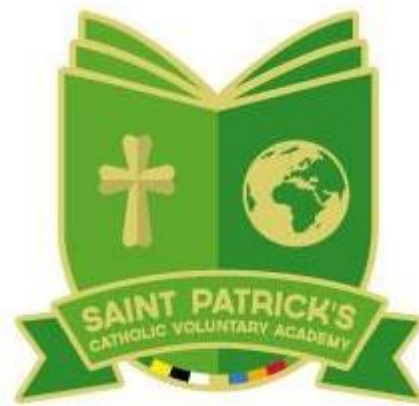


Religious Education (RE) Policy

St Patrick's Catholic Voluntary Academy



Approved by:	Headteacher	Date: September 2024
Last reviewed on:	September 2024	
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Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centered curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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1. Aims

1.1 Context

In the life of faith of the Catholic school, religious education plays a central and vital part. At the heart of Catholic education is the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school. We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3.15). Religious education is, then, the core subject in a Catholic school.

(Statement from the Catholic Bishops' Conference of England and Wales 2000)

We recognise two aspects of Religious Education in our school:

- Implicit, or informal 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.
- Explicit, or Curriculum Religious Education – that timetabled 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 curriculum time to Religious Education.

Religious Education considers the religious and educational needs of all who share in it:

- those who form part of the worshipping community in a Catholic church.
- those for whom school may be their first and only experience of church.
- those from other Christian traditions.
- those from other faith backgrounds.
- those who come from no religious background.

1.2 Aims

Religious Education aims to:

- develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church and of the central beliefs which Catholics hold.
- develop awareness and appreciation of Catholic belief and world faith, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith.
- encourage study, investigation and reflection by the pupils.
- develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgments.
- foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.
- give children the opportunity to develop their spirituality, providing experiences of liturgy, ways of praying and enabling them to go deeper in their relationship with God.
- develop 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.

1.3 Principles

Through Religious Education lessons, children in St. Patrick's will develop:

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

2. Statutory requirements

The content of Religious Education (RE) and how it is assessed is determined by each diocesan Bishop for the schools within his diocese. The Department of Education and Formation of the Catholic Bishops' Conference of England and Wales sets general guidelines for the content of the RE curriculum in all Catholic schools in England and Wales in the Religious Education Curriculum Directory. The same department has also set out the manner in which RE is to be assessed in all Catholic schools in England and Wales in Levels of Attainment in Religious Education.

The content of the National Curriculum subjects is determined by the government, the determination of curriculum content of Religious Education in Catholic schools is determined by the Catholic Bishops' (School Standards and Framework Act 1998).

3. Content and delivery

3.1 Overview and Progression

As a school we follow the recommendations of the Diocese of Hallam and use the scheme 'Come and See' for the delivery and structure of Religious Education from FS1 to Y6. The scheme is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human *search* for meaning, God's initiative in *Revelation* and the *response* in faith.

Come and See has 9 topics for the year, which share a common theme across all year groups. This is outlined below.

THEMES & TOPICS	FS1 & FS2	FS2/Y1&Y1/2	Y2	Y3	Y3/4	Y4/5 & Y5/6	Y6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

Four other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is taught in the Autumn term for 1 week, and one other world faith per year, which is taught in the Summer term for 1 week. This is on a 3-year rolling cycle between Islam, Sikhism, and Hinduism.

The RE Subject Content and End Point Organiser shows more detail on how each topic is structured, assessed and how the curriculum progresses topic by topic and year by year. Alongside this there is the RE Vocabulary Progression Document.

3.2 Timetable and Delivery

As required by the Bishops' Conference of England and Wales, 10% of curriculum time is allocated to Religious Education. This does not include acts of Prayer and Liturgy. At St. Patrick's this corresponds to two hours a week in Early Years and Key Stage 1 and two and a half hours a week in Key Stage 2. This time is timetabled on the 'Whole School Non-Negotiables Timetable' which all classes are expected to follow; unless different arrangements have been made and agreed with the Headteacher and Curriculum Lead.

Class Teachers are responsible for their own class organisation and teaching style in relation to RE. Teachers are encouraged to make RE lessons stand out and be different, examples of this include; beginning and ending the lesson with a prayer or song; or having a specific routine or structure to RE lessons.

In classes children are taught in a variety of ways, with an emphasis on adaptive teaching. Teachers are asked to consider a wide range of activities and incorporate this into their planning. Examples include:

- discussion and debate
- group work
- drama and role-play
- artwork

- presentations
- use of IT
- use of physical resources
- visits to the church

3.3 Resourcing

All teachers in school have access to the online bank of resources provided by Come and See. This includes planning ideas, pictures, photographs, links to videos and suggested books.

There is a cupboard of physical resources; bibles, books, statues, artefacts, StoryStack characters, etc which all staff have access to and are reminded to use. We also have a large collection of resources from Godly Play. Godly Play is a way for sharing bible stories with children, leading them to reflect on the significance of the story and inviting them to ask 'wondering' questions. These resources are organised and displayed in their own area and staff and older children are encouraged to explore them and use them when there is a link to their RE work.

Within the RE planning there is also a suggested resources section, teachers are asked to add to this when they find a new link, video, book etc.

RE has an independent budget for resources, controlled by the subject lead. When needed new resources can be ordered and shared across the school.

3.4 Assessment

The Diocese of Hallam has provided the 'assessment without levels' spreadsheet and Catholic schools are asked to report data to the diocese annually.

- At the end of each Come and See topic teachers are given an assessment focus from the spreadsheet and asked to plan an assessment activity.
- This is then used to update the spreadsheet throughout the academic year.
- At the end of each term, teachers are asked to complete 'below/on-track/above' assessments for each child on the spreadsheet.
- Assessment work is kept in the class RE file and is marked using assessment labels on the back and following the marking policy.
- Moderation across Key Stages and Whole School is held at least once a term.
- Inter-school moderation with the other Sheffield Catholic Primary schools is held once a half-term.
- Monitoring is outlined in section 5 and is completed termly throughout the academic year.
- Progress and achievement in Religious Education is reported to parents/carers in the End of school Year report in July.
- RE progress data is reported to the Governors termly, using the 'assessment without levels' spreadsheet.
- Progress data from the year, for the end of each phase (FS2, Y2, Y4 and Y6) is sent to the Diocese every July.

3.5 Inclusion

We are a fully inclusive school and all children at St. Patrick's Catholic Voluntary Academy are given equal opportunities in Religious Education, regardless of their religion, gender, academic ability, Special Educational

Need, social, cultural and linguistic background. Adaptive teaching is used to provide support for children who may need this, as well as to stretch and challenge children.

We will provide effective learning opportunities for all pupils and celebrate the religious and cultural diversity of our school community. We promise to design the curriculum to create exciting opportunities whilst enabling full participation.

For gifted and talented pupils, teachers provide additional opportunities to: develop higher order thinking; go deeper in their responses; think about the impact of their knowledge; and use and apply their knowledge and skills for the good of the class or the wider community.

3.6 Enhanced Curriculum Opportunities

Throughout the school year we add to Come and See with various enhancement and visitors, these include:

- CAFOD Assemblies 3 times a year
- KS2 CAFOD workshops on Catholic Social Teaching in the Autumn term
- Teaching on the Class Saints at the beginning of the school year
- Celebrating Class Saint and St. Patrick feast days
- Parish lunch hosted in school, children help to serving and also entertain through music and singing
- Engaging with the local community, visiting care homes, spending time and talking to other people, singing carols etc.
- During other faith weeks inviting visitors into school to speak to the children, or arranging visits to other faith spaces
- Using the Liturgical year to enhance teaching, e.g. Rosary in October and May, Advent and Lent reflections
- Engaging in Diocesan events including: The Good Shepherd appeal and celebration; the annual Padley Pilgrimage.

4. Roles and responsibilities

4.1 The governing board

The governors, as guardians of the Catholic school's life and mission, recognise that education in the Faith is gradual, communal and holistic and is a major part of the mission of the Church and St. Patrick's. To this end the Governors have the responsibility for:

- ensuring that teaching staff adhere to the Religious Education policy.
- ensuring that the Religious Education policy is reviewed and updated where necessary and kept in accordance with national and diocesan directives where appropriate.
- ensuring the Religious Education Governor, the headteacher and Religious Education Subject Leader are held to account on their roles and responsibilities outlined in the Religious Education policy.

4.2 The headteacher

The headteacher, as the spiritual leader of the school as a Catholic community, ensures that:

- Religious Education is taught consistently across the school.
- they work in partnership with the leader(s) for Religious Education.
- those responsible for Religious Education in the school have been given appropriate training and formation to ensure that all guidance is followed and adhered to.

4.3 Staff

Staff are responsible for:

- delivering Religious Education in line with this policy.
- monitoring progress of children in Religious Education and therefore responding and adapting to the individual needs of the children.
- supporting the Religious Education Subject Leader and Headteacher with the monitoring and development of the Religious Education curriculum and lessons.

4.4 Religious Education Subject 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, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Schools' 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 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 ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of IT and PHSE 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.
- 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 CSED document.
- To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).
- To maintain a Subject Leader's file containing:
 1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.
 3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in RE.
 5. A record of Staff Professional Development in RE.
 6. Data and current targets in RE.
- To work with the Prayer and Liturgy Co-Ordinator and Headteacher to ensure RE curriculum and the Annual Plan of Provision for Prayer and Liturgy work together; and that acts of Prayer and Liturgy can be built into the RE curriculum.

4.5 Pupils

Pupils are expected to engage fully in Religious Education lessons and, act with respect and sensitivity for the Catholic faith and other faiths throughout.

5. Monitoring arrangements

The delivery of Religious Education is monitored by the Religious Education Subject Leader through a selection of the following each term:

- Learning Walks
- Lesson Observations
- Planning Scrutiny
- Work Scrutiny
- Pupil Voice
- Staff Voice

5.1 Policy monitoring and review

This policy is monitored by the Religious Education Subject Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current diocesan advice and guidance.

6. Links with other policies and documents

This policy links particularly to the following policies and procedures:

- Prayer and Liturgy Policy.
- RE Content and End Points Organiser.
- RE Vocabulary Progression Document.
- RE Assessment without Levels.
- Catholic Self Evaluation Document (CSED).
- Whole School Non-Negotiable Timetable.