

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

Review Date: September 2027

Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

AIMS:

- to assist and support the children in bringing them to a loving and fulfilling relationship with God.
- to encourage the children to recognise God's presence in our lives and His unfailing love.
- to develop the children's knowledge and understanding of their Catholic faith.
- to ensure the development of their religious experiences by providing progression and continuity in our RE Curriculum.
- to enable the children to celebrate their religious development through prayer, Eucharistic liturgies, non-Eucharistic liturgies and collective worship. The liturgical year is reflected in the life and activities of our school.
- to provide the children with an example of Christian care and love for each other; to help them recognise how their actions affect themselves and each other.
- to develop the spiritual awareness of the children, e.g. a sense of wonder at creation.
- to continue to support and extend the development of links with our parishes and the local and wider community.
- to develop respect and understanding of other faiths.

We strive to achieve these aims by living out the Gospel values as members of St. Vincent's School.

CURRICULUM RE

The Religious Education Curriculum Directory and the Catechism of the Catholic Church guides and informs the teaching of Religious Education.

Allocation of Time

The teaching of RE will take 10% of the curriculum time each week. At Key Stage 1 this is the equivalent of 2 hours. At Key Stage 2 this amounts to 2 ½ hours.

In addition, there are whole school assemblies and phase group collective worship every week. There is a schedule for class-led assemblies each term. On non-assembly days, there are collective acts of worship in each class.

Programme of Study

Margaret Carswell Units

The syllabus incorporates 3 strands:

Learning *about* the Catholic faith (Knowledge and understanding)

Learning *from* the Catholic faith (Engagement and response)

Analysis and evaluation (KS2)

These are set out in the form of specific key learning intentions for each topic module and are found in the planning documentation.

For teacher's, the key learning intentions are further developed for each topic module in the form of a Theological Introduction to enrich the teacher's understanding of the content they are about to teach. They are based mainly on the Catechism of the Catholic Church.

The Discussion Pointers and Further Activities, suggestions for prayer and tasks are all intended to compliment the pupils' experience and they provide suggestions for differentiated work.

The section on Assessment offers guidance on different ways of monitoring pupils' progress.

Methodology

The starting point in presenting the religious content specified by the Religious Education Curriculum Directory should be 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.

From Revelation we move onto CHURCH. We consider how Revelation gives life to the Church.

From here we focus on 2 aspects of the Church's response to God's Revelation: CELEBRATION and LIFE IN CHRIST. Celebration is the liturgical and sacramental life of the Church. Life in Christ is the moral life and pursuit of holiness.

- The scheme is organised into half-termly topics based on the Liturgical Calendar, with work on Saints and liturgical celebration used to enrich and stretch the learning.

- The planning has theological notes, additional information and suggestions, activities, liturgies, worksheets and Age Related Standards based on the Bishops' Directory.
- Each topic module will include a variety of teaching styles including directed and interactive tasks which reflect the different learning styles of our pupils such as drama and role play, art, ICT, music, poetry and a range of different writing tasks (letter writing, diary, play scripts, newspaper articles and posters) provide opportunities for reflection.
- Pupils are organised to work as part of whole class sessions, in groups, in pairs or as individuals on activities. The syllabus promotes opportunities to develop literacy skills, ICT, research, assessment for learning and cross-curricular links with PSHE and our British Values.
- There are also opportunities to reflect on the meaning of the concepts, to relate ideas to their own lives and to relate their own experiences to the religious concept.
- There are theological notes for each topic module to support the teachers.

The teaching of other faiths

As part of the curriculum, the children will learn about at least three other main religions: Judaism, Islam and Hinduism. This is done through a thematic approach, for example: festivals, worship, symbols and prayer.

The children will be given opportunities to record their work in a variety of ways such as art, design, written responses and ICT.

Inclusion

In the teaching of RE, we are mindful of the SEN policy and the Equal Opportunities policy in order to ensure that all pupils have equal access to the curriculum, opportunities to develop their relationship with God, opportunities to deepen and enrich their faith and spirituality. Differentiation by task, resources and / or support is provided where appropriate.

Resources

- Each teacher is provided with planning materials.
- There are power point presentations to support the RE topics.
- The RE syllabus is further supported by a website where teaching materials are available (www.teachscripture.com).

- There is a selection of artefacts and resources for Godly Play in the Parent Room.

Assessment and Monitoring

- The syllabus is based on the Religious Education Curriculum Directory for Catholic Schools. It provides a clear framework for effective, systematic teaching and learning which is at least equal to that of other curriculum areas.
- Monitoring of teachers' planning, lesson observations, book sampling and assessment is undertaken by the Co-ordinator. The Diocesan RE Advisor will also visit to monitor these areas. Areas to be developed will be discussed with the Head teacher and incorporated in our School Development Plan.
- Marking of pupils' work is ongoing and in line with the school's Marking and Feedback Policy. It will include the correction of keyword spellings, commenting on achievement to the learning intention and support to show ways to improve.
- Good assessment should have variety, flexibility and to be based on the professional judgement of teachers. Teachers regularly moderate their judgements. There are a range of assessment tasks, such as spoken, creative or written work. Assessment should be on-going, not added on.
- Formative Assessment goes on all the time. It includes oral responses, self – evaluation, target setting and marking.
- Summative Assessment summarises and reports on what has been learnt. It is helpful to create imaginative contexts when setting tasks, such as.....a new child has just started at our school but he / she missed out on the story of the Annunciation. Can you tell him / her what he needs to know..... using the suggested prompt sentences (differentiation by task).
- Self assessment and self evaluation will be completed as part of a topic module by the pupils, with reference to their engagement and response (learning from the Catholic Faith).
- This scheme also promotes peer assessment.

PRAYER AND WORSHIP

- Our children take part in class prayer several times throughout the day. Each class has a prayer focus reflecting the current topic or the liturgical year. Class acts of worship are led by the Class Teacher and/or the children.
- There are whole school Masses at the beginning of the school year, St. Vincent's feast day and Holy Days of Obligation which are celebrated in the Main Hall. Non – Eucharistic liturgies are also celebrated such as Ash Wednesday and Reconciliation.

- Children are encouraged to participate in the preparation and ministry of celebrations by serving, reading, solo or small group singing, liturgical dance, signing, prayers and offertory procession.
- There are whole school assemblies and collective worship every week. There is a schedule for class-led assemblies each term to which parents are invited.

HOME, SCHOOL AND PARISH IN PARTNERSHIP

It is through the combined commitment between the home, school and parish that the children are led into a loving relationship with God and one another.

The children are initially prepared to receive the Sacraments of Reconciliation and Holy Communion in their respective parishes. They are supported in school through relevant topic modules, such as Lent to Easter and The Sacraments. Once the children have made their First Holy Communion the school community celebrates Mass together which parents are invited to attend.

The Wednesday Word is sent home each week for families to reflect on the Gospel message. The Gospel reading is also the focus of Phase Group's Collective Worship.

Parents receive an overview of the curriculum at the beginning of the school year. Additional information may be provided throughout the year by the class teacher in the form of letters.

Opportunities for parents to attend assemblies and liturgical celebrations will be provided during the course of the year, although the number of parents that can attend any one event is dependent on the available space.

LEARNING ENVIRONMENT

Our Mission Statement is displayed in each of the classes and in key areas of our school. It is celebrated in the first Mass of the school year.

Each class has a RE board with a display focussing on the liturgical year and / or RE topic and /or special events. Key words and key questions may be displayed as well as samples of children's work and prayers.

We aim to develop in our pupils a concern for others, particularly the needy and less fortunate so our fund raising activities are highlighted.

SEX AND RELATIONSHIP EDUCATION

We incorporate PSHE and Relationship and Sex Education policies, the details of which are outlined in a separate policy.

SCHOOL SELF EVALUATION

The RE Coordinator is responsible for ensuring the completion and review of the RE Self Evaluation Form in collaboration with the Head Teacher, staff and Governors. This covers the main areas of the Catholic school, such as collective worship, the teaching and learning of RE, its Catholic life and its service to the Common Good.

The RE Coordinator is responsible for producing a Development Plan which identifies the priorities for improvement in this area. It includes details of budget, action to be taken, and time scales.

MONITORING AND EVALUATION OF THIS POLICY

The Curriculum Committee will, in consultation with the Head teacher/Deputy Head teacher monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	Darcie Inglis + Cultural Team
Date for Review:	September 2027