



**Policy  
for  
Religious Education  
2018**

# Policy for Religious Education "To Know, Love and Follow Jesus."

## Background Information:

St Richard's R.C. Primary school has 172 boys and girls, aged 4-11 on roll who come from the residential area of Atherton. Within each year group there are identified pupils with special educational needs.

## Mission Statement

**St Richard's RC Primary School**

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St Richard's R.C. Primary School encourages everyone within the school community to know, love and follow Jesus in all that they say and all that they do.

**Motto**  
To Know, Love and Follow Jesus.

**To know . . . by**

- Developing as individuals, opening our eyes to the world.
- Encouraging an appetite for knowledge, wisdom and truth.
- Nurturing a passion for life long learning.
- Creating confident learners for new futures.

**To love . . . by**

- Having an open door policy and a welcoming environment.
- Nurturing pride and responsibility.
- Communicating and consulting with the local and wider community and providing up to date information.
- Celebrating our achievements with the local and wider community.

**To follow . . . by**

- Developing forgiveness, tolerance, mercy and peace within our school community.
- Creating an environment which promotes truth and justice whilst inspiring integrity and faithfulness.
- Respecting one another and acting with compassion and humility.
- Ensuring all the relationships we build with children and each other are based on kindness, tolerance, respect, love, compassion and forgiveness.

## **Aims**

The aims of Religious Education at St Richard's is the comprehensive systematic study of the Mystery of God, of the life and teaching of Jesus Christ, the teaching of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life, in a manner which encourages investigation and reflection by pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in every day life.

"For all children religious education is a proper 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 subject. For those already engaged on the journey of faith, religious education will be catechesis, and for some children religious education will be evangelisation, the first opportunity to hear the Good News of the Gospel"

## **The Religious Education Programme**

To fulfil these aims we use the 'Come and See' programme as recommended by Liverpool Archdiocese.

### **Overview of Content**

Central to the Come and See programme are three basic questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from? Life – Creation

Who am I? Dignity – Incarnation

Why am I here? Purpose -- Redemption

The basic question belief for each term is explored through three themes.

Community of faith ↔ Church

Celebration in ritual ↔ Sacraments

Way of life ↔ Christian living

### **The community of faith ↔ Church themes are:**

Autumn: Family ↔ Domestic Church

Spring: Community ↔ Local Church

Summer: World ↔ Universal Church

**The celebration in ritual ↔ Sacraments themes are:**

Autumn: Belonging ↔ Baptism/Confirmation

Spring: Relating ↔ Eucharist

Summer: Inter- Relating ↔ Reconciliation

**The way of life ↔ Christian living themes are:**

Autumn: Loving ↔ Advent/ Christmas

Spring: Giving ↔ Lent/Easter

Summer: Serving ↔ Pentecost

When studying the themes, each year group has a different topic which they focus on. For example, when looking at the Domestic Church in the Autumn term, all year groups study 'family' but they do so through different topics, such as: Myself, Families, Beginnings, Homes, People, Ourselves and Loving.

**THE PROCESS**

**Search ~ Explore**

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

The teacher helps the children to begin to look at and focus on an aspect of life experience – concerning themselves, their relationships, their world – in order that they acknowledge and become aware of it.

The teacher then enables the children to explore this aspect of life experience.

Next, the teacher leads the children to deeper understanding, clearer vision, the discovery of significance and value, and enables them to grasp the richer meaning of this life experience.

This part of the process will take one week to complete.

**Reveal**

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.

The teacher introduces the children to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.

Through six different 'learning focuses' the children will hear the Word of God through scripture and will be asked to respond to the teachings of this scripture.

This part of the process will take two weeks to complete.

### **Respond**

This is where the learning is assimilated, celebrated and responded to in daily life.

The teacher enables the children to recall and review the work done in the topic. The children will then have the opportunity to celebrate in worship all that has been taught and learned

Next, the teacher helps the children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community.

This part of the process will take one week to complete.

### **Planning**

#### **Long Term Planning**

The Senior Leadership Team is responsible for:

- Choosing an approach
- Ensuring that 10% of curriculum time is allocated to the teaching of Religious Education. (Collective Worship and Hymn Practice are not included in this 10%)
- Monitoring Timetables to ensure quality time for Religious Education

#### **Medium Term Planning**

The RE Coordinator is responsible for:

- Allocating the starting date for each theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another Faith (Judaism) or Religion (Islam, Hinduism or Sikhism); if it is being covered this term Highlighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day
- Indicating which classes planning, teaching, assessment and books are to be monitored
- Indicating which formally assessed themes will take place each term and then collating the assessment data and transferring it onto the whole school tracking

## **Short Term Planning**

Each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating their own teaching
- Highlighting the activities chosen for the formal assessed topic each term
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the R.E. Co-ordinator
- Passing on the Record of Attainment Files to the next class teacher

## **Assessment**

The Religious Education Curriculum Directory for Catholic Schools states that the outcome of Catholic religious education “is religiously literate young people who have the knowledge, skills and understanding appropriate to their age and capacity to think spiritually, ethically and theologically, and are aware of the demands of religious commitment in everyday life”. (page 10)

In Come and See, assessment is therefore related to the concepts, skills and attitudes to be developed and to the learning outcomes for each topic.

In our school this involves:

### **Informal Assessments**

- General observation of children engaged in classroom tasks
- Contribution made to class display
- Review, end of task activity
- Marking of written tasks
- A concept map at the beginning and end of each topic

A note is kept of those children achieving above, below and at expectations at the end of each topic.

## **Formal Assessment**

**Foundation Stage Nursery/Reception** – portfolio of annotated work from each topic including photographic evidence. This year we are moving to individual assessment files.

**Years 1-6** Formal Assessment using expectations and Attainment Levels on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2.

### **Formal Assessment Timetable 2018/19**

The first theme to be formally assessed using the Come and See programme will be the Christian Living Theme: 'Advent/Christmas ~ Loving'.

During the spring term, the Church Theme: Local Church ~ Community will be formally assessed.

During the summer term, the formally assessed topic will be the Sacramental Theme: 'Inter-relating ~ Reconciliation.'

### **Recording**

The results of formal assessment will be marked against the standard indicators on the child's 'Record of Attainment in Religious Education'

### **Reporting**

Achievements in RE are reported to parents at Parents' Evenings (October/April) and in the end of year reports.