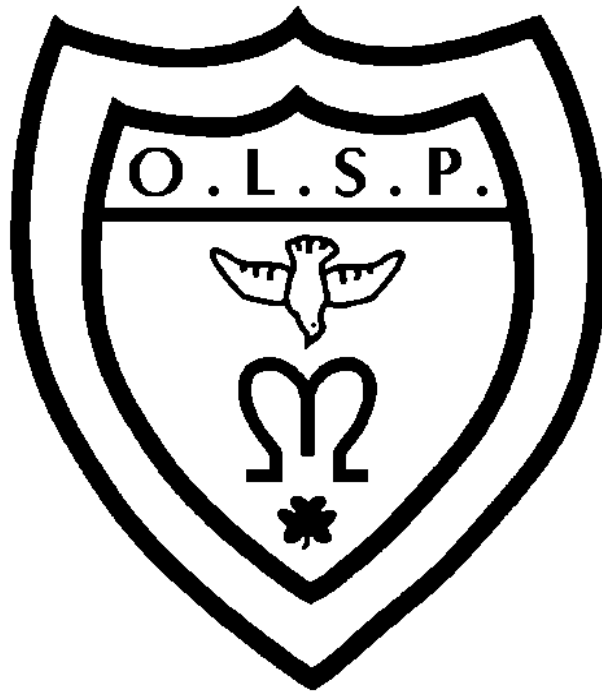


***Our Lady and St Patrick's
Roman Catholic
Nursery and Primary School***



Religious Education Policy

**Last Reviewed: Spring 2022
Next Review: Spring 2023**

Our Lady and St Patrick's Roman Catholic Nursery and Primary School

Religious Education Policy

Mission:

The Catholic Faith and the principles of the Gospel are central to the daily life of Our Lady and St Patrick's School. We are committed to:

“Living, Loving and Learning Together in God's Way”

Rationale:

“Catholics believe that Religious Education is not one subject among many but the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life. It should provide the context for, and substantially shape, the school curriculum, and offer living experience of the life of faith in its practical expression.” (Bishops Conference of England and Wales, 1988) We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this. (Reference Curriculum Directory, pg.9)

Aims and Objectives:

“ The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school.”

Curriculum religious education in Catholic schools aims to promote:

- Knowledge and understanding of Catholic faith and life;
- 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.

The objectives of curriculum religious education in Catholic schools are:

- 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;
- To develop awareness and appreciation of Catholic belief, understanding of its impact in personal and social behaviour and of the vital relationship between faith and life, life and faith;
- To encourage study, investigation and reflection by the pupils;

- To 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 judgements;
- To 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 multi - cultural, multi - faith society.

“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” (Pg.10, Curriculum Directory, 1996)

Religious Education in the Classroom:

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

Implicit, or unstructured Religious Education- those many 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 and encourage an appreciation of the awe and wonder surrounding us at such times.

Explicit, or Curriculum Religious Education – those timetabled or planned periods of time given to explicit consideration of Religious Education in the classroom. In line with the Bishop’s recommendation, it is the policy of this school to give 10% of the timetable to the teaching of R.E in FS, Key Stage 1 and Key Stage 2.

Programmes of Study:

To fulfil the aims of the Religious Education Curriculum Directory and the four areas of study outlined in this document: Revelation, Church, Celebration and Life in Christ religious education is primarily taught through ‘Come and See’.

Process

Religious Education, in the Diocese of Plymouth, is taught through the process of Explore, Reveal and Respond. As outlined in both the RECD and Catechism of the Catholic Church Explore, Reveal and Respond follows the pattern of the human **search** for meaning, God’s initiative in **Revelation** and the **response** in faith.

“The special character of the Catholic school, the underlying reason for it, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the education of the pupils.” RECD 2012

Methodology

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

‘Religious Education’ makes use of a range of appropriate teaching methods, according to the age and ability of the pupils and that opens up for pupils the mystery of God’s saving action in Jesus Christ’ RECD.

Inclusion and Equality

All pupils in our school, regardless of ability, faith and background, will have appropriate differentiated access to the Religious Education programme. We strive to do the best for all our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender religion or sexual orientation or those who are disadvantaged.

‘Children of all abilities benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular, the learning of the heart’. RECD

Right of Withdrawal from Religious Education

Parents have the right of withdrawal from RE for their children.

Other Religions

We dedicate at least one week throughout the year to the teaching of Judaism. In addition, we dedicate a further week during the year to the teaching of Islam, Hinduism or Sikhism.

Assessment, Monitoring, Recording and Reporting

Assessment of standards is carried out using the interim ‘Age-Related Standards in Religious Education (3-19) document agreed by the Bishops’ Conference. Each child will be individually assessed against these standards

- Each teacher keeps a class record of assessed work and records of pupils’ progress across time and evidence of informal/formal assessment in line with their school’s assessment policy.
- Feedback, in line with the school’s assessment policy, will be personalised and tailored to challenge individual children to make at least expected progress.
- An in-school moderation of pupils’ books and work, against the interim standards, is held at least once a term and appropriate CPD provided at all levels.
- Moderation of the termly formal diocesan assessment task will take place termly with RE Leads and the Diocesan RE Adviser at cluster level.

- Annually, usually in the summer term, a range of annotated pupils' books/work are presented for Diocesan Moderation at RE Leaders moderation meetings, as directed by the Diocesan RE Adviser. The moderation will be against the interim standards.
- Monitoring of teaching and learning work falls in line with the school's processes for core subjects. As such RE contributes to teacher profiles and next steps for improving teaching and learning. Monitoring includes use of pupil voice, lesson drop ins, book scrutiny, pupil progress meetings.
- During the time we are using the interim age-Related Standards document progress and achievement will be tracked against these standards and recorded on a google drive spreadsheet and then onto Insight when updated.
- The RE Lead will collect and collate termly data, use this for analysis and school development planning and send data annually to the Diocesan Education Service through the DDR (Diocesan Data return).
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of the academic year.
- Progress and achievement in Religious Education is reported to Governors/Local Governing Body Governors at each Full Governing Body throughout the year.