



Our Lady & St Edward RE Policy

In response to the question; 'where do you live?' which was asked by the disciples, Jesus invited them to; 'Come and see. The disciples went with Jesus 'and spent the rest of that day with him.' John 1:39

Rationale

In the life and faith of Our Lady & St Edward Catholic School, Religious Education plays a vital and central part, it is the foundation of all of our teachings. At the very heart of Catholic education lies the Christian vision of the Human person. Therefore, RE is never simply one subject among many, but the foundation of the entire educational process. Our Catholic beliefs and values underpin every element of our school life. They are the basis, and an essential influence, on all that the staff and pupils do. It is not only taught as a curriculum area but as a way of life, promoting Gospel values, giving praise and reverence to God. It is an opportunity for everyone to develop their own personal faith, through words and actions, and to enter into a communion with God. This is achieved through liturgy, collective worship, assemblies, lessons and responsibilities throughout the school, which deepen our Catholic life and highlight our belief that Christ is at the centre of all that we do.

Aims & Objectives

We strive to develop opportunities for each child to grow spiritually in their faith. This includes the deepening of knowledge and understanding of key theological ideas and their application to life. Through Religious Education lessons, delivered using the 'Come and See' programme, we work to develop independent thinking and the ability to express personal faith experiences. These can be summarised as stating that Religious Education in a Catholic school is the comprehensive and systematic study of:

- The mystery of God and His creation
- The life and teachings of Jesus Christ
- The teachings of the church
- The central beliefs that Catholics hold, the basis for them and the relationship between faith and life

Through Religious Education children will also be encouraged to:

- Investigate and reflect
- Develop appropriate skills and attitudes
- Deepen their religious and theological understanding and to communicate this effectively
- Relate their Catholic faith to everyday life
- Foster their spiritual development by experiencing the love of God through worship, witness and work
- Develop a sense of responsibility, self-confidence, self-respect, self-discipline and acceptable behaviour, including respect and sensitivity for other people's faith. This will hopefully prepare each child for his/her life in a multi-ethnic society. Religious education is a way of life and as part of this journey we work closely together within the parish community and with our Parish Priests, Father Joe and Father Philip. This is so we can raise pupils' awareness of our faith and traditions, and that of other communities, in order for each child to gain a greater understanding and respect.

In the words of the Curriculum Directory 2012, the outcome of Catholic Religious Education is "religiously literate and engaged young people who have the knowledge, understanding and skills



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- 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."

Religious Education in the Classroom

Explicit Religious Education – those planned or timetabled periods of time given to a systematic studying of Religious Education in the classroom. It requires 10% of the length of the taught week for each key stage of Education. (This equates to 2 ½ hours per week in Foundation and Key Stage 1 and 2 ½ hours per week at Key Stage 2). This time does not include time for Collective Worship and hymn practice. The teaching of Religious Education must be clearly indicated on each class timetable. We believe that excellence in the teaching of Religious Education will be characterised by clear religious learning objectives and of key content, by appropriate methodologies, rigour, rich resources, and achievement of identified outcomes and accurate methods of assessment. Classroom R.E. will be a challenging educational experience between the pupil and the teacher using appropriate subject material.

We recognise that there will also be opportunities throughout the school day which leads pupils to wonder or enhance their own religious understanding.

Displays

In order to highlight the importance of Religious Education and the Catholic ethos of the school, displays of a religious nature should be evident in each classroom throughout the year. Similarly, such displays should be encouraged in corridors and at appropriate times of the year in the school entrance. An R.E. / Prayer focus area should be encouraged as a focal point in each classroom. This area should have at least cloth of the appropriate liturgical colour, a crucifix, a candle and a Bible. Statues, artefacts and posters can be displayed and changed regularly to suit the season.

Programme of Study

To fulfil our aims and objectives we use the "Come and See" programme of work, as recommended by the Diocese, for the whole school, from Early Years to Year Six. Each year group has its own set of topics within the programme. Work is planned according to 3 Attainment Targets

- AT1 – Knowledge and understanding (What do I know?)
- AT2- Living out what we know in our lives, relationships and behaviour (How can I live it out?)
- AT3 – Further thought, wondrous moments, questions which we find difficult to answer (What do I wonder about?)

Planning should include an element of each Attainment Target within all topics.

- Explore – generally AT2/AT3
- Reveal – covers all of AT1 along with some elements of AT2/AT3
- Respond – generally AT2/AT3

Other Faiths are taught in line with the thinking of the church, the aim being to encourage in the children a greater understanding through a greater knowledge. Teaching formally about other faiths begins in Early Years too. Each year Judaism is studied and one other faith chosen from Hinduism, Sikhism or Islam. The "Come and See" scheme provides a key focus and objectives to be covered by each year group.



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Process of Teaching

In line with the four areas of study, set out in the Curriculum Directory 2012: -

- Revelation: God speaks – finding meaning in life
- Church: Christ the light of the nations – Community of Faith
- Christian Living: Joy and hope – Way of life
- Sacraments: Liturgy – Celebration

Each term the following themes are explored:

- The Church
- A sacrament
- Christian living

| | Church | Sacrament | Christian living |
|----------------|---|--|---|
| Advent Term | My Family – Domestic Church | EYFS, KS1 & Y3– Baptism Y4 - Confirmation Y5 Marriage Y6 - Ordination | Celebrating Life – Advent & Christmas |
| Lent Term | My Parish - Local Church | The Eucharist Y3 - Reconciliation | Cost of life – Lent & Easter |
| Pentecost Term | My Worldwide Community – Universal Church | Reconciliation Y3 - Eucharist Y6 - Anointing of the sick | Feasts to celebrate – Pentecost and the Ascension |

This pattern guides the structure of the “Come and See” programme and informs the process of each topic.” (Come and See) This implemented through a process of: EXPLORE, REVEAL and RESPOND over a period of 4 weeks

EXPLORE (search – Beginning of each topic) – An introduction to the topic where the children explore their own life experiences. They will explore themselves, their relationships and their world.

REVEAL (revelation) - This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the word, in scripture, tradition, prayers and Christian living.

RESPOND (response – During week 4, at the end of the topic) - This area has three parts; Remember, Rejoice and Renew. There is no new learning during this week. This week consolidates what the children have been taught. During this week the children are given the opportunity to plan a Collective Worship, to celebrate their learning, and to respond to what they have learnt.



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In each academic year the following themes are studied in greater depth

| THEMES & TOPICS | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-----------------------------------|-------------|------------------------|--------------------|---------------------------|--------------------------|--------------------------------|-----------------------------|
| Domestic Church FAMILY | MYSELF | FAMILIES | BEGINNINGS | HOMES | PEOPLE | OURSELVES | LOVING |
| Baptism/Confirmation BELONGING | WELCOME | BELONGING | SIGNS & SYMBOLS | PROMISES | CALLED | LIFE CHOICES | VOCATION & COMMITMENT |
| Advent/Christmas LOVING | BIRTHDAY | WAITING | PREPARATIONS | VISITORS | GIFTS | HOPE | EXPECTATIONS |
| Local Church COMMUNITY | CELEBRATING | SPECIAL PEOPLE | BOOKS | JOURNEYS | COMMUNITY | MISSION | SOURCES |
| Eucharist RELATING | GATHERING | MEALS | THANKSGIVING | CHOICES | GIVING & RECEIVING | MEMORIAL SACRIFICE | UNITY |
| Lent/Easter GIVING | GROWING | CHANGE | OPPORTUNITIES | GIVING ALL | SELF DISCIPLINE | SACRIFICE | DEATH & NEW LIFE |
| Pentecost SERVING | GOOD NEWS | HOLIDAYS & HOLYDAYS | SPREAD THE WORD | ENERGY | NEW LIFE | TRANSFORMATION | WITNESSES |
| Reconciliation INTER-RELATING | FRIENDS | BEING SORRY | RULES | LISTENING & SHARING | BUILDING BRIDGES | FREEDOM & RESPONSIBILITY | HEALING |
| Universal Church WORLD | OUR WORLD | NEIGHBOURS | TREASURES | SPECIAL PLACES | GOD'S PEOPLE | STEWARDSHIP | COMMON GOOD |

Adaption

In line with all other areas of the curriculum, R.E. should also be differentiated /scaffolded to accommodate for the ability of all children, making explicit use of the appropriate driver words. Differentiated activities should be recorded on the chosen planning format for every topic.

Assessment, Recording and Reporting

Assessment is focused on the overall aims and objectives of Religious Education. In "Come and See", it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment will establish what pupils know, understand and what they can do. It does not assess faith or the practice of faith.

There is now a focus on assessing achievement and progress according to diocesan end of year expectations in line with other core subjects.

Ongoing Assessments Assessment should include: -

- Use of 'I Can' target sheets for each topic at the appropriate level
- Knowledge of the End of Year Expectations
- General observations of children engaged in tasks and activities in the classroom.
- Note of contributions made to classroom displays.
- Review: end of task, activity, lesson, and topic.
- Marking of more formal written work.

Foundation stage – at least 2 pieces of recorded work per topic studied

Key Stage 1 – 4 pieces of recorded work per topic studied

Key Stage 2 – 6 pieces of recorded work per topic studied At the end of every term, attainment is recorded on 'OTrack', in line with the other core subjects, to enable progress to be tracked and



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discussed at subsequent Pupil Progress meetings. Children should be assessed as being one of the following:

Below **(BEL)**– Working below the end of year expectations for their year group

Working towards **(WTS)** – Working within the end of year expectations for their year group but at a lower level

Expected **(EXS)** – Working within the end of year expectations for their year group at the age-related level

Exceeding **(GDS)** – Working beyond their age-related level.

These levels are outlined by the Diocese using judgements from the 'I Can' statements and Diocesan End of Year Expectations.

Formal Assessment

Assessment of pupils' work is a necessary part of the learning process. Its purpose includes the affirmation of attainment and achievement, the necessary recording and reporting of pupil progress and helping the pupil to take the next step in learning. In line with the Diocesan guidelines, one piece of work per term is formally assessed. This piece of work is set through the Diocese, on a termly basis, and is built around one of the learning foci in the "Come and See" programme. This planned activity takes place to allow the pupils to respond at different levels. Each child has an R.E. assessment book in which this main piece of work is recorded and this assessment book goes with each child as they go through the school. The work will then be assessed and levelled according to Diocesan guidelines.

Baseline Assessment is also carried out in line with Diocesan guidelines. This baseline assessment is done in the Foundation stage when each child starts school. It is then logged and repeated towards the end of the academic year. The results from each assessment are compared in order to provide Year one with sufficient information regarding the needs of each child and to ensure progression in Religious Education for each child.

Recording Work is presented in a variety of ways across the school, both written and oral. In written pieces, children have to present work as they would in English and other subjects and there is the expectation that it will be neat, clear and well organised. Throughout topics, children are encouraged to actively listen and interact with others to discuss issues and form opinions. This shared learning enables children to express their own ideas, listen to those of others and grow in their understanding. Recorded work should include: - written work, photographs, role-play (photographed), art work, scripture work and displayed pieces of work. Each piece of work must have a clear objective from the learning foci set out in the scheme. Photographed work must be annotated by the children where appropriate. A creative approach to the Religious Education is used when planning lessons and so the choice of presentation is dependent upon the learning taking place. All activities are planned through deep consideration of how the learning objective can be best achieved and how mastery can be embedded. The recording of work provides evidence of achievement and pupil involvement.

Work will also be evidenced in other forms such as:

- Notes from observations
- Written comments on children's work, in line with school marking policy, to help make the child aware of how they can improve their work. Showing evidence that children have responded to their next steps.
- Visual evidence e.g. photographs and video recordings of children's work



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- Class/school portfolios
- Pupils self-assessment

Reporting

- Provides feedback to the pupils
- Informs teacher colleagues of individual achievement and areas studied
- Informs parents of child's progress and achievements
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils A verbal report is given to parents at Parents' Evening in the Advent and Lent terms. Religious Education is the heart of the whole curriculum and is formally reported on the annual written report sent to parents during the Summer Term.

Leadership of Religious Education

Religious Education is the responsibility of the Headteacher and SLT. Their role is to monitor and assess the R.E. curriculum throughout the school to ensure continuity and progression. They also ensure that the aims and learning outcomes in the Curriculum Directory are identified and fulfilled. They meet with, and inform, school Governors of developments in religious education and liaises closely with the staff of the school to fulfil their monitoring duties.

Monitoring and Review

The R.E. Subject Leader regularly reviews resources. Along with SLT, they are responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. She is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The Headteacher provides Governors with a termly report, which evaluates the strengths and weaknesses in the subject and indicates areas for further development, in-line with the priorities on the School Development Plan. Book looks take place and feedback is given to all staff. Lesson visits are carried out by the Headteacher throughout the course of the year.

Equality Statement

We have a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The curriculum is inclusive and facilitates the needs of all children regardless of their age, size, mobility, gender, ethnicity and ability. Our planning aims to foster an appreciation of each other's cultures and beliefs along with the promotion of a healthy and positive selfimage. This is linked to the school's role as a Christian community, Special Education Needs and Inclusion.

Review

We acknowledge that this policy and our understanding of learning need to be reflective and open to new research in order for our teaching to be successful. The Headteacher and SLT will review this policy during September 2023. Any suggested amendments will be presented to the Governing Body.