

St Teresa's RC Primary School



Religious Education Policy

Based on the model policy from the Diocese of Salford



Mission Statement

***Our school is based on the teachings of
Our Lord and the Catholic church,
fostering a special relationship between
home, school, parish and community.
Each person is known, valued and encouraged
to develop to their highest potential. The school welcomes
everyone to its family and upholds as paramount
the importance and value of all.***

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

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

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;
- 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 'Come and See' programme is used as recommended by the Diocese.

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

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 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.’⁵

Methodology:

At St Teresa's, we ensure our teaching and learning strategies are specifically chosen and research driven to ensure the very best for **all** of our children. These are outlined in our components of successful teaching and learning and include a focus on vocabulary, scaffolds, modelling and explicit instruction and feedback and questioning.

We have adapted the Come and See scheme of work to ensure the learning is explicit and that lessons build on the learning that has gone before. Each unit begins with a St Teresa's Big Question that the pupils will answer at the end of the unit, demonstrating their new knowledge and understanding in that topic. Every unit has a cover sheet outlining key vocabulary, objectives and assessment criteria.

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:

This year, in preparation for the new RED, we are teaching world faiths using Branch 6, ENCOUNTER.

This will be done as two units, one in Autumn and one in Summer. Each unit will require approx. 4 hours teaching and learning time in KS2.

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.
- End points for each unit are clear. Objectives are in line with the RED and the end of unit assessment/ celebration of knowledge informs the teacher's assessment which is collected via INSIGHT alongside other core subjects.
- An in-house moderation of pupils' books is held every term in school and at least once a year with fellow BOSCEP / Trust colleagues. This process is for all year groups.
- Monitoring of teaching and learning in religious education is rigorous and ensures high expectations. These will include learning walks, formal lesson observations, book scrutiny and pupil voice. RE is on our monitoring schedule each term and is monitored by the RE subject lead supported by the Head Teacher.
- Progress and achievement is recorded and tracked on INSIGHT alongside other core areas. This is evaluated by class teacher, subject lead and assessment lead.
- Progress and achievement in Religious Education is reported to Governors at least annually. This will be during Standards committee and as part of the Head Teacher Data summary.
- Progress and achievement in Religious Education is shared with parents each parents evening and reported to in a written report at the end of each academic year.

Management of the subject:

Miss Golding, the RE Lead has responsibility for leading, managing and supporting the delivery of and training in Religious Education. She is supported in this role by the Head Teacher.

Policy Review:

This policy will be monitored, evaluated and reviewed by Head and Governors and updated every two years.

Updated Sept 2024 J Willis

