RELIGIOUS EDUCATION POLICY
2017-2018

January 2018

Review Date: September 2018
Currently being reviewed as of March 2019
ST PATRICK’S PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

MISSION STATEMENT

St. Patrick’s is a Catholic school with Christ as our vision.

In our school, we foster an atmosphere of love and respect for God and each other.

We value and appreciate each member of our school community as unique.

We value different identities in order that each person may live life in all its fullness.

We aim to deliver a curriculum which meets the needs of all our children and is rooted in the Gospel stories.

We value the faith, culture and traditions of every child and we encourage partnership between parents, school, parish and local community.
Rationale

St Patrick’s is a Roman Catholic Voluntary Aided Primary School established to serve the needs of the parents and their children within St Mary with St Patrick’s parish in the Werneth ward of Oldham. We are a very diverse school with children from a wide variety of ethnic backgrounds and have approximately 20 different home languages.

St Patrick’s is a happy, caring school where everyone tries their best. We encourage hard work and mutual respect. We use ‘Christ as our vision’ and endeavour to live as Jesus taught us, to love one another and to be forgiving.

Children who join our school become part of the St Patrick’s family along with their families and our parish.

To begin to fulfil our school mission statement, Religious Education has to play a pivotal part in the whole life of the school.

Our school emblem and motto is:

Through all our work and play we aim to develop within our children the qualities shown by Jesus Christ.

Qualities of

- Love of God
- Respect for all
- Forgiveness
- Compassion
- Understanding
- Generosity
- Love of all mankind

St Patrick’s is a school, rich in different cultural, ethnic and religious backgrounds. Our children study and experience the same Religious curriculum, Prayer and Worship sessions and assemblies with great respect, interest and harmony.

At St Patrick’s, through the provision of excellent Religious Education we aim to produced 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.
In order for our school family to have life in all its fullness and glory, St Patrick’s School community will:

**WELCOME** - Warmly welcome everyone to our school as Jesus welcomes us to the family of God.

**WELFARE** - Love, value and respect each other as Jesus intended and reach out to those who need us everywhere, making God’s world a better place.

**WORD** - Place the Word of God at the centre of all we do.

**WORSHIP** - Worship the Lord our God joyfully with all our hearts.

**WITNESS** - Be witnesses of a Loving God, who is at the heart of all we do, by creating a happy atmosphere, lasting friendships and wonderful memories.

### School Context (Correct at time of policy review)

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<th>Year Group</th>
<th>Class Total</th>
<th>Boys</th>
<th>Girls</th>
<th>Catholic Pupils</th>
<th>Catholic Boys</th>
<th>Catholic Girls</th>
<th>% Catholic</th>
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<tr>
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</tr>
<tr>
<td>6</td>
<td>29</td>
<td>12</td>
<td>17</td>
<td>8</td>
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</tr>
<tr>
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<td>53</td>
<td>31</td>
<td>22</td>
<td>23.5%</td>
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</tbody>
</table>
Religious Education

Religious Education is central to the whole curriculum at St Patrick’s and it underpins and permeates everything we do.

The aims of the Religious Education as stated in the RE Curriculum Directory [RECD] are:

1. To present engagingly a comprehensive content which 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.

Time Allocation

10% of our curriculum time is devoted to Religious Education. In EYFS/KS1 this is 2 hours 15 minutes and in KS2, 2 hours 30 minutes. This does not include Collective Worship.

Aims:

• To promote a growing awareness of God and a deeper understanding of His love for each and every one of us.
• To enable children to become familiar with the person, life and teaching of Jesus.
• To help children grow in understanding and appreciation of scripture and its place in Christianity.
• To enable children to grow experience, knowledge and understanding of the Church, her life and teachings, her significance in the world today and her concern for peace and justice.
• To encourage children to develop a personal prayer life and to prepare for, participate in and appreciate the sacraments of Reconciliation and Communion.
• To help children develop a moral awareness in the light of the Christian message.

Teaching

To fulfil the aims and the four areas of study outlined in the RECD – Revelation, Church, Celebration and Life in Christ - we use the published scheme, ‘Come and See’ as a resource to teach the curriculum alongside a number of other resources. The Church’s liturgical calendar is used. We find opportunities to deepen the faith of our children recognised in all areas of the curriculum e.g. always doing your best.
Process

Religious Education is taught through the process of Explore, Reveal and Respond. This follows the pattern of the human search for meaning [Explore], God’s initiative in Revelation [Reveal] and the response in faith [Respond]. This pattern is outlined in the Catechism of the Catholic Church and in the Curriculum Directory.

Methodology

At St Patrick’s we...

✓ use a variety of teaching styles appropriate to the content and needs of each child.
✓ develop curiosity, creativity and independence by actively involving children in their learning. It is our aim to create a stimulating environment, with an emphasis on developing ways of thinking, feeling and acting, which lead our children to be joyful, reflective, reverent, open and enquiring.
✓ ensure that the children’s work is valued and that the comments and feedback help to develop self esteem.
✓ affirm the value and worth of all pupils.
✓ model the use of correct Religious Language and encourage children to use it in their discussion, prayer and worship or observations.
✓ provide opportunities for children to recognise, appreciate and develop their talents and skills.
✓ promote independence, encourage the children to accept responsibilities and become more mature in their faith and attitudes to God and to each other.
✓ provide opportunities to take part in preparing celebrations, prayer and reflections.

Equal Opportunities

At St Patrick’s we believe that all children are entitled to equal access to the R.E. curriculum so we provide a broad, balanced curriculum which promotes co-operative learning. The RE programme caters for all abilities. As we aim to affirm all pupils’ value and worth, we include a wide range of learning experiences to support and encourage all children, including those with Special Needs, New Arrivals & EAL, so they can develop and grow in their knowledge and understanding.

We are aware of the various cultural, social and ethnic backgrounds of both staff and children and are sensitive in our approach and in the materials and resources we use.

Our School as a Worshipping Community

Children are not only taught about their faith in lessons but are encouraged to live and share their faith within the school community. Following Diocesan guidelines, every class participates in daily Prayer and Worship. Children are thus encouraged to explore different types of prayer and worship, including formal, reflective and group prayer. This takes place both inside and outside the class and in school assemblies. Each class has the opportunity to prepare a liturgy and music for their class Mass and carry out an assembly which may be based on Feast Days, special occasions in the life of the school, the RE curriculum or to celebrate learning. Parents and governors are invited and encouraged to attend.

Focal Points for Class Prayer and Worship
Every class has a prayer area or focal point for prayer which is changed regularly. There is a prayer room provided to give children the opportunity to pray in an area of relaxation and calm. The Staff have their own small prayer area situated in the staff room.

**Voluntary Groups**

Opportunities are presented during different times in the liturgical calendar for children to participate in voluntary prayer sessions during the school day. These have included the reciting of the Rosary, Our Lenten Journey and the Stations of the Cross & Advent. In these sessions the children show great respect and are attended by children of all faiths, which makes them even more special.

**Whole School Assembly**

Every week a whole school Celebration Assembly is held. This celebrates the work and achievements of the children and recognises their successes, efforts and acts of kindness. All the children belong to one of 4 houses: St. Bernadette’s, St. Dominic’s, St. John’s and St Maria’s.

There is also another opportunity for the whole school to gather for an assembly which focuses on the Anam Cara ‘Nurturing Human Wholeness ‘Statements To Live By’. This gives children and staff a focus for the week which can be referred to during lessons or developed through other assemblies.

Children are also praised for representing the school in various activities and those who are following the Sacramental programme are always recognised, praised and encouraged so that the whole school community can follow their progress and support them. Each assembly always ends with a prayer of thanksgiving.

Every year the school presents a moving Easter Liturgy, to convey the true message of Holy week and the Passion and Resurrection of Jesus at Easter Sunday. The Advent, Nativity & Lenten services are held in Church.

We recognise the importance of allowing children in the school who belong to other faiths to celebrate their religious festivals. We use these opportunities to deepen other children’s knowledge and understanding of these feasts e.g. special assemblies are often presented to convey the meanings of Ramadan, Eid and Diwali.

**Family Links**

As co-educators of the children we actively seek to support our parents/carers by establishing a friendly and professional working relationship where all feel able to talk openly. Newsletters prepared by the School Council are sent home.

Our parent welfare manager works alongside our more vulnerable families.

**Parish and Local Community Links**
At St Patrick’s school we seek to promote an open and genuine partnership with our Parish and local community through:

- Masses and other celebrations
- support for parish fundraising activities
- the involvement of the parish in the Sacramental Programme
- inter-school working
- links with Hanover House
- links with cluster schools
- Y4 linking project
- working with local charities
- visits to local places of worship including the mosque, Hindu temple and Jewish museum
- Inter Faith Forum – Fr Phil often brings elders from other religious communities in Oldham into school

**Wider Community Links**

The children at St Patrick are offered the opportunity to recognise that they are also part of a wider community. They learn about and respond to the needs of our worldwide family through organisations such as CAFOD, St Joseph’s Penny and CARITAS.

**Displays**

In various places throughout the school, there are always special religious displays, which may have a message, ask questions or celebrate special liturgical seasons such as Advent, Christmas, Lent, Easter, and Pentecost. During the Festivals of Diwali and Eid special displays are used to explain, recognise and respect these religious feast days, which some of our children will be celebrating.

**Other World Religions**

Since our school is made up of a wonderful mix of children and adults from a wide range of cultures and religions and we live in a very diverse community, it is important that we study the major religions of the world to encourage and develop each other’s understanding and respect for people of different faiths.

Two other religions are taught from EYFS to Year 6 complemented by the programme of study in ‘Come and See’. Judaism is usually taught in the Autumn term and Islam is taught in either the Spring or Summer term. At least one week’s teaching and learning time per year is given to each faith.

We welcome our parents, family members and leaders from other Faiths into school to support our children and we encourage children from other faith backgrounds to share their experiences.

**Assessment, Monitoring, Recording and Reporting**

It is important to remember that although judgements can be made about certain aspects of Religious Education, there are some aspects that are not appropriate for formal assessment. At St Patrick’s we recognise that assessment in Religious Education cannot, and should not, assess the faith development of children. Only the knowledge they have acquired and what they can learn from this can be assessed.
Teachers use a mixture of teacher assessment [formative] & written assessment [summative] to enable them to assess the attainment and progress of each child. Formative assessment takes place during lessons. This is achieved by the use of marking, assessment tasks or activities, through discussions with individuals and by observations. It provides ongoing feedback that is used to inform a teacher’s next steps. The use of effective marking offers ways for the children to further improve their learning. [see Marking policy]. Summative assessment takes place 3 times a year using ideas suggested by the ‘Come and See’ scheme. These assessments can currently be found on the Liverpool Diocesan Website.

Teachers attend standardisation meetings to enable them to make secure judgements of attainment in RE. Examples of standardised pieces of work are kept in the RE Standardisation file.

**Levelling and Recording**

To assess what level a child is, ‘I can’ statements, which are placed at the beginning of each new theme in the child’s RE book, are completed by the class teacher and child at the end of each lesson. At the end of each term the class teacher updates the child’s personal ‘Levels of Attainment’ record which is kept in the child’s book [see appendix]. Together with summative assessment this provides a record of a child’s progress and is entered into the school’s tracking system at the end of every half term.

In EYFS evidence of learning and progress is kept in an RE Assessment book. Examples of the children’s work and comments are recorded here as is their progress towards the early learning goals.

In KS1 and KS2 the children’s assessments are completed at the back of their RE books.

**Monitoring**

Religious Education is monitored by the Head, Deputy and RE Co-ordinator through:

- classroom observations
- scrutiny of pupils’ RE books including comparison of English books
- display work throughout the school
- levelled work in books
- termly tracking of progress

**Reporting**

- Progress and achievement in RE is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in RE is regularly reported to Governors at curriculum meetings in the Head Teacher’s Report and through discussion with the RE governor.

**Role of the RE Subject Leader**

The RE subject leader, supported by the SLT and RE governor has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

The RE subject leader is responsible for:
• working with staff on monitoring teaching and learning, planning and standards through lesson observations and work scrutiny in line with school practice.
• 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 training and keeping up to date with current thinking, policy and developments and feeding back to staff.
• organising and leading staff training and development.
• identifying training needs of staff to ensure they are able to teach RE effectively.
• supporting and advising colleagues in the delivery of RE.
• liaising with governors, parents, the Office for Education & Schools on matters relating to RE.
• auditing, managing and developing resources.

The Role of the Head Teacher

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school RE policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Head Teacher supports staff by implementing the policy and setting the standards in Religious Education across the school.

The Role of the Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of Religious Education, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school RE policy, but governors may give advice to the Head Teacher about particular issues. The Head Teacher must take this into account when making decisions about Religious Education.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the RE Subject Leader and SLT and updated every 2 years or in light of significant changes.
Appendix

Pupil Level of Attainment Religious Education Record Sheet

Pupil Name: __________________________________________

Year: _________________________________________________

**AT 1 Learning About Religion: Knowledge and Understanding**

<table>
<thead>
<tr>
<th>i) beliefs, teachings and sources</th>
<th>ii) celebration and ritual</th>
<th>iii) social and moral practices and way of life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils</strong></td>
<td><strong>Pupils</strong></td>
<td><strong>Pupils</strong></td>
</tr>
<tr>
<td>L1 Recognise some religious stories</td>
<td>Recognise some religious signs and symbols and use some religious words and phrases</td>
<td>Recognise that people because of their religion act in a particular way</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L2 Retell some special stories about religious events and people</td>
<td>Use religious words and phrases to describe some religious actions and symbols</td>
<td>Describe some ways in which religion is lived out by believers</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L3 Make links between religious stories and beliefs</td>
<td>Use a developing religious vocabulary to give reasons for religious actions and symbols</td>
<td>Give reasons for certain actions by believers</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L4 Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them</td>
<td>Use religious terms to show an understanding of different liturgies</td>
<td>Show understanding of how religious belief shapes life</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L5 Identify sources of religious belief and explain how distinctive religious beliefs arise</td>
<td>Describe and explain the meaning and purpose of a variety of forms of worship</td>
<td>Identify similarities and differences between peoples’ responses to social and moral issues because of their beliefs</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
</tbody>
</table>

**AT 2 Learning From Religion: Reflection on Meaning**

<table>
<thead>
<tr>
<th>a: engagement with own and others’ beliefs and values</th>
<th>b: engagement with questions of meaning and purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils</strong></td>
<td><strong>Pupils</strong></td>
</tr>
<tr>
<td>L1 Talk about their own experiences and feelings</td>
<td>Say what they wonder about</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L2 Ask and respond to questions about their own and others’ experiences and feelings</td>
<td>Ask questions about what they and others wonder about and realise that some questions are difficult to answer</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L3 Make links to show how feelings and beliefs affect their behaviour and that of others</td>
<td>Compare their own and other people’s ideas about questions that are difficult to answer</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L4 Show how own and others’ decisions are informed by beliefs and values</td>
<td>Engage with and respond to questions of life in the light of religious teaching</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
</tr>
<tr>
<td>L5 Explain what beliefs and values inspire and influence them and others</td>
<td>Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life</td>
</tr>
<tr>
<td>c       b       a</td>
<td>c       b       a</td>
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</table>

<table>
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<tr>
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<th>Reception</th>
<th>Year 1</th>
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