



Holy Trinity RC Primary School
Policy on Religious Education (RE)

Mission Statement

"To go forward together in Christ, respecting our neighbour and striving for excellence."



Approved by: LGB Date: March 2024

Next review due by: March 202

Policy for Religious Education.

Mission Statement

"To go forward together in Christ, respecting our neighbour and striving for excellence."

Rationale of Religious Education.

- Religious Education is central to the educative mission of the Church. *'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*¹
- 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.²
- 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

The Aims of Religious Education

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

- 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

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 four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ –

'The Way, the Truth and the Life' programme is used in school as recommended by the Diocese. We supplement this with the scheme 'Come and See'. We ensure that the topics studied in RE build on prior learning. We have a two year rolling programme in the mixed age classes. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in

⁴ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

The class teacher writes the plans for each lesson and lists the specific learning objectives and expected outcomes. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

Process:

Religious Education 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. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

‘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.

Inclusion and Equality:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

Other Religions:

Other Faiths are an important part of Religious Education at Holy Trinity. The teaching of Judaism, Islam, Hinduism and Sikhism are planned and delivered at different times throughout the year. Enrichment opportunities are sought to enhance learning, including the learning of other faiths.

Assessment, Monitoring, Recording and Reporting:

- Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in-house moderation of pupils' books is held every term.
- Monitoring of teaching and learning is carried out by the RE lead by lesson observations, learning walks, pupil interviews, planning and work scrutiny
- Progress and achievement is recorded and tracked. Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a multimedia presentation based on their investigation of saints. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. 'Check in' and 'Check out' questions have been developed and match the Way the Truth and the Life scheme of work. These are used at the start and end of each topic to monitor progress in learning. Children are assessed on End of Year Expectations, which are linked to the scheme and to specific 'Driver Words' for each attainment target and year group. These expectations and driver words are set out by Salford Diocese and are used regularly to inform our planning and delivery of lessons. The End of Year Expectations are split into three strands: Attainment Target 1, 2 and 3. Recording and assessment of learning takes many forms including art, writing, displays, assemblies and liturgy participation
- Progress and achievement in Religious Education is reported to Governors and Romero Trust in the meetings by the summary SEF and HT report.. We have a linked governor who visits school to see our school in action so they can also report by a governor visit report.

- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Management of the subject:

Mrs Lyle the RE Lead has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy Review:

This policy will be monitored, evaluated and reviewed by the Headteacher and RE Lead and updated every two years.

Appendix 1

The Role of the RE Lead

- 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 Department for Education particularly through attendance at RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate 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 implement the change to the interim Age-Related Standards in Religious Education (3-19) and support staff during the transition period.
- To collect and keep pupil books showing pupils working at expected from *at least* Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books every (*insert school's pattern/schedule*) *Suggested schedule is termly.*
- To attend Diocesan moderation meetings with the required pupil books.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues relating to 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 SLT to complete the DSEF document.
- To keep up to date with changes to the Religious Education Curriculum Directory.