

RE POLICY

St. Joseph's Catholic Primary School

**Religious Education Policy.**

*“Trusting in God, Creating tomorrow, helping today.”*

**Intent**

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

Religious Education is an integral part of our lives at St. Joseph's School. We are members of the Body of Christ and members of a Christian Community and recognise that we are all at different stages of our faith journey. Therefore, through our Religious Education program and the way we use Christ's teaching within every aspect of our school and lives, we can develop a deep understanding of our faith which will help us to love and serve God in our daily lives, both now and in the future.

Our aims for Religious Education will be to enrich the lives of the children in the;

- Love of God for everyone and everything He has created.
- Understanding of the Good News of the Lord, to enable them to respond to His love.
- Teaching of the Catholic faith and how their lives should be shaped by their beliefs and values.
- Growth of faith by relating the Gospels to their lives and levels of understanding.
- Development of worship and prayer, allowing children to take a leading role.
- Awareness and respect of other Christian faiths, world faiths and cultures.
- Standards to be high and children to be challenged in their understanding so that they can deepen this.

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We feel that the best way to achieve these aims is a three way process involving the Home, School and Parish. We endeavour to make these links wherever possible, acknowledging that the foundation of Religious Education is presented to children from a very wide range of backgrounds and commitment to the faith.

Based upon the varied backgrounds and experience of Church and Religious Education we tailor our programme to meet the needs of all pupils.

Whilst we are first and foremost a Roman Catholic School with a strong mission and vision statement, we do support other religious backgrounds within our school, focussing on the similarities within the beliefs and celebrating the differences.

### **Implementation**

To ensure continuity and progression within St. Joseph's School, we have adopted the Religious Education Directory programme for primary schools. This is published by the Catholic Education Service.

This programme is used throughout school from The Foundation Stage to Year Six, and we ensure 2.5 hours in KS1 and 2.7 hours in KS2 of our curriculum time is spent teaching R.E, fulfilling the Bishops requirement (10% of total teaching time).

As stipulated, this time does not include time for collective worship and hymn practice.

The aims of religious education are:

1. To engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.
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 to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.
4. To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.
5. To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture.
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 understanding of other subjects in the curriculum.

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened through; understand, discern, and respond. The RED programme also uses 6 lenses: hear, live, believe and celebrate, dialogue and encounter to explore.

Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase. They are referred to as lenses, since they are the things we are looking at and they divide the content of the programme of study into four systematic subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of hear, believe, celebrate, and live (the study of the Catholic religion), dialogue, and encounter (the study of other religions and worldviews). Each lens contains progressive expected outcomes for each year group.

The model curriculum has six components that will be known as branches which map onto the six half terms of the school year. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

1. Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people.
2. Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.
3. Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the call of the disciples and the nature of being a follower of Jesus.
4. Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.
5. To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
6. Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.

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Each lesson contains the same components and follow a similar pattern of teaching, to ensure that all lessons are knowledge rich and focus on the understanding, whilst also including room for spiritual reflection.




Each lesson contains:

1. Feedback from the previous lesson
2. Retrieval from previous learning
3. New learning
4. Independent tasks to embed new learning
5. Self-assessment opportunities

"Religious Education learns from evangelisation and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery, and assimilation of the saving truth of God's revelation." Religious Education Curriculum Directory 2012

### **Assessment, Recording and Reporting**

Pupils are assessed against the expected end of age-phase outcomes from the Religious Education Directory. These can be found in the RED. Teachers will assess the child's knowledge at the end of each lesson and then make an overall judgement based on the end of age-phase outcomes for each topic creating a final judgement for the year.

	Understand 	Discern 	Respond 
	The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:		
Driver words and phrases	<ul style="list-style-type: none"> <li>• Recognise... texts, beliefs, rites, ways of life.</li> <li>• Name...</li> <li>• Remember...</li> <li>• Recall...</li> <li>• Retell...</li> <li>• Describe...</li> <li>• Make links...</li> <li>• Explain...</li> <li>• Show understanding...</li> <li>• Interpret within a historical context...</li> </ul>	<ul style="list-style-type: none"> <li>• Play with possibilities, asking 'what if?' questions.</li> <li>• Say what they wonder about.</li> <li>• Recognise similarities and differences.</li> <li>• Point out what is the same and what is different.</li> <li>• Express a point of view or a preference.</li> <li>• Listen to different viewpoints.</li> <li>• Support a preference with reasons.</li> <li>• Explain differences.</li> <li>• Construct arguments.</li> <li>• Weigh strengths and weaknesses.</li> <li>• Arrive at justified conclusions.</li> <li>• Recognise complexity with reference to different interpretations and historical context.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings and experiences.</li> <li>• Respond personally to questions that are difficult to answer.</li> <li>• Make links between their own feelings and beliefs and their behaviour or way of life.</li> <li>• Compare their own and other peoples' responses.</li> <li>• Explain differences of belief and ways of life with reference to religious commitments.</li> <li>• Critically reflect on their own beliefs and ways of life in response to dialogue with others.</li> <li>• Respond with integrity to personal conclusions about questions of value and meaning.</li> </ul>

Driver words and phrases are used to direct the children's thinking and outcome. The pupils must know where they are working at the end of each unit: working towards expectations, working within expectations, working at expectation, or working above expectations.

Each topic ends with a post learning task that allows each pupil to showcase the knowledge they have gained and developed throughout the half term. Teachers will use their judgement to assess whether each child is working below the expected standard, working towards the expected standard, working at the expected standard, or working above the expected standard.

On a yearly basis work is moderated within school to ensure that data is accurate across all classes. In addition to this, work is also moderated with other schools of the Diocese to ensure that our data match those of all schools and that our expectations of the children are the same across the Diocese.

### **Other aspects of Religious Education during the year**

At St. Joseph's School, we do take into account the different seasons celebrated in the Church's Liturgical Year. This partly takes place in lessons, but it also focussed on in our assemblies and other activities during the year.

Areas covered in the academic year:

- Harvest Celebration
- Advent preparation for Christmas
- Lenten preparation for Easter (including a Lenten service which the parents and parishioners are invited to attend)
- Important feasts of the year celebrated and focusses on - all Holy Days and our Patron Saint Joseph

### **Home- School-Parish links.**

We warmly welcome opportunities for parents to be involved with the religious education we give the children, and for us to assist parents in the difficult responsibility they have in encouragement and guidance, through their example, for their children to nurture and grown in their faith journey.

All children are sent home with half termly homework related to their current RED topic. This is in the form of a grid where children can choose their RE homework tasks and whether they are going to do it, make it, write it, and pray it. These tasks have been designed so they are accessible by all year groups from EYFS to Year 6 which means that children are able to work with siblings or friends from other classes on these tasks.

We also welcome opportunities where we can join with parishioners and other groups and where we can invite them to join us. We work hard to foster such links and organise a number of opportunities throughout the year:

- Class Masses
- Assemblies
- Lenten and Advent services
- Parents and Grandparents help in School
- Parents help on educational visits
- Christmas concerts - with performances for both parents and local Senior Citizens



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- Sports Day and Summer Fair
- Parish Ambassadors

A number of parents have formed a "Friends of Saint Joseph" fundraising and social group. Their support tremendously adds to our Christian community in action.

### Displays and Prayer areas

Within each classroom there is a display of the current R.E topic in the class. This should include a range of children's work as well as key words and questions to promote thought. This will also include the 'Big Question' that runs throughout each topic. These displays are monitored by the R.E Co-ordinator, the Headteacher and members of the chaplaincy team. In addition to this, each class has a Wonder Wall display which they use within each topic to display key ideas, vocabulary and teaching.

In the Hall, there are many religious displays which the children across the school contribute towards.

## **Impact**

Our curriculum has ambition for high achievement of all pupils irrespective of background and starting point.

The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress.

Progress is measured through the use of post learning challenges at the end of each unit of learning.

Outcomes at the end of both Key Stage One and Two are a useful indicator of pupils' learning and one which supports staff in measuring the impact of the school's curriculum. However, at St. Joseph's, we continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and the use of internal assessments.

## **SEND Provision**

Religious Education is an integral part of our lives at St. Joseph's School. We are all members of the Body of Christ and members of a Christian Community

and recognise that we are all at different stages of our faith journey.

Therefore, we ensure that Religious Education is differentiated so that all can access the curriculum. Careful consideration is taken to remove any barriers to learning for example English. The Religious content should therefore be at the core of all lessons ensuring that all children can access the religious content at an appropriate level.

## Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the Religious Education curriculum and delegates responsibility to key staff:

The R.E Co-ordinator should:

- Keep informed of religious issues and inform and support colleagues
- Maintain resources- update and order when appropriate
- Ensure delivery of R.E is taking place in line with the school policy through lesson observations, monitoring planning, monitoring the Catholic life of the school and monitoring children's work.
- Attend Diocesan R.E Co-ordinators courses, as well as other related courses
- Lead INSET and staff meetings
- Ensure the Diocesan termly newsletter is sent to parents
- Moderate work within school and with other schools to ensure assessment and levelling is accurate
- Monitor displays in classes and around school
- Support staff in planning and delivery of the 'RED programme

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group.

The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.

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Governors monitor the success of the curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

**Reviewed:** June 2024

**Review Date:** June 2026