

# St Mary's Catholic Primary School



## Religious Education Policy

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## **Mission Statement**

**'Achieving excellence together, with God's love.'**

At St Francis Xavier Catholic Primary School we provide an environment for our community that enables each unique member to feel valued and become stronger as we embrace challenge and change.

We let God's love inspire us and his Word guide us as we grow together as a community in our enthusiasm for excellence in all that we do

At St Francis Xavier we endeavor to ensure that through Quality First Teaching, intervention and leadership we maximise opportunities for all learners to embed, retain and use knowledge effectively within a broad, balanced and faith-based and language rich RE curriculum.

### **Rationale of Religious Education:**

At the heart of Catholic education lies the Christian vision of the human person, that we are all made in the image and likeness of God. This vision is expressed and explored in religious education. Therefore, we believe that religious education is never simply one subject among many, but the at the heart of our whole school curriculum.

Religious education is a core subject in our 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 rigor as other curriculum subjects.

## **Intent**

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

## **Curriculum time allocation:**

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include daily acts of prayer and liturgy (See prayer and liturgy policy).

Programme of Study: To fulfil the above aims and to address the 4 areas of study outlined in the Religious Education Curriculum Directory – Revelation, Church, Celebration and Life in Christ, we implement the Come and See scheme of work as recommended by our Diocese.

## **Methodology**

In line with other core subjects, the RE curriculum is taught through the application of high quality pedagogy to enable pupils to know and remember more in the long term.

In addition, we ensure that high quality Religious Education is taught not only effectively but that can be distinguished from other core subjects due to the unique RE specific pedagogy which is applied.

## **Focal Point**

*All RE lessons require a focal point. This must include a piece of cloth, a candle, the Bible, a crucifix and any other artefacts that you may think will enhance the focus of learning and stillness.*

*Quiet, reflective music to be played or 'special' gathering.*

## **Gathers**

- *Wherever possible, children to be seated around the focal point and use this time for stillness and reflection (not a long time but enough time to instill calmness and a sense of peace)*
- *For older pupils, children may start with their prayer journals as quiet music is played.*

## **Examples of 'Gather' activities**

*A powerful image that provokes deeper thinking.*

*A powerful question linked to a piece of news/image (i.e., What would Jesus do?).*

*A starter song with actions.*

*Prayer journaling; (perhaps with the lights off and a tea light on each table)*

*Quiet meditation...Imagine they are walking with Jesus... Imagine if Jesus comes to you and asks you to follow him*

*(Not all require pupils to respond)*

## **Assessment, Monitoring, Recording and Reporting**

Each teacher keeps a class record of pupils' progress on the RE assessment tracker spreadsheet. They track progress against the diocesan attainment descriptors for each year group.

**Come and See topics** are clearly demarcated in the children's books using title pages that contains the Attainment Targets for that unit of work, 'I can...' statements and clear learning outcomes. The work covered clearly indicates the evidence towards these statements and outcomes.

There is a **clear sequence** of learning in each unit of work: **Explore, Reveal and Respond** with examples of Rejoice/celebration (these could be photos, liturgies, speech bubbles etc. to capture the end of topic celebration).

**Links to scripture** are made frequently in the EYFS and KS1 and as an expectation within every KS2 lesson.

**Driver words (Tier 2 and Tier 3 vocabulary)** are also evident in either books and RE displays.

In the EYFS, evidence is recorded in the class RE 'Floor Book'. Photographic evidence is not the main form of recording in EYFS. Examples include, mark making, children's work, answers to questions posed by the teacher, children writing themselves/teacher scribing if necessary.

By the end of Year 1, there are very few photographs used as evidence of RE work and children are using other examples to record.

Retelling of Biblical stories/events continues after Year 2 but only when these are specifically linked to scripture, prayer, psalms etc – pupils are supported with exploring the meaning of scripture in greater depth. Staff are encouraged to plan a variety of creative tasks to support pupils' progress and attainment in RE, for example: Playscripts, poetry, writing through the eyes of a witness, reports, artwork, drama, music etc.

All year groups to have a 'Going Deeper' challenge for pupils, at the end of each lesson

**Feedback/Marking is rigorous** and in line with the marking policy and all pupils should have the opportunity to edit their work and respond to feedback. Feedback reflects the Attainment Targets, the level descriptors and/or key questions to develop deeper thinking and understanding.

In Upper KS2, **prayer journals** also support teaching and learning as a time for stillness.

**Quantity and expectations** are in line with core subjects and progression across the school is evident.

**Assessments** are in line with core subject expectations and linked to Attainment Targets. Teachers update the RE assessment tracker based upon the children's work termly in order to provide a clear picture of pupil progress.

**Knowledge Organisers** are used from EYFS through to year 6. These are in the children's RE book (EYFS Floor book) after the assessment cover page for each topic and can be used for to support teacher, peer and self- assessment.

**Internal and external RE moderation** meetings are held throughout the year with schools from across our local RE network.

**Progress and achievement in Religious Education** is reported to parents/carers in a written report at the end of each academic year in line with other core subjects.

## **Virtues and Character Education**

We follow guidance from Leeds Diocese. Through the teaching of Catholic character education, a shared vision of life based on Christ Centered virtues is reinforced to further support the flourishing of pupils, young people and all members of the school community. St Francis Xavier is proud to be teaching the children to be virtuous and responsible citizens.

### **Policy review.**

This policy will be monitored, evaluated and reviewed by the RE leader, governors and staff and updated September 2023.

### **Management of the subject.**

RE Leader (Miss Hodby with the support of the SLT team) has responsibility for leading, managing and supporting the delivery of and training in Religious Education. Other Faiths is taught via the core scheme alongside different World Faiths teaching, which is woven and embedded into our curriculum, as a whole.

This Policy links to our Good Practice Guide