



ST MARY'S CATHOLIC PRIMARY SCHOOL, A VOLUNTARY ACADEMY

RE Policy

**“With Christ at the centre, we show
Unity, Respect, Joy, Love and Courage.”**

St Mary's School Mission Statement

Policy review date- Spring 2023

Person Responsible – Helen Tomlinson/ Katie Bleasdale

Ratified by Academy Council- Summer 2023

Review date- Spring 2026

Rationale of 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.¹
- Religious Education is a core subject in our 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

- 1 To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- 2 To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- 3 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;
- 4 To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- 5 To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- 6 To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- 7 To enable pupils to relate the knowledge gained through Religious Education to their

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3

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

- understanding of other subjects in the curriculum;
- 8 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 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 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.⁵

Methodology

Teaching in Religious Educationshould 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.'⁶

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

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

⁵ *The Way, the Truth & the Life*, Teacher Book 4, CTS, 2004, p. 4

⁶ *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the 'I can' statements, set out by the diocese education team.
- Pupil work books are a continuous record of pupils' progress.
- An internal standardisation meeting is held twice a year in school, in addition to Bishop Wheeler Trust moderation across several other local primary schools.
- Monitoring of teaching and learning is completed through lesson observations, book scrutiny and pupil voice.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Policy review.

This policy will be monitored, evaluated and reviewed by Katie Bleasdale and Claire Patrickson and updated every 2 years.

Management of the subject.

Mrs Bleasdale the RE Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. Mrs Patrickson the Collective Worship and Catholic Life Leader works with Mrs Bleasdale in this role.

Other Faiths

For three weeks annually, one per term we have Multi-Faith week in school. World faiths and topics are assigned to individual year groups.

EYFS - Celebrations

Year 1 - Judaism

Year 2 - Islam

Year 3 – Hinduism

Year 4 – Sikhism

Year 5 - Islam

Year 6 - Judaism

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 (CSED).
- 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 the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget