



Religious Education Policy

Status	School need
Policy written	Spring 16 (revised Summer 19)
Date presented to Education Committee	Summer 19
Date approved by Governing Body	Summer 19
Published on school web site	Summer 19
Date of next review	Summer 22

Mission and Vision Statement

Loving to Learn, Learning to Love like Jesus.

The aims of the school are summed up in our acrostic prayer:

Share and love one another
Together work to be like Jesus
Make people smile
Only teamwork can make dreams happen
Never stop trying
Include everyone in all we do
Care for others around the world
Aim to be the best we can be

The staff, governors and parents of the school pledge to promote the Mission of the school through our actions and prayers. Please see the Mission Pledges powerpoint on the web site.



St. Monica pray for us.

Rationale of Religious Education:

- At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, we believe that religious education is never simply one subject among many, but the foundation of the entire educational process.¹
- We believe Religious Education is, then, the core subject in a Catholic school.
- Religious education contributes to evangelisation and catechesis but its specific contribution to the Catholic Life of the school is primarily educational and so Religious Education will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- We understand Religious Education to be the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.²

‘The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.’

The Aims of Religious Education

- to promote knowledge and understanding of Catholic faith and life
- to promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- to promote the skills required to engage in examination of and reflection upon religious belief and practice³

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 Way, the Truth and the Life 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

¹ Religious Education in Catholic Schools, para. 4, Catholic Bishops' Conference, 2000

² Religious Education Curriculum Directory for Catholic Schools, p. 10, Catholic Bishops' Conference, 1996

³ *Ibid*, p. 10

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.⁴

'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.'⁵

Methodology

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

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out with reference to the Bishops' Conference publication Levels of Attainment in Religious Education in Catholic Schools and Colleges
- Assessed work is kept in the RE exercise books. A record of attainment of RE objectives is made on a web based system called Classroom Monitor.
- Moderating notes show which children's work has been assessed as ARE, working towards ARE and working at greater depth.
- The Subject Champion reviews samples of work every term and reports back to the staff on any issues eg match of work to levels, constructive marking, appropriate levels achieved.
- Monitoring of teaching and learning involved *lesson observations, work scrutiny, inspection of planning, interviews with pupils and HT learning walks etc*
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Other Faiths

In addition to the focus on Other Faiths in Y5, all children from Y1 to Y6 will take part in 2 Other Faiths weeks per year: one of which will focus on Judaism and the other will focus on one of the following faiths Islam, Hinduism, Sikhism. As far as possible these weeks will involve visits to or from practitioners of the faiths being studied. The content of lessons will follow the guidance in the Here I Am files.

⁴ *The Way, the Truth & the Life, Teacher Book 4*, 7, CTS, 2004

⁵ Religious Education Curriculum Directory for Catholic Schools, p. 11

The school has an active link with North Cheshire Jewish Primary School which involves children in learning about each other's faith through such activities as a visit by Year 6 to St. Monica's in which the children worked together to complete a reflection on their sense of belonging in a faith school, blogs kept by both Year 1 classes with their exchange bears, a visit by Year 2 to a Channukah production.

Monitoring and review

The policy is monitored in accordance with an annual timetable of monitoring, in Whole Staff meetings. This monitoring schedule is sent to staff each year.

The Subject Champion records monitoring and development activities in a Subject Champion File.

A named governor, Mrs. Barker, is responsible for the monitoring of religious education, and will visit the school for this purpose. The governor concerned discusses issues with the HT or DHT before reporting to the governors.

This policy will be reviewed at least every 3 years.

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 Governors, parents, and the *Diocese* on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.