


Religious Education Policy



St Clare's Primary School,
A Catholic Voluntary Academy

Teach children how they should live, and they will remember it all their life.

Proverbs 22:6

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1. Mission Statement

‘Learning Through Faith’

Learning develops independent thinking children, through exciting challenges, expecting success with faith at the centre of all we do.

- To build and develop our Catholic faith community and actively promote the partnership of home, school, parish and the wider world.
- Leading by example, we encourage all members of our community to value, respect and co-operate with each other and others, learning to show love, kindness, tolerance and patience. To develop team- work between children, families, staff and governors, so that we can improve and develop.
- To learn about the world we live in, promote democracy and celebrate the rich diversity of our community and wider world.
- To provide a safe; welcoming; stimulating and healthy environment.
- To facilitate achievement by developing life- long learning skills through an enjoyable, balanced, differentiated and creative curriculum, which nurtures a positive self-image and regard for others.

2. Rationale for 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.

3. Aims of Religious Education

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith.
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- 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.
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life.
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- To bring clarity to the relationship between faith and life, and between faith and culture.

4. The Teaching of Religious Education

Curriculum time allocation

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

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, the Come and See programme is used as recommended by the Diocese.

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.'

Methodology

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

5. Assessment, Monitoring, Recording and Reporting

Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in the End of Year Expectations agreed by Nottingham Roman Catholic Diocesan Education Service.

The Religious Education Subject Leader keeps a record of assessment and monitoring of pupils' progress.

The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities.

Monitoring of teaching and learning is carried out throughout the year through book scrutiny, learning walks, moderation along with monitoring of planning, displays and prayer areas.

Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year, as well as an interim monitoring report in October.

Progress and achievement in Religious Education is reported to Governors.

Throughout the year, two other faiths are taught from EYFS through to Year 6, following the programme of study in Come and See. Judaism is studied by all classes during the Advent Term. Another world religion (Hinduism, Islam or Sikhism) is taught at another point during the school year.

6. The Role of the Religious Education Leader

- 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 should include classroom observation/learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan RE adviser particularly through attendance at the RE subject leaders' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To track data and use this, in consultation, with the Headteacher to set realistic targets in RE.
- To set up and maintain a portfolio of work in order to monitor progression and continuity. Samples of work should reflect the appropriate Attainment Target strands and levels.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of computing, art and PSHE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
 - The Religious Education Policy and Guidelines
 - Medium term plans which represent schemes of work in school
 - Assessment and monitoring procedures for teaching and learning and evidence of that monitoring
 - Data monitoring in RE
 - A record of Staff Professional Development in Religious Education
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's SEF 48 document.
- To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory)

7. Leadership and Monitoring

This policy is the responsibility of the Religious Education Subject Leader. They liaise with the Religious Education Governor regularly. The Religious Education Subject Leader will monitor the teaching and learning in Religious Education across the school and update the RE action plan accordingly, ensuring actions are undertaken and that the teaching and learning in Religious Education is enhanced.

8. Links with other policies

This Catholic Life policy is linked to the following policies:

- Catholic Life Policy
- Collective Worship Policy
- Relationship and Sex Education Policy