. Local partnership moderation meetings are held every year and within school moderation is carried out yearly in professional development meetings and key stage meetings.

Assessment, Recording and Reporting

Early Years Foundation Stage (EYFS)

Pupils are assessed half-termly but there is ongoing assessment through observation of pupils, to monitor and support their development.

Key Stage One and Two

The assessments are used to inform parents of their child's progress. Parents receive information about their child's progress in the subject at both parent open evenings and in their child's annual school report.