

St. Margaret Clitherow's Catholic Primary School

(Part of St. Oswald's Catholic Voluntary Academy)



CATHOLIC VOLUNTARY
PRIMARY ACADEMY

Religious Education Policy

Co-ordinator	Mrs R Nestor
Review Frequency:	Biennial
Review Date:	March 2019

Vision Statement

Love and protect One another

Matthew 22:37-40

“Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbour as yourself.’”

Achieve to the best of their ability

Matthew 25:14-30

“For to everyone who has will more be given, and he will have an abundance.”

Aspire to be the best that they can be

John 10:10

“I have come that they may have life, and have it to the full.”

Praise God through words and actions

Colossians 3:17

“And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.”

Rationale of Religious Education

‘Catholics believe that Religious Education is not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life.’

(Bishops’ Conference of England and Wales, 1988)

We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education must reflect this.

(*cf. Curriculum Directory, p.9*).

Aims and Objectives

- To make prayer, worship and liturgy real educational experiences and to contribute to the development of the Catholic faith of each individual in the school community.
- To create a dynamic interaction between home, parish and school - a gateway to the child’s interaction with the wider community and the world around them.
- To provide a Catholic Christian setting, in which children and staff can grow in the acquisition of skills, attitudes, values, knowledge and understanding of human life, its origins and purpose, as well as in sound, doctrinal teachings.
- To ensure that the pupils’ experiences of relationships within the school have a formative and positive influence on their understanding of relationships.
- To co-operate with parents in helping children to realise their full potential as individuals, within the spiritual and moral guidance of the Catholic Church.
- To foster appropriate attitudes; for example, respect for truth and views of others, with regard for the spiritual and moral demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multifaith society.
- To create an enriching, exciting and challenging curriculum, which seeks to move beyond language and sensory knowledge, towards the ineffable awe and wonder of God’s marvels.
- Most importantly, to allow all members of our school family to express their faith and values openly and honestly, in an environment that always keeps true to our school motto: ‘Jesus is at the heart of everything we do.’

Religious Education in the Classroom

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 give 10% of the timetable at Key Stage 1 and Key Stage 2 and it is, as such, recognised as our ‘core of core subjects’.

Programme of Study

To fulfil our Aims and Objectives, we follow the ‘Come and See’ programme, as suggested by the Diocese. This document is year-group specific, ergo learning is met at an age appropriate level and thorough coverage is ensured, without overlap.

‘Come and See’ is based upon the Catechism of the Church and is concerned with the search for meaning in life:

God’s initiative in Revelation who comes to meet us and our response of faith. (cf. CCC26) This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond. (www.comeandsee re.co.uk)

Every year group follows the same nine strands, in sequence with each other, at the level to suit the needs and knowledge of the children. These are:

- Family (The Domestic Church)
- Belonging (Baptism/Confirmation)
- Loving (Advent and Christmas)
- Community (Local Church)
- Relating (Eucharist)
- Giving (Lent/Easter)
- Serving (Pentecost)
- Inter-relating (Reconciliation)
- World (The Universal Church)

The format of ‘Come and See’ is lesson-by-lesson information for teachers, in written format, as well as internet resources to support teaching. There are several suggested tasks per lesson to consolidate learning. The teacher chooses the task that best meets their class’s needs, whilst also keeping in mind the CES (Catholic Education Service) Attainment Targets to be covered through the tasks.

The Process of Teaching

We adhere to the three-fold process from ‘Come and See’, which emphasises the notion of: ‘the human **search** for meaning, God’s initiative in **Revelation** who comes to meet us and our **response** of faith’ (cf. CCC26) through:

- Search – Explore (Whereby the teacher helps the children to focus on the experience in our own lives.)
- Revelation – Reveal (Together, the teacher and the children discover the mystery of the Trinity and the mystery of life. This is the heart of the teaching process, thus the most lengthy.)
- Response – Respond (The children remember and celebrate all they have learnt.)

[Taken from *Come and See*, pp 20-22]

Whilst the tasks to demonstrate the children’s’ learning are provided within the document, teachers must ensure they cover the Attainment Targets from the CES level descriptors. These take two main strands with two or three sub-strands:

AT1 – Learning about Religion (i, beliefs, teachings and sources; ii, celebration and ritual; iii, social and moral practices and way of life) and **AT2 – Learning from Religion** (i, engagement with own and others’ beliefs and values; ii, engagement with questions of meaning and purpose).

‘Come and See’ must not be viewed as planning itself, but as a planning tool and, as such, a prescript planning format has been developed by staff (see appendix). This ensures that the targets can be covered across the breadth of each topic.

A range of resources including Smartboards, text books (namely Church’s Story and God’s Story), video clips and educating outings, are all used to enhance the education experience for all children.

The planning and teaching at SMC, as suggested in induction training, follows the following format:

- Reading around the topic from the guidance in Come and See, information provided by the Diocese, teacher’s own research, etc.
- Lessons selected, adapted and consolidated, using Come and See as a guide, meeting the needs of the class, at the teacher’s own discretion.
- Learning objectives planned to meet the overall purpose of each lesson.
- Activities planned to consolidate, evidence and further learning. These meet the Attainment Targets and should be differentiated where possible and suitable to the learning, adapting the learning needs of the class. Opportunity for extended learning and challenge should always be available to all pupils.
- Track coverage of ATs, ensuring that one strand is not solely focussed on within one topic.

Across all key stages, each topic is completed with a Respond booklet, whereby pupils self assess knowledge, understanding and enjoyment of their learning, as well as providing opportunity for further learning, and – most importantly – a chance to respond spiritually, reflecting on how to adopt their learning into their daily lives.

Twice a year, we also have ‘Faith Week’, in which children will learn about two different world religions, on a rolling programme. One of these will always be Judaism, due to our faith being so entwined with that of the Jewish people. Our Faith Weeks culminate in a big event, be it a cooking experience, a trip to another place of worship or a celebration of a major festival (for example, a whole key stage Passover meal).

Feedback, Assessment, Recording and Reporting

Pupils are informally assessed at regular intervals, at the teacher's discretion. Whilst the Learning Objective addresses the general learning of each lesson, the 'driver words' from these Attainment Targets inform the success criteria for each lesson and it is these which are used to assess. The work from each lesson is marked according to school policy, with the driver word of the tasks' success criteria being highlighted pink (confident), yellow (secure) and green (hesitant). This informs the teacher's own recording and reporting, whilst also giving pupils a quick review of success.

Further feedback may be given in written form, following the school's WWW and EBI format. Teacher's are advised that comments should address the success criteria. EBIs should aim to give point for development which can be applied to future learning or questions which demonstrate a deeper understanding or to give clarity. Errors in GPaS should be addressed, however, these should be outside of the WWW/EBI format, which must address the religious content specifically.

All pupils' books have a child-speak copy of the CES levels of attainment (see Appendix). Using the highlighted driver words from classwork, teachers are to track individual pupils progress. A 'see three' method is recommended, with each strand highlighted on the tracking sheet when seen, (pink – Autumn term, yellow – Spring term, green – Summer term). This allows pupils, teachers and other parties to quickly see progress, at a work book level. This information is then transferred to a formal tracking sheet, to be consolidated by termly formal assessment tasks, which is provided by the Diocese.

In Foundation Stage, pupils are assessed using an adapted, RE focussed form of the Early Learning Goals. Pupils record work in individual work books, which, along with other evidence such as observation, conversation, play, etc. contributes to an overall assessment of progress.

Termly assessments are made, according to the CES levels of attainment and using work and other evidence that has been gathered throughout the term. A 'best fit' approach is used to make a judgement on a range of work, rather than individual pieces. A final level is given at the end of each term, with a sub-level to determine whether the child is 'hesitant', 'secure' or 'confident' within the level, which is shared with parents. We have a whole-school tracking system which is updated termly by the subject co-ordinator, in order to track progress. Levels of attainment and progress is then analysed by the SLT and RE co-ordinator. In addition, the Diocese provides one assessment task per term, in conjunction with the 'Come and See' Programme'. Samples of this work is then moderated by the RE co-ordinator, as a staff and by the cluster, led by the Diocesan advisor.

The Role of the Religious Education Co-ordinator

Our Religious Education Co-ordinator is Mrs Rochelle Nestor.

Role of the Religious Education Co-ordinator includes:

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and may include classroom observation, scrutiny of work in line with school practice, though most often this will take the form of shared planning and modelling of good practice.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Religious Education Department, particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate training for Religious Education, keep up-to-date with current developments and to organise school based activities, both in and out of school.
- To advise individual colleagues and induct new members of staff, as required, on the Religious Education process and teaching methods, and to support all staff in developing subject knowledge, especially non-Catholic and new staff members.
- To set up and maintain a portfolio of work in order to monitor progression and continuity, ensuring that samples of work reflect the appropriate attainment target strands and levels.
- To ensure that cross-curricular concerns such as Literacy skills, multi-cultural issues, equal opportunity and the use of ICT and PHSE are reflected in Religious Education.
- To communicate with parents, governors and the parish community, in consultation with the Headteacher, regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues, attending cluster meetings once a term and Diocesan gatherings as required.
- To maintain a Subject Leader's file.
- To undertake, in association with the Headteacher and colleagues, a regular audit/review of Religious Education, in line with the school development plan.

Conclusion

'Education is Holy... and true education is concerned with the whole person.'
(Evaluating the Distinctive Nature of a Catholic School, 1990)

This is the Religious Education Policy of St Margaret Clitherow's Catholic Primary School. We wholly believe that the children within our care are the future of the global community and of the Church. It is, therefore, our duty to nurture, love and develop our children as individuals and to cherish every moment and opportunity we have to educate them. We strive to help fashion true Christians; people who see themselves as an embodiment of the Holy Spirit and who see Christ in those around them, believing that the education we provide stays true to this notion. At St Margaret Clitherow's every person embodies the belief that:

Jesus is at the heart of everything we do.

Policy Monitoring and Review

This policy is monitored by the Religious Education Co-ordinator, and is evaluated and reviewed by the governors and whole staff every two years.

Date of Policy: March 2017

Date to be reviewed: March 2019



RE Levels of Attainment

	AT1: Learning about Religion			AT2: Learning from Religion	
	i)– Beliefs, teachings and sources	ii) – Celebration and ritual	iii) – Social and moral practices and ways of life	i)- Engagement with own and others' beliefs and values	ii) – Engagement with questions of meaning and purpose
1	I can RECOGNISE (know and name) some stories from the Bible.	I can RECOGNISE (know and name) signs and symbols. I can use religious words.	I can RECOGNISE (talk about) that some people do things because they believe in God and Jesus.	I can TALK ABOUT things I have done, what I think and how I feel.	I can TALK ABOUT things I wonder about.
2	I can DESCRIBE (retell) some stories from the Bible.	I can DESCRIBE some religious actions and symbols, using special religious words.	I can DESCRIBE some ways people live because they follow Jesus and believe in God.	I can ASK and answer questions about my own experiences and feelings. I can ASK and answer questions about other peoples' experiences and feelings.	I can ASK questions about things I wonder about. I know that some questions are difficult to answer.
3	I can MAKE LINKS (connections) between stories from the Bible and what people believe.	I can GIVE REASONS for religious actions and symbols, using religious words.	I can GIVE REASONS why people do certain things, because of the religion they follow and things they believe.	I can MAKE LINKS (connections) to show how my feelings and beliefs effect what I do. I can MAKE LINKS (connections) to show how others' feelings and beliefs effect what they do.	I can compare my questions to those of others and GIVE REASONS why they are tricky to answer.
4	I can SHOW UNDERSTANDNG by making multiple links between religious sources (scripture, hymns, prayers, traditions), beliefs, feelings and experiences.	I can SHOW UNDERSTANDNG of different liturgies, using religious vocab.	I can SHOW UNDERSTANDNG of how following a religion shapes how someone lives.	I can SHOW UNDERSTANDNG of how what I and others believe and think to be important effects how we may behave.	I can ENGAGE with questions about life and RESPOND using evidence from religion and beliefs.
5	I can IDENTIFY sources of religious belief and EXPLAIN how these start and develop.	I can DESCRIBE and EXPLAIN different ways believers may worship.	I can EXPLAIN how religious beliefs and teachings effect peoples' moral beliefs and actions.	I can EXPLAIN some religious beliefs and values which inspire me and affect how I live, and how these influence others too.	I can EXPLAIN how religious beliefs and teachings help believers to understand the meaning and purpose of life.