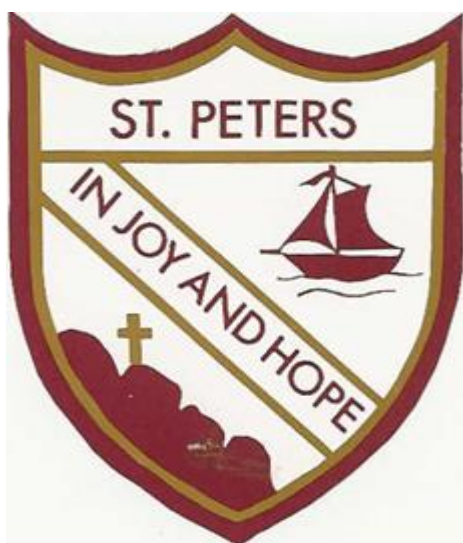


St Peter's Catholic Primary School



Policy for Religious Education

Agreed by Governors _____

Chair of Governors _____

St. Peter's Catholic Primary School

Policy for Religious Education

Introduction

We believe that RE in a Catholic School enriches every part of school life. We want our children to live out their faith every day regardless of gender, cultural background or ability. As a staff, we are committed to setting good examples of our faith in our teaching, and above all, in the care of our pupils.

Mission Statement

In Joy and Hope: In joy we live together. In hope we build for the future.

Rationale of Religious Education

- 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 Church.
- Religious Education is a core subject in our 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 educational.
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

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.

The Aims of Religious Education

- 1 To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- 2 To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;

- 3 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;
- 4 To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- 5 To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- 6 To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- 7 To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- 8 To bring clarity to the relationship between faith and life, and between faith and culture.

Curriculum time allocation

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Collective Worship.

Programme of Study

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 (WTL)* programme is used as recommended by the Diocese.

Process

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.

Methodology

Teaching in Religious Education 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.'

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

We expect the same quality of writing in RE as we have in English, and so we urge Staff to plan for extended writing opportunities, plus differentiation via Literacy ability when writing is concerned. A creative approach is actively encouraged amongst Staff so that the children can access higher order thinking to enable their progression to the higher levels of attainment.

Assessment, Monitoring, Recording and Reporting

- Assessment of 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 samples of work from each teacher for each assessed topic covering a range of abilities.
- An in - house standardisation meeting is held every term and with our Catholic Cluster where possible.
- The school portfolio of assessed samples of work is available for inspection.
- Monitoring of teaching and learning is an on-going process, with regular formal book scrutiny and lesson observation.
- Assessments are carried out termly and reported to Mrs Beesley.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Marking is carried out in line with school policy, with a strong emphasis on maintaining of high standards similar to those in English work.

Policy review

This policy will be monitored, evaluated and reviewed by Mrs Beesley and updated every 2 years.

Management of the subject

Mrs Beesley the Subject Leader has responsibility for leading, managing and supporting the delivery of training in Religious Education.

Other Faiths

Our annual whole school topic 'One World Week' allows for the learning of Other Faiths by all year groups. Each class studies a different World Religion and is allocated one of the following: Judaism, Islam, Buddhism, Sikhism and Hinduism.

Year 5 also study other faiths as part of their WTL coverage.

Mini Vinnies – combined with School Council

Mini Vinnies involves children from KS1 and 2 who have shown integrity and generosity. These children have been personally voted in by their class friends to be part of the group and they are then initiated during a special assembly.

What does being a Mini Vinnie involve?

- Fundraising
- Attending meetings
- Having a voice for the school
- Being a good role model
- Helping others
- Standing up for social injustice (helping those who are lonely, being picked on)
- Promoting care and respect for our school and community

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.