



Religious Education Policy

Name of Subject Leader: H.Shaw

Last review date: Sept 2022

Policy approved by: Vera Snervakova-Taylor

Next review date: Sept 2023

Aims & Objectives

- The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ...In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church¹.
- 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 educational².
- Is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

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

Intent

Teaching and learning

We aim that all pupils:

- 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;
- 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;

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3

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

- 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 ³.

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.
- 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 Way, The Truth and The Life programme is used 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

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 ⁴.

Teaching in Religious Education – The Way, The Truth and The Life programme should 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. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'⁵

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

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

⁴ *The Way, the Truth & the Life, Teacher Book 4*, CTS, 2004, p. 4

⁵ *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

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

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 ⁶.

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.

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