



St John's Catholic Primary School BATH

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RE Policy 2018/20

*I am unique,
In the eyes of God.
All seeing, all knowing, all loving,
He embraces our family,
Parish, parent, child,
All one with you.
I am of the world,
With the seeds of excellence within me,
Encouraged to grow and flourish,
To a spiritual fulfilment.
I am unique,
And with you beside me,
All is possible*

Aims:

To create a non-judgemental environment where children can explore and develop the concept of, and their relationship with, God.

To form and develop an independent mind in relation to moral and social issues. To encourage self-reliance, self –discipline and self-respect.

To have respect of ways of life, opinions and ideas different from one's own, including other cultures and religions.

To relate all the above to the Catholic ethos of the school, home and parish community.

Guidelines:

During this year and the next academic year (2017/18 and 2018/19), we are trialing planning written by Ann Fowler, Deputy Director of Education, Clifton Diocese. We also use planning from the "God Matters" Scheme which ensures a structured approach throughout the school to ensure progression and continuity.

In addition to the scheme, there mini topics at certain times – e.g. Mission, Prayer, Communion, inline with Bishop Declan's Future of Hope teaching, or other themes focused on Catholic Life such as: Cafod, and Laudato Si. The Liturgical Year forms the basis of our work and permeates throughout the life of the school.

There are frequent whole school masses, for Holy Days, and at the beginning and the end of term. The children also attend Mass at St Alphege's on a rota basis. There are annual phase masses or ParaLiturgies(for the younger children) each term prepared with the children.

Four other faiths are taught across the year. These are: Judaism, Sikhism, Hinduism, Islam. We teach these across the whole school on a focus week, following planning in God Matters. We encourage visitors from other faiths to enrich the children's understanding.

We teach Relationships and Sex Education using the programme "A Journey in Love" (Please see Relationships and Sex Education Policy)

Religious Education in the Classroom:

We recognise two aspects of Religious Education in the school:

- a) Implicit – those opportunities which arise in the course of the school day to lead pupils through curriculum content or through relationships to religious understanding of their implications.
- b) Explicit – Those timetabled or planned periods of time to teach Curriculum RE.

RE is a core subject in the school. RE is not only taught as timetabled but is also part of many other subjects and in our following of the Celebrations of the liturgical year. The teachers realise that the children see them as witnesses to the Christian faith and must conduct themselves accordingly. They must help the children to know, understand and appreciate the Catholic doctrine, as befits their age, to respect the different faiths and beliefs of others, and to make them aware of the wider community.

The concepts, skills and attitudes connected with RE:

The school aims in its Religious Education to:

- a) Foster feelings of wonder, awe, delight, joy, mystery and sense of ritual;
- b) Provide example through scripture, the stories of saints and important figures;

- c) Give children the regular experience of worship in their classrooms and in the wider community of the school and parish.

Skills and Attitudes

RE is not simply the attainment of knowledge and understanding; it requires the acquisition of basic skills essential for increasing knowledge and understanding. These include thinking skills (as contained in the pack found in God Matters), the ability to make links between illustrative stories and their own lives and those of other people. There are also emotional skills, such as empathy, adaptability and resilience.

Resources and Assessment

In subjects which are included in the National Curriculum, teachers are required to assess and record the performance and progress of pupils.

While RE is not included in the National Curriculum, in our school it has the status of a core subject and should be allocated time and resources equivalent to other core subjects. Teachers observe, assess and record knowledge, concepts and skills and attitudes, which have been taught and learned in RE lessons. We use the assessment specific written for mixed-age classes, linking with the new planning from the diocese in September 2017 in line with changes to the National curriculum assessment arrangements. Every child's outcomes for each unit are recorded and an overall level given at the end of the year, which is reported to parents.

Content of RE in our school

RE presents our pupils with the same academic demands and challenges as any other curriculum area.

It promotes knowledge and understanding of the Catholic faith; its relevance to the ultimate questions of life and the skills required to engage in religious thinking.

Our scheme of work follows the planning written by Ann Fowler, which is supplemented by "God Matters" which has as its point of reference, "The Catechism of the Catholic Church" and the Curriculum Directory. It follows the guidance of the RE Inspectors and Advisers in "Broad Areas of Attainment in RE" and "what are we to teach?"

The Process of Teaching

We adhere to the Areas of Study recommended in the Curriculum Directory of Revelation, The Church, Celebration and Life in Christ and use "God Matters" to do this. Each Area of Study is explored through a range of "God Matters" Units and is revisited in different year groups with an age appropriate content. For example, the Celebration Area of Study is related largely to the "God Matters" Units "Sacraments" and "Prayer, Saints and Feasts", with in depth study of each sacrament taking place at an appropriate age (Sacraments of commitment in upper KS2). Sacraments relating to Christian Initiation, notably Baptism and Eucharist, are frequently revisited.

Assessment Guidelines

Assessment is an on-going process during which teachers make professional, informed judgements. Informal, intuitive assessments are a valid part of the assessment process. Effective assessment in RE will be:

- Diagnostic – informs the teacher of what the child knows and understands.
- Formative – helps to decide what the child needs to learn next
- Summative
- Show progression
- Communicative

- Evaluative – shows effectiveness of teaching and learning

The following approaches may be used:

Assessment through observation:

Informal, professional assessments can be made by observing the child's ability:

- To listen
- To ask questions
- To respond to questions
- To interact with others
- To work with others
- To be still
- To understand
- To remember

Observation will enable the teacher to ascertain that the task:

- Is understood
- Is appropriately differentiated
- Enables learning
- Presents challenge to pupils

Reception and Key Stage 1:

- General Observation
- To listen
- To ask questions
- To respond to questions
- To interact with others
- To work with others
- To be still
- To be understood
- To remember stories

Key Stage 2

- Pupils are on task
- Pupils are taking part in discussion
- They are co-operating with each other
- They are selecting their own resources
- Preparing a liturgy
- To be still
- To be understood
- To recall stories and events with increasing detail

Assessment – End of Task Review

Pupils are able to assess the work they have done. Suggested questions:

- Have I understood the task?
- How far have I got?
- What do I know and understand now?
- How well have I worked with others?

Assessment – End of Lesson Review

End of lesson review:

- Specific questions are asked to confirm that learning objectives have been achieved. The children are encouraged to reflect on and share what they have learnt during the lesson as individuals and as a class. This enables the teacher to assess both the quality of teaching and learning.

Assessment – End of Topic Review

End of topic review:

Assessment may be made on the work done by the children individually and as a class through:

- Written work – moderation against Assessments grids
- Pupils own self-assessment
- Displays of pictures
- Models
- Celebration

Assessment – Marking and Commenting on Work

A personal verbal dialogue between teacher and pupil is encouraged whenever possible. (See marking guidelines)

Marking in RE should:

- Be consistent with the Marking Policy
- Be positive and constructive so that it affirms and celebrates success
- Encourage pupils to reflect
- Encourages high standards
- Relate to the RE content/learning objective
- Draws attention to key vocabulary
- Encourages future learning. Consistency of approach across the key stage is important

Reporting

- To pupils – provide feedback to the pupils on their achievements and progress
- To colleagues – achievement of pupils and area studied by class
- To parents – open evenings and annual report
- To Governors - meetings with the RE Link Governors, Sara Sampson and Canon David; and Head Teachers report to Governors

Differentiation

Planning a differentiated approach so that all children have access to the whole curriculum and providing effective learning opportunities for all children of all abilities necessitate a flexible approach, including:

- Using a variety of teaching styles to meet children's different learning styles
- Using a variety of resources
- Pace of lesson
- Knowledge of child's previous learning experiences
- Identifying individual strengths

Suggested ways of differentiating

By Presentation:

- Pre teaching of vocabulary and key content
- Scaffolded work where required
- Increased visual aids

- Demonstration
- Different aspect of a problem, dramatic representation

By Task:

Planning of pupil's work to take into account the differences in ability and aptitude. This will address the needs of both the more and less able pupil in the class.

By Outcome:

Open ended tasks:

Quality of response and teacher's expectation in individual pupils;

Pupils know what is expected of them

By Resources:

There are a range of resources available to support the less able pupils and those with English as a second language. This policy will be reviewed in two years, or earlier if necessary.

Appendix

The Role of the R.E Co-ordinator

1. Curriculum Design.

- 1.1 Formulating a scheme of work and written policy for the curriculum area.
- 1.2 Ensuring that the curriculum area reflects cross-curricular concerns such as: Multi-cultural issues, equal opportunities and personal and social education.
- 1.3 Organising the integration of information technology and computer assisted learning within the curriculum area.
- 1.4 Devising teaching and learning activities appropriate to the full ability range.
- 1.5 Fostering curriculum continuity, consistency, balance, match and progression.
- 1.6 Stimulating cross-curricular approaches
- 1.7 Organising whole school themes/activities
- 1.8 Contributing to the formation of the School Development Plan

2. Communication.

- 2.1 Communicating effectively within the school.
- 2.2 Acting as consultant to colleagues
- 2.3 Encouraging positive attitudes towards the curriculum area.
- 2.4 Informing newly appointed colleagues of school policy in the curriculum area.
- 2.5 Communicating with parents, governors and the parish community
- 2.6 Liaising with the Diocesan R.E. Centre
- 2.7 Liaising with other phases
- 2.8 Attending cluster meetings

3. Assessment and Monitoring.

- 3.1 Assessment and evaluation of the curriculum area, ensuring consistency with the school's policy.
- 3.2 Monitoring standards with the curriculum area – with the help of the Portfolio
- 3.3 Observing, on occasions, the teaching of the agreed curriculum
- 3.4 Having oversight of and developing record keeping in liaison with the Assessment Co-ordinator
- 3.5 Informing the Governing Body of standards and developments within the curriculum area

4. Resources.

- 4.1 Evaluating existing resources
- 4.2 Managing the purchase and deployment of resources
- 4.3 Budgeting efficiently

5. Professional Development.

- 5.1 Arranging and organising school-based in-service activities
- 5.2 Keeping up to date by personal reading
- 5.3 Attending appropriate in-service courses and reporting back.