

St John Vianney Catholic Primary School



*"Seeking Growth Together through
Jesus"*

RE Policy

Date Reviewed: SEPTEMBER 2023

Reviewed by: RE TEAM

Approved by Headteacher

Date of next review: September 2024

Mission Statement

We are made in the image of God, and through Jesus we seek to grow as a caring Catholic community in faith and love; knowledge and understanding; aspiration and independence; using the talents we have been given to achieve the best we can.

The Importance of Children

“We should always teach children who they are. We should say to each of them do you know who you are. God created you. You are a marvel, you are unique. In all the world there is no other child like you. In the years that have passed, or in those to come there has never been and will never be another like you. You have the capacity for anything and when you grow up can you harm another who is like you a marvel – you must cherish one another, you must work, we must all work – to make this world worthy of its children.”

Pablo Casals

St John Vianney Catholic Primary School is a place of learning in which each individual is encouraged to fulfil their own unique potential. We try always to remember that everyone is special and should be treated with respect. Our Catholic faith touches every part of our school life and we try to be a community which has Jesus at the heart of all we do.

Rationale of Religious Education:

- The primary purpose of Catholic Religious Education is to come to know and understand God’s revelation which is fulfilled in the person of Jesus Christ...In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is 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.

Our Aims

- To create a safe, secure and stimulating learning environment.
- To create an inclusive community where all members are valued, share a commitment towards the pursuit of high standards and understand their role in achieving them.
- To develop a supportive and challenging environment, where expectations in achievement and personal relationships are high.
- To deliver a balanced and broad curriculum, where children can achieve, enjoy and develop self-esteem.
- To develop children's skills, knowledge and confidence, enabling them to make a positive contribution to society.
- To achieve a dynamic interaction between home, school, parish and the wider community to ensure the needs of all members of the school family are met

The Aims of Religious Education

- 1 To present a comprehensive content which engages pupils and 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.

Curriculum time allocation: 2 hours in EYFS & KS1

2.5 hours in KS2

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Prayer and Liturgy.

Programme of Study:

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - CAFOD – *The Universal Church, The Way The Truth The Life and We Believe/Come and See* programmes are used as recommended by the Diocese to support the teaching of the New Curriculum for 2014.

Process

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.¹

'It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.....Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

Explore

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

Reveal

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Respond

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic.

It will continue to challenge teachers to realise in their teaching the words of Pope John Paul II that:

“every area of our lives, different as they are, enters into the plan of God, who desires that these very areas be the place where the love of Christ is revealed and realised for both the glory of the Father and service of others.”

Provision for The Under Fives (Nursery)

If Catholic schools are to be true to the vision and aims of religious education they must ensure that ALL pupils experience what it is to be part of a Catholic community. Within what is a highly-integrated curriculum, teachers of under fives will seek to:

- ❖ make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context;
- ❖ build on and extend the foundations of religious education begun in the home; and
- ❖ in partnership with home and parish, prepare pupils for more formal religious education at a later stage.
- ❖ we will use the Early Learning Goals for the Foundation Stage provided by the DCSF as further guidance in planning for this age group.
- ❖ Baseline termly and children tracked, passed on to Y1
- ❖ Coloured dots to match assessment strand

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.
 - Each teacher keeps a class record of assessed work and records of pupils' progress. Assessment strands are in the front of books and Level descriptors are used by teachers to assess a range of children's work
 - Each unit of work identifies the objectives to be taught (including HRSE) linked with an appropriate attainment target and these are in pupils' books at the start of each unit of work.
 - RE attainment is tracked termly
 - Progress over each year group is tracked as pupils move through the school.
 - RE assessment is moderated termly in-house and annually within the Blackpool Catholic cluster and at the Diocesan subject leader conference
 - Parents are reported to on RE curriculum assessment standards and individual RE targets three times a year

- The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities.
- An in - house standardisation meeting is held *where appropriate across the academic year*
- The school portfolio of assessed samples of work is available for inspection.
- Monitoring of teaching and learning is regularly timetabled *for monitoring performance of staff and pupils e.g. lesson observations, work scrutiny etc*
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year and at the end of each term.
- Currently part of the cluster trailing new levelling system in Lancaster Diocese.

Links with the wider community

The school ethos is based on service to others. Pupils are encouraged to see themselves as part of a community in which each member plays a role. This is a value that is promoted in the school, in classroom, assemblies and at other times in the school day.

Examples of links with the local and wider community include:

- Local speakers in assembly and fund raising ventures eg CAFOD,
- School Council initiatives to support charity
- Involvement in School Sports Partnership.
- Parishioners invited to school for events such as Stations of the Cross, Harvest, Resurrection Service, Feast Day Mass
- Class assemblies, year group masses with parishioners at 9.15am on Wednesday's.
- Collaborate working with Catechists for Sacramental programme.

Policy review.

RE Team

Management of the subject.

Anna Acton and Pete Duffy – Main Subject Leaders
Julia Hulme– RE Team

Other Faiths

Year 2 – Study Judaism (Statutory)

Year 1 & 4 – Study 2 others Buddhism and Hinduism

Year 3 & 6 – Study 2 others Islam and Sikhism

This is timetabled for 2 separate weeks across the year but not during Lent/ Advent. EYFS cover these in Understanding of the World.

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- 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 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.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.

Auditing, managing and developing resources within a given budget.