



St Mary's Catholic Primary Academy RE Policy

St Mary's Catholic Voluntary Academy, Grantham

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe**, **Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.

We are investigators who ask questions about the past, the present and the future.

We are artists who show our creativity and talents with flair and imagination.

We are storytellers who have a passion for reading and are able to communicate in many ways.

We are problem solvers who tackle tasks with an open mind and a positive approach.

We are team players who work together to achieve our goals.

We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Introduction

As a Catholic School, Religious Education is at the heart of our curriculum as we strive to proclaim and live the Christian values taught by Jesus Christ, within the Catholic tradition. This permeates every aspect of our school life. RE is not taught solely as a curriculum area but as a way of life, promoting the gospel values, giving praise and reverence to God. With parents and Parish, we hope to lead children to a greater understanding of who God is and to celebrating with deeper faith and understanding, the liturgy of the Church. It is an opportunity for everyone to develop their own personal faith through word, action and to enter into a communion with God, made possible, through the divine work of Jesus his Son and the witness of the Holy Spirit. This is achieved through liturgy, collective worship, assemblies, lessons, including curriculum content, and roles 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.

Religious Education is about the 'meaning' of life and the need to discover answers about human existence. As a Catholic community, we seek our meaning for life in God and in following the example set by Jesus Christ. We teach that God is love and faithfulness, but understanding of this can only grow from our own experience of love and kindness. Every effort is made to create in the school and in the classroom, a community in which children know they are loved and feel confident, secure and wanted, in this way, religious education is at the heart of all we do.

The Nature and Purpose of Religious Education

The whole curriculum of a Catholic school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise the following aspects of Religious Education:

- Implicit, or unstructured Religious Education – those opportunities which arise in the course of the school day through the curriculum or through relationships, which lead pupils to a 'religious understanding' of their implications. It is the policy of this school to use such opportunities as they arise.
- Explicit or Curriculum Religious Education - those planned or timetabled periods of time given to a systematic and comprehensive study of Religious Education in the classroom. This requires 10% of the length of the taught week for each Key Stage of education.
- As well as school, the home and Parish are also responsible for the Religious Education of children. Parents are the first educators and so the co-operation and support of parents are indispensable at every stage of the child's religious and moral education.
- In the religious development of the child in a catholic school the atmosphere and ethos of the school is vitally important to foster the idea of community. The ethos must be tangible so that children can sense what is important and respond accordingly.

Curriculum and Implementation

St Mary's Catholic School follows the religious programme 'Come and See' in order to explore the religious dimension of questions about life, dignity and purpose within the Catholic Tradition. Come and See is a Catholic Primary Religious Education programme for Foundation and Key stages 1 and 2. The programme of study, written by a group of experienced diocesan advisors was introduced across the Federation in September 2012 and has been warmly received by staff and pupils. The child friendly material provided within Come and See allows children to explore the teachings of the Catholic church through the use of age appropriate resources and activities.

Each year group from Foundation 1 to year 6 have their own list of focus topics to consider throughout the academic year. The topic will coincide with the church calendar; however, the depth in which the topic is explored is dependent upon the respective age of the child. For example, during Lent, whilst all children will learn about the plight of Christ, our Early Years children will consider the importance of growing and new life; Key Stage 1 children explore the effect of change and opportunities, with Key Stage 2 children considering the importance of self-discipline, sacrifice, death and new life.

At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. Come and See gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.

Links are made with pupils' own experiences and with the experience of other faith traditions. The aims of the programme are as follows:

- To help pupils recognise and appreciate the religious and spiritual dimensions of life
- To encourage pupils to search for their meaning in life and address some ultimate questions
- To challenge them to examine their own life stance, their religious attitude, values and practice
- To create a religious ethos of love and understanding between staff and pupils

The 'Come and See' Programme will be followed across the whole school. Each class explores a different topic with the same themes based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory. As far as possible, this scheme is enriched by using a wide range of resources to stimulate, engage and challenge the pupils. These include relevant film clips, music, posters, stories and use of the Bible, both hard copy and electronically.

Overview of content

'Come and See' is developed through three themes. They are Church, Sacrament and Christian Living. The basic question – belief for each season time is explored through three kinds of themes:

Community of faith – Church
Celebration in ritual – Sacraments
Way of life – Christian Living

a. **Church** - The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** - My story – my family – Domestic Church
2. **SPRING** – Our story – local community – Local Church
3. **SUMMER** – The story – the worldwide community – Universal Church

b. **Sacrament** - The Sacramental themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** - Belonging – born into God's life (Baptism, Confirmation, Ordination)
2. **SPRING** – Relating – God's love in our lives - Eucharist
3. **SUMMER** – inter-relating – service to the community - Reconciliation

c. **Christian Living** - The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** - loving- celebrating life- Advent /Christmas
2. **SPRING** – giving – the cost of life-giving (Lent/ Easter)
3. **SUMMER** – serving in love -feasts to celebrate -Pentecost

Each theme is explored through a different topic in each age group.

The themes of each season

AUTUMN The three Autumn themes are developed in the light of an understanding of creation:

Family - Domestic Church. Belonging – Baptism/Confirmation. Loving – Advent/Christmas.

SPRING The three Spring themes are developed in the light of an understanding of Incarnation:

Community - Local Church. Relating – Eucharist. Giving - Lent/Easter.

SUMMER The three Summer themes are developed in the light of an understanding of redemption and the work of the Holy Spirit:

Serving – Pentecost. Inter-relating – Reconciliation. World – Universal Church.

Teaching and Learning

Religious Education is of central importance and should be taught with the same systematic demands and rigour as other core subjects, taught, developed and resourced with the same commitment.

A minimum of ten percent of the weekly taught curriculum is assigned to the teaching of RE.

- Approximately 2 hours 15 minutes per week in Key Stage 1.
- Approximately 2 hours 20 minutes per week in Key Stage 2.

- The process for delivering the topics in 'Come and See' has three stages - Explore, Reveal and Respond which enable the pupils with the development of knowledge, understanding, skills and the fostering of attitudes. (Staff should refer to pages 20-22 of 'Come and See' for the variety of teaching and learning styles which will be involved in each stage of delivery). The process encompasses a variety of teaching and learning styles which enable the needs of individual pupils to be met.

- **Search** – Explore (1 week) This is the introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected on.
- **Revelation** – Reveal (2 weeks) This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.
- **Response** – Respond (1 week) This is where the learning is assimilated, celebrated and responded to in daily life.
- All planning will take account of the concepts, attitudes, skills and knowledge highlighted in the 'Religious Education Curriculum Directory for Catholic Schools' 2012
- Teachers' long- medium- and where applicable short-term planning will be a collaborative process which assists continuity and progression.
- All planning will identify specific assessment strategies for each topic, which will be integrated into teaching. Assessment also takes place through general observation, end of lesson reviews, end of task reviews, termly Focus Assessment tasks, marking and commenting on work and through the Rejoice, Remember, renew process of 'Come and See'
- Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning.

EYFS approach

Religious Education makes an active contribution to the areas of learning outlined in the curriculum for the Foundation Stage but has a particular and important contribution to: ☐ Personal, social and emotional development ☐ Communication and language ☐ Literacy ☐ Understanding the world ☐ Art and Design

Years 1 - 6 The structure within Explore and Reveal from Year 1- Year 6 comprises of the following sections:

1. Learning focus: the overall focus of the session.
2. Content: some suggestions for input to develop the focus.
3. Some key questions: these questions will encourage the children to wonder and reflect on what they have seen or heard; other questions that may arise.
4. Scripture/religious image: will encourage the children to wonder and reflect on what the image or what the scripture reading means.
5. Some suggested activities: this section offers some activities, the children are not expected to complete them all; they are guidelines. They need to be differentiated where possible and take into consideration the needs and abilities of the children.

The Respond structure is the same for all Key Stages.

1. **Remember:** the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers.
3. **Renew:** is where the children can make an individual response to what they have learnt and experienced and consider how they may apply it to their daily lives.

Other Faiths and Religions

Other faiths will be taught in line with the thinking of the Church. The formal teaching for this will begin from EYFS onwards. There will be 2.5 hours for one week of the two terms set aside for the teaching of Judaism in the Autumn Term and another faith chosen from Hinduism, Sikhism or Islam in the Summer Term.

Children will be prepared to receive the Sacraments of the Eucharist and Reconciliation by the parish. All Sacramental Preparation takes place in the Parish, with the full support of the school. Also work done in religious education does help the children to grow in their knowledge and understanding of the sacraments of the Catholic Church and supplements work carried out at home and in the parish in preparing children to receive the sacraments. Parents of children wishing to prepare for these sacraments should approach the Parish Priest.

EYFS

The educational experience of other religions will be an introduction through story and ritual objects. This learning will contribute to the Early Learning Goals.

The process

Look – short introduction to the topic, starting with children's own familiar experience.

Discover – the main section of teaching and learning about the religion and includes a range of activities.

Respect – the plenary where children are given the opportunity to reflect on what they have learnt, appreciated and respected and what it means for the followers of that religion.

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 the themes and the learning outcomes of each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in 'Come and See' emphasises a wide range of achievement.

Baseline

A base-line assessment will be carried out when children enter Reception. This is then repeated at the end of the year.

Informal assessment

Teachers assess pupils on a daily basis in RE. Every teacher has knowledge of what the children in their class are capable of achieving.

Regular assessments are made by staff at St. Mary's through:

- Assessment of written work
- Moderating of children's work/formal assessments
- Contributions made by the children through discussion and questioning

- Observation of children working on tasks and activities se
- Observation of contributions made to classroom displays
- Reviewing at the end of a task, activity, lesson or topic

Formal Assessment

EYFS will collect a portfolio of recorded and photographic evidence of children's experiences. Teachers in the Foundation Stage are not expected to submit samples of children's work until the summer term of Reception. They are expected to submit observational notes which provide evidence of attainment.

Alongside this, formal assessment from Year R Year 6 is undertaken using the standards so that each theme is assessed formally throughout Key Stages 1 and 2. This follows the cycle provided by the Nottingham Diocese. These tasks are assessed by the class teacher with samples given along with 'context sheets' to the RE Subject Leader for moderation, which happens internally and externally at Cluster Meetings. Teachers of RE should provide the RE subject leader with samples of work: 2 per band i.e. 6 per unit (2 WTS, 2 EXS, 2 GDS). Each teacher retains all assessed pieces of work within the pupils RE books.

The formal assessments are completed after the 'Remember' stage of the programme. The formal assessment provided by the Diocese forms only part of a teacher's judgement of the level a child is working at in RE. Informed judgements are made on a wide variety of evidence, including children's responses in class, written work, drama, and artwork. Cumulative knowledge of children's understanding and progress must be used to inform overall judgements when undergoing the process of assessment.

Each teacher records the progress of his/her own class by using the online assessment tool OTrack, with termly assessments recorded here. RE Subject Leader monitors the progress of the class, groups and individuals.

At the end of the academic year, using the assessments provided by the class teachers, the RE Subject Leader completes analysis of the RE data and this is used to celebrate the progress of the children in our school, identify any groups of children in the next academic year which may need extra support or challenge and to monitor individual classes' progress. The information shown on the tracking sheet will be shared and discussed with the Head teacher. The progress of the pupils at St. Mary's in RE will be reported to the Governors.

Inclusion

Individual Education plans (IEP's) are to be referred to when planning activities for children on the Special Educational Needs register where relevant.

Children with a variety of additional learning needs will be taken into account and planning will reflect this accordingly.

Review

This policy will be reviewed regularly by the Governing Body in the light of any new developments.

The implementation of this policy is the responsibility of all staff.

Mrs Sudha Howle

Reviewed and approved CC May 2020