

Policy for Religious Education

Mission Statement

Everyone at St John of Beverley RC Primary School knows we are part of God's family. We share, play and learn together and try to be the best we can be.

Rationale of Religious Education:

- We believe Religious Education to be 'the core of the core curriculum.'
- We believe Religious Education is central to the educative mission of the Church.
- Aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects. We acknowledge and concur with the Bishops' view of the importance of high quality religious education: *"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*¹
- We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... 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. Religious Education is, then, the core subject in a Catholic school.'*²

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines*³. As such it is to be taught, developed and resourced with the same commitment as any other subject.'

Classroom Religious Education has as its outcome:

"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" .⁴

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para. 7

²ibid, para. 4

³ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

The Aims of Religious Education as stated in the Curriculum Directory are:

- *To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;*
- *To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;*
- *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;*
- *To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;*
- *To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;*
- *To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;*
- *To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;*
- *To bring clarity to the relationship between faith and life, and between faith and culture.⁵*

Religious Education in the Classroom and Curriculum Time Allocation:

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

- (a) Implicit, or unstructured Religious Education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- (b) Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of this school to allocate 10 % of curriculum time to Religious Education. This does ***not*** include Collective Worship.

Programme of Study:

To fulfil the above aims and to address the four areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

⁴ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.10

⁵ Ibid p.6

Process

We teach Religious Education through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory. As the Directory states:

*'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.'*⁶

Methodology

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

Inclusion

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is taught in the Autumn and *Islam* which is taught either in the Spring or Summer. One week's teaching and learning time per year is given to each.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE 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 three samples of work from each teacher for each assessed topic covering a range of abilities.
- An in - house moderation meeting is held every term
- Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE cluster group meetings.
- Monitoring of teaching and learning in RE is conducted by annual lesson observations and scrutiny of work twice a year.
- Progress and achievement is recorded and tracked termly.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

⁶ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

Management of the Subject.

Angela Nicholl, the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy Monitoring and Review.

This policy will be monitored, evaluated and reviewed by the subject co-ordinator, governors and whole staff and updated every 2 years.

Policy Written by	Angela Nicholl
Date passed by Governors	March 2018
Review Date	March 2020

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Formulating an RE Policy and ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Contributing to the formation of the School Improvement Plan.
- Liaising with the Governors, parents, parishioners, other phases and the Diocesan Schools' Service on matters relating to Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education and informing newly appointed colleagues of school policy regarding RE.
- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work and planning scrutinies (according to school practice).
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Having oversight of and developing record –keeping and tracking systems in liaison with the Assessment Co-ordinator.
- Self evaluation of RE to identify strengths and areas for development and the production of a yearly action plan.
- Develop and maintain RE Co-ordinators' Handbook/File
- 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.

- Auditing, managing and developing resources within a given budget.