

# St Patrick's Catholic Voluntary Academy Intent, Implementation and Impact Statement – Religious Education:

## Intent:

At St. Patrick's Catholic Voluntary Academy, our RE curriculum is central to the whole ethos and curriculum, underpinning all teaching and learning that takes place. As a school we are committed to the Catholic faith, recognising and valuing every individual as special, unique and loved by God.

Our children will develop an awareness of God's presence in their lives and lives of those around them. We promote a close, cooperative relationship between home, St. Patrick's parish and school, whilst encouraging values of understanding and care for those within and beyond our community. We will provide a safe and nurturing environment for children to develop an understanding of right and wrong, following the word of God. This will prepare them to contribute positively within and beyond our school community.

As a Catholic school we follow the recommendations of the Diocese of Hallam and the Catholic Bishops of England and Wales using the Come and See programme for Religious Education lessons throughout school. Through this we intend to provide a religious education that covers all aspects of the Catholic faith, and introduces children to other faiths as well.

These are the themes as explained by the Come and See programme:

**Autumn:** Family & Domestic Church, Belonging & Baptism/Confirmation, and Loving & Advent/Christmas

**Spring:** Community & Local Church, Relating & Eucharist, and Giving & Lent/Easter.

**Summer:** Serving & Pentecost, Inter-Relating & Reconciliation, and World & Universal Church.

In addition to these set units from Come and See, we recognise the responsibility of living in a multi-faith and multicultural society. We aim to introduce children to other world faiths and practices with an attitude of mutual respect and tolerance. Currently we teach Judaism yearly and Hinduism, Sikhism and Islam on a rolling cycle.

We use the Interim Age-Related Standards in Religious Education approved for use in Catholic Schools by The Department of Catholic Education and Formation of The Catholic Bishops' Conference of England and Wales. These aim to develop a range of skills over the course of primary school in the areas of Knowledge & Understanding ('learning about'), Engagement & Response ('learning from'), and moving towards Analysis & Evaluation by the end of Year 6. These link directly to the Age-Related Standards used at Secondary level.

The Age-Related Standards further break down the skills which we will develop in each area. These skills are progressive and built upon each year through the use of year group specific driver words. Religious education is taught discretely and developmentally. It includes the deepening of knowledge and understanding of key theological ideas and their application to life. These key ideas are revisited in greater depth each year.

Sacramental knowledge progresses from Baptism in Early Years and Key Stage 1, to Confirmation, Marriage and Ordination in Key Stage 2.

Our ultimate intention is for our children to leave St. Patrick's and to live by the word of God. They will be prepared for life in a multi-faith society, with respect for and an understanding of rich cultural diversity.

### Implementation:

Our approach to the teaching of RE in school is closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being:

- Teachers ensuring that pupils see the 'purpose' of each lesson, making sure to use driver words in the learning objective of each lesson.
- Teachers ensuring pupils understand the relationship between the content they are learning and the context of their everyday lives.
- Deliberate and intentional retrieval of previous knowledge to build on previous learning.
- Regular checkpoints and formative assessments within lessons to tailor lessons to the needs of pupils.
- Exceptionally positive relationships in school that create the conditions conducive to effective learning.
- High levels of subject knowledge.
- Referring to the school rules, mission, vision and values when teaching; this supports pupils to contribute and engage in lessons and use all they learn in every aspect of school life.

Each child will develop a close connection and feeling of belonging to our school community and to the family of God. Children will develop a spirituality through engaging and memorable RE experiences delivered in a variety of stimulating and creative ways, including exploration of Godly play and opportunities to read for pleasure linked to Religious Education. These include class prayer, hymn singing, collective worship, nativities, liturgies, art and written work. Children will also have time to reflect and wonder through rich Godly play experiences.

Teachers are given regular opportunities to access CPD at school and through the local Diocesan centre. In addition, the Subject Leader provides regular updates to staff about upcoming events and developments within Catholic religious teaching. The Subject Leader supports and delivers Team Teaching sessions with teachers new to school, including Early Career Teachers and non-Catholic teaching staff.

As a school, we use the themes of Come and See to ensure the children have the skills needed to achieve as they progress through each year group. The themes remain the same for each year, with skills and depth of knowledge being built from year to year. Each term's topics seek to make links between: Community of faith and Church; Celebration in ritual and Sacraments; Way of life and Christian Living.

Our enquiry-based approach frames units around a big question linked to the theme. Children's responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding.

Teachers use their knowledge of the progression in the Age-Related Standards in order to ask questions which lead children to develop the skills we intend to promote and to challenge children to answer in more depth if they can.

Teachers assess formatively and summatively in each lesson according to the Interim Standards agreed for use in the Diocese of Hallam. Task design allows children to demonstrate their progress towards each Standard. In our school, we choose 1 or 2 interim standards to focus on per topic, children then complete an assessment task which is then recorded and evidenced on the Interim Standards tracker provided by the Diocese.

### **Impact:**

All assessment is linked to the skills referenced in the Interim Age-Related Standards in Religious Education. This is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills when marking against the learning objective. Teachers are asked to update the Interim Standards Tracker on a termly basis, using the end of topic assessment tasks and teacher judgement. Task design is intentionally open ended in order for children to demonstrate their level of depth.

At the end of each year, data is shared with the Diocese of Hallam. Teachers will report termly outcomes, using the Interim Standards, based on the learning they see in class and the evidence in children's books. This data is then analysed by the Subject Leader and shared with governors.

It is expected that tasks are designed with reference to the skills referenced in the Interim Age-Related Standards in Religious Education, to give children opportunities to display and build these skills. Throughout a unit, there should be opportunities to develop skills in all areas and reflect on an open enquiry question, producing an extended piece of writing in response. Teachers are encouraged to be creative in task design, and work can take the form of artwork, discussion, drama, song, extended writing or a mixture of these.

There is an expectation that the learning in RE is evidenced in books at an age-appropriate level. All classes also have a folder in which to evidence collaborative, group and practical work as well as experiences such as Liturgical prayer, Advent and Lenten performances and reflections and visits to church.

The subject leader will dedicate time regularly to the scrutiny of books, discussion with teachers, enhancing subject knowledge, and discussion with pupils. Pupils will have the opportunity to talk about their work, their enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to inform teaching.