



St Richard Reynolds Catholic Primary School

Policy: Religious Education Policy

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Vision

"At the heart of Catholic education lies the Christian vision of the human person."

This vision is expressed and explored in Religious Education and worship, which plays a central and vital part in the life of faith of the Catholic school. At St Richard Reynolds Catholic College, Catholic Religious Education is the core subject and the foundation of the entire educational process. The beliefs and values studied in it inspire and draw together every aspect of the life of the College. As a result, all pupils have the right to receive an overall education which will enable them, in the light of the Faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3:15).

Introduction

Christ is the centre and foundation of our Catholic School. All members of our school community share the responsibility of supporting the Catholic identity of the school. Parents, staff, governors enable our children to live full lives in Christ and help them to participate in the building up of the Kingdom of God. At the heart of the understanding of life lies God, its creator. Indeed, without acknowledgement of God as the source and destiny of human life, efforts at education will always fail to reach beyond the pragmatic.

Archbishop of Westminster Vincent Nicholas (2005)

It is recognised that '...the first educators in the faith are parents. By their example in the home and the participation in the Mass and other sacraments, the foundations of life-long faith and discipleship in their children are laid down.' (Bishops' Conference of England and Wales, 2000)

Context

St Richard Reynolds Catholic Primary is a one-form entry school in the parish of St James', Twickenham. Twenty foundation places are allocated with priority given to Catholic children and ten open places are given without reference to the religion of the child.

This policy should be read in conjunction with Primary School policy on Prayer and Worship and College policies on Sex, Relationship and Health Education, Equal Opportunities and Special Educational Needs.

Aims and Objectives

The Catholic vision of Education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values that are lived out in the daily life of the Catholic school. Within this vision, Religious Education is very much a journey of formation involving every member of the school community, together with a pupil's family and parish community.

At St Richard Reynolds School Religious Education is a subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other core subject. For those not already engaged in the journey of faith Religious Education may be the first opportunity to hear the good news of the gospel.

Aims

At St Richard Reynolds we aim to develop:

- The knowledge and understanding of Catholic faith and life; the mystery of God and of Jesus Christ, of the Church, and of the central beliefs that Catholics hold.
- The knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith.
- The skills required to engage in examination of and reflection upon Religious belief and practice.
- The formation of responsible and committed Catholic citizens encouraging our children, as they grow towards the highest standards in academic achievement, social responsibility and personal development.
- An awareness and understanding of other faiths and the multi-faith society in which we live.
- To involve parents in the spiritual development of their child.

Objectives

The objectives of curriculum Religious Education at St Richard Reynolds School are:

- To encourage the children to develop a personal understanding of God and His importance in their lives.
- To encourage study, investigation and reflection by the pupils.
- To develop the following skills:
 - ✓ Ability to listen;
 - ✓ To think critically, spiritually, ethically and theologically;

- ✓ To acquire knowledge and organise it effectively;
- ✓ To make informed judgements;
- To foster the following attitudes:
 - ✓ Respect for truth;
 - ✓ Respect for self;
 - ✓ Respect for others;
 - ✓ Awareness of the spiritual;
 - ✓ Moral responsibility;
 - ✓ Religious commitment in everyday life;
 - ✓ The challenge of living in a multicultural, multi-faith society.

The outcomes of Religious Education are 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.

[From the Curriculum Directory for Catholic Schools]

Content

The content of our Religious Education comes from the Curriculum Directory, provided by the Bishops Conference of England and Wales. To help with planning and ensuring the Curriculum Directory is accessible to the children, we use a range of planning tools including the Come and See scheme of work, CAFOD, In God's Name resource and any other relevant materials. The Come and See materials have been used as a starting point to planning and in collaboration with other local Catholic schools have been amended to reflect the Catholic Education Service Age Related Standards Framework.

Roles and Responsibilities

The responsibility for leading RE across the school is the collective responsibility of the RE Subject Leader, the prayer and liturgy leader and the Head of Primary.

All staff who teach RE will

- be prepared to witness to what they teach
- understand that they share in the teaching office of the Church exercised in the person of the local bishop and enshrined in the trust deed of the school
- fulfil their professional responsibilities regarding all that develops and enhances the life of the Catholic school;
- have high expectations of all their pupils;
- take care continually to deepen their own knowledge and understanding of the Catholic faith

The Head of Primary will

- Appoint staff suitable and qualified to teach Religious Education
- Provide appropriate resources and opportunities for training
- Ensure that 10% of the curriculum is devoted to Religious Education;
- Oversee the Catholic Life of the School

The **R.E. Subject Leader** is responsible for

- Monitoring the standards of the children's work and the quality of the teaching in Religious Education;
- Supporting colleagues in the teaching of Religious Education;
- Reviewing samples of work and visiting classes to observe teaching in the subject;
- Being informed about current developments in the subject;
- Providing a strategic lead and direction for the subject in the school;
- Updating the R.E. development plan and policy;
- Encouraging the use of appropriate practice;
- Consulting with staff at all levels and ensuring that information is communicated to them;
- Leading staff in INSET;
- Maintaining and updating resources;
- Promoting the use of outside resources and opportunities
- Continue to develop systems of best practice in assessment
- Promoting the use of outside resources and opportunities; and Presenting the Head of Primary with an annual R.E. development report, which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The REC is Emma O'Byrne

The **Prayer and Liturgy Leader** is responsible for

- Advising on, and leading Assemblies; Collective Acts of Worship and Liturgies.
- Planning and coordinating whole school, Key Stage and year group Masses.
- Planning and coordinating the Sacrament of Reconciliation in Advent and Lent.
- Co-ordinating the Mini Vinnie group and supporting the charitable activities within the school.

The Prayer and Liturgy Leader is Hannah Morgan

In addition, the Primary School is supported by the Our Catholic Community team (Senior and Middle leaders across the college), and the College Governing Body.

The **Governors** will

- Nominate an RE Governor to support and encourage the teaching of RE.
- Scrutinise reports on RE and the Catholic life of the school at Community and Stewardship meetings.

Monitoring:

The level of teaching and learning in RE will be monitored through:

- Book checks;
- Monitoring of plans;
- Regular lesson observations/learning walks
- Work moderation and review of standards
- Pupils and staff questionnaires

- RE Advisor visits

Curriculum Time allocation

Religious education at St Richard Reynolds is at the centre of the daily life of the school. In line with the Bishops' Conference recommendations, a minimum ten per cent of teaching time is allocated to RE each week, this does **not** include Collective Worship. Other subject areas, such as drama, art and literacy, complement the RE curriculum.

RE is brought into other areas of the curriculum wherever possible including thematic approach to events such as Arts Week. RE is effectively brought into other areas of the curriculum such as Music, Art, school trips and specialist days. Furthermore, teachers will provide, where appropriate, opportunities for pupils to apply and develop their computing skills through RE.

Programme of Study

Our Religious Education programme is based on the Bishops' Curriculum Directory and addresses the four areas of study – Revelation, Church, Celebration and Life in Christ. At St Richard Reynolds we use the 'Come and See' programme of study for Catholic schools as a foundation for our planning. This is supported by further resource materials such as Margaret Carswell's In God's Love, CAFOD and other relevant materials. Teachers are encouraged and supported to extend these plans to ensure that the RE curriculum that is delivered gives children the scope to attain the higher standards for each key stage. We have worked collaboratively with other local Catholic schools to ensure these plans are reflective of the CES Age Related Standards Framework. Further collaboration will follow from the formation of the Ascension Catholic Academy Trust. The RE co-ordinator supports the teachers to extend their planning to reflect the events of the liturgical year and Catholic Social Teaching themes. Additional whole school themes have been added including a topic on St Richard Reynolds which explores his life, the significance of our school's motto and deepening understanding of our school house saints. Links with our Parishes support teachers with their theological understanding which has included priests being invited to deliver CPD at staff meetings.

Each term the children cover three core topics. A newsletter is sent to parents explaining what each child will be covering and how they can support us in this very special part of a child's Catholic education. Having made a positive choice for Catholic education, parents are expected to encourage the children by their own example of regular religious practice and fully support the work of the school in this area. Throughout the year lesson time is also dedicated to significant events in the liturgical year such as Harvest and May is the Month of Mary as well as studying other world faiths. Following the introduction of the Standards in Religious Education document, staff are provided with a unit overview for each of the units taught which references the standards for each phase. This guides teachers with their planning and the end of phase expectations are explicit.

A long-term overview is produced and shared with staff so that the "Come and See" units are taught at the same time in each year group and adhere to their position within the liturgical year; this is particularly pertinent with the changes to the dates for Easter each year. This allows for staff meetings to be provided which address theological background information to support staff in teaching the upcoming unit.

Teachers plan using google slides so that plans can be easily adapted based on the needs of the children. Teachers are encouraged to use the driver words from the new standards to formulate their lesson objectives, ensuring that lessons build up the knowledge and skills required within the unit. Planning frameworks are being produced in collaboration with other schools to support teachers in their planning. The aim is to ensure that learning objectives provide clear steps to achieve the assessment focus for each unit and enable staff to make a holistic judgement rather than using a single standalone assessment task.

Big questions have been adapted and now form a focus for learning throughout the topic. The pupils engage with challenging questions about meaning and purpose in life and belief in God. They start each question with a big picture question and they gather evidence to support their answer at the end of the unit. These questions should underpin the learning within each topic and allow pupils an opportunity to develop their understanding of key themes within Catholic teaching. Pupils respond to these at the end of a unit which demonstrates their knowledge and understanding of either scripture or religious beliefs and their use of religious vocabulary.

Other faiths

Other faiths form part of Religious education, both formally and informally. Each year group undertakes two units of study from the 'Come and See' programme on other faiths, one of which is Judaism. This allows children to develop their knowledge and understanding of Christianity and other faiths of the world as well as exploring similarities and differences between and within religion and reflecting on the benefits and challenges of living in a multi-faith and diverse society. Visits and trips to explore the faith and practice of the wider local community are encouraged in the Primary school.

PSHE/RSHE

PSHE supports the RE curriculum and is taught in addition to the time given to RE. Pupils study topics such as the rights and responsibilities of individuals; the study of democracy and the parliamentary process and bullying. Circle time gives pupils the opportunity to discuss and understand human feelings and emotions and their likely impact in relation to themselves and others.

In 2020, we subscribed to Ten Ten which has provided the basis for our revised Relationships, Sex and Health Education (RSHE) scheme which was implemented following a consultation period with our parents. This change saw RSE become a more integral part of the curriculum alongside our delivery of PSHE rather than a two-week unit delivered in the summer.

Learning Environment

The high standard of Religious Education in our school will be reflected in the work displayed in every classroom and corridor displays. The work on display should indicate the topic and themes currently being covered by the class and may feature children's own work. Classroom displays are updated regularly. Displays include key questions, links to scripture, vocabulary and a celebration of

the learning sequence. The intention is that the display is a working wall which develops throughout the topic for pupils to engage with and learn from.

Each classroom or communal workspace has a prayer table which is covered in a cloth to match the liturgical season. It also has a statue, bible and reflection card. It may feature other objects relevant to the liturgical season or topic being taught.

Teaching and Learning

At St Richard Reynolds we use a variety of teaching and learning styles across our curriculum provision. High standards and expectations in our English lessons translate and enable our children to make outstanding progress in their Religious Education.

There are children of different abilities in all classes at St Richard Reynolds. We recognise this fact and provide suitable learning opportunities for all children by careful differentiation in planning and teaching which suitably challenges the ability of each child. We achieve this through a range of strategies. In some lessons this may be through the organisation of pupils, different tasks for different groups whilst in other lessons all pupils may work from the same starting point before moving on to develop their own ideas. Where possible, we use teaching assistants to support pupils and enable work to be matched to individuals.

RE books should be treated as the most special books the children use. They feature a picture of the child and their house saint. Pupils are encouraged to take pride in their RE work. The RE books contain a wide variety of evidence of the learning activities that take place which celebrates the diversity of teaching within RE such as art, drama and extended pieces of writing. RE Homework is also given to extend the pupils' religious knowledge and understanding. This may be a standalone piece or longer project work.

Assessment

Assessment is focused by 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 establishes what pupils know, understand and can do. Assessment of standards is carried out according to Diocesan guidelines and makes reference to the new standards framework.

Class teachers will assess children's progress and attainment during each lesson and use this to inform future planning. Opportunities are provided to identify small steps of progress such as the use of start of unit topic covers (where pupils explore key vocabulary and identify what they already know, what they would like to know and are encouraged to make links with previous learning), and purple progress marking (these would be used to either address a pupil who has not demonstrated the learning objective within their work or provides an opportunity to further extend understanding.). Teachers also assess summatively at the end of each unit. Assessment judgements will be made using children's books, displayed work, verbal responses in class and occasionally through achievements in assessed tasks. Pupils are assessed against each standard (a different focus for each unit) and a judgement made for that standard will be recorded in an RE assessment spreadsheet indicating whether a pupil is Working towards (WTS), at Expected (EXS) or working beyond expected (EXP*) of standard. This allows staff to make a holistic summative judgement at the end of the term to demonstrate how pupils are performing in RE. Pupils' work will be moderated in staff meetings at least once a term to support teachers in their judgements.

Moderation will also take place in Deanery meetings and at the end of the year at a Diocesan meeting.

Marking:

- Marking should identify what the children do well in relation to the RE learning objective. This is marked in green pen.
- If the children have not met the success criteria, marking should show them how to achieve it next time, indicating how they might move forward in their thinking and understanding. Any areas for them to consider further will be highlighted in pink. The children will address any misconceptions or respond to next steps in purple pen.
- Questions should be used, on appropriate pieces of work, to help children reach higher levels and deepen their religious understanding. This is marked in purple pen.
- Questions can also be used to ensure AT2/AT3 content is covered/included.
- Religious vocabulary should be corrected if spelt incorrectly. Pupils in Key Stage 1 have a religious vocabulary bookmark and in Key Stage 2 religious vocabulary sheets to refer to.

The school maintains 'portfolios' of work completed containing moderated work from both internal school moderation and those pieces moderated in deanery meetings. Internal moderation is held termly as well as moderation with other local Catholic schools.

Progress and achievement in Religious Education is reported to parents verbally in the Autumn and Spring Parent Consultation meetings and in a written report at the end of the academic year.

Monitoring and Review

Monitoring of teaching and learning with RE is the joint responsibility of the RE Coordinator and the Head of Primary and is completed through monitoring medium term planning, lesson observation, and work scrutiny across the phases and throughout the school. Our attached adviser, who makes regular visits and reports back to the Head of Primary, supports the school in this. The Head of Primary regularly reports to the Governors on the religious life of the school.

Policy Review

The policy will be monitored, evaluated and reviewed by Governors and the Head of Primary and updated every year.