

# St. Mary of the Angels Catholic Primary School

## RE Policy

### Recognising and celebrating the presence of Christ in one another

- ◆ St Mary of the Angels Catholic Primary School aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospel.
- ◆ The school is committed to the widest and fullest education with ambition for all pupils in a partnership between home, school, parish and community.
- ◆ The school aims to create a happy, ordered environment where all members feel secure and valued.



<b>Current date approved:</b>	<b>November 2023</b>
<b>Approved by:</b>	<b>Full Governing Body</b>
<b>Date of next review:</b>	<b>November 2025</b>

## **School Mission**

### **“Recognising and celebrating the presence of Christ in one another”**

At St. Mary of the Angels:

- we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;
- we all work as a big team to encourage everyone to be the best that they can be, at work and at play;
- we create a safe, positive, fair environment where all feel respected and valued.

## **Aims and Objectives**

As followers of Christ, we come together as a worshipping community – home, parish and school.

Our aims and objectives are as follows:

- To fulfil our Mission Statement by creating a school community where the children know they are loved, where they feel confident and secure, giving them the confidence to search and question, helping them to deepen their own faith commitment and to respect that of others.
- To help pupils recognise and appreciate the spiritual and religious dimensions of life, fostering feelings of wonder, delight, joy and mystery and a sense of ritual.
- To stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To lead children to a deeper knowledge and understanding of the Catholic tradition and the ways in which it seeks to express the significance of human life.
- To lead children to see their place in society as promoters of our faith, with the responsibility to live out the Gospel values, British values and all that these embrace
- To raise pupils’ awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To foster a whole school environment where prayer life is encouraged to grow.

“The outcome of excellent 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.” **Religious Education Curriculum Directory 3-19**

## **The Place of RE Within Whole School Plans**

Religious Education is taught as a discrete subject with close adherence to the Diocesan recognised scheme of work: *Learning and growing as the people of God*, with all relevant updates.

The strategy covers the following four areas:

- Revelation – Teaching about God’s self- revelation
- Church – about the Communion of life in Christ
- Celebration – about living the Christian mystery in worship and prayer
- Life in Christ – about the search for holiness and truth.

RE cannot be confined to the teaching and learning specifically devoted to RE lessons, it permeates **all** teaching and learning. Catholic Life is integral to all that we do and say and is implicit in our practices; academically, socially and spiritually. It is celebrated and recognised by all stakeholders, also

**Religious Education in St. Mary of the Angels**

1. Religious education is learning about religion.

Children are taught knowledge, understanding and the ability to evaluate.

Children are taught:	<b><i>knowledge and understanding of religious beliefs</i></b>
	<b><i>knowledge and understanding of how religious beliefs shape lives</i></b>
	<b><i>knowledge and understanding of religious language, actions and concepts</i></b>

Children are taught to develop their ability to reflect on meaning.

Children are taught:	<b><i>to engage with their own beliefs and values</i></b>
	<b><i>to engage with the beliefs and values of others, including Class Saints</i></b>
	<b><i>to engage with questions of ultimate meaning</i></b>
	<b><i>to reflect and contemplate</i></b>

Religious Education is at the heart of the curriculum in our school. Children are taught about their Christian, Catholic faith. Through this teaching they are encouraged to develop deeper questioning skills and to reflect on the meaning of life and the purpose of human existence. They are taught that their understanding develops throughout their lives, depending on their experiences and the experiences of others. Through this teaching, they learn to respect and appreciate the views of others who are asking the same life questions on a different faith journey.

**Planning and Teaching of R. E.**

The ‘Learning and Growing as the People of God’ programme provides the whole school plans for the teaching of religion. This scheme is the curriculum strategy for Religious Education in primary schools in the Archdiocese of Birmingham. The long-term plan is followed which indicates when and for how long units are taught for. RE is taught by class teachers in mixed ability classes. All lessons have clear key words that are shared and reviewed with the pupils. Class teachers plan for each topic and plan on a weekly basis. Less experienced staff and non-Catholic staff are offered support within their key stage, further support and guidance is given by the co-ordinator on an informal basis. RE tasks are differentiated to provide enrichment and reinforcement as appropriate.

**Time Allocation**

The time allocation for Religious Education in the school is 10% of the total curriculum time (approximately 2.5 hours per week in KS 2 and 2 hours per week in KS 1) over time. During sacramental preparation, this is, through necessity increased in the short term

In EYFS RE is taught as a discrete subject and the pupils have a separate RE book to record their work.

## **Assessment and Monitoring**

Assessment is undertaken for the benefit of the children to help future learning.

Formative assessments are continuous and undertaken by the class teacher.

- By observation and interaction with children as they work.
- By discussion with the child in the learning process.
- Through the marking of children's written work.
- Through the review of key objectives for each unit taught.

Children should be given the time to read, correct or develop their work once it has been marked. This can be in both written and oral form. Teachers use green highlighters to highlight good examples of knowledge and pink highlighters to highlight areas that need correcting. Spellings of key religious vocabulary are pinked if incorrect. Written work should reflect the same standard of writing expected in Literacy. Gap tasks to move children's learning on are given during or at the end of work, for pupils to respond to at a later time, either the next day or the next RE lesson. Pupils also use self and peer assessment linked to their success criteria, using yellow and orange highlighters as directed (See Marking Policy).

## **End of Unit Assessments**

Termly teacher assessments are recorded in line with Diocesan guidelines. The monitoring and assessment Focus follows a four-year rolling programme and follows the following themes:

- The Liturgical Year
- Scripture
- The Sacraments
- Living as Christians.

Teachers and children evaluate against specific, differentiated unit objectives at the end of each topic as required. These are recorded on an Excel document and are located on the staff area under RE Assessments.

At the end of each unit taught pupils record what they have learned on either Show Off Sheets, Boastful bubbles or Key Knowledge Organisers consistent with other areas of the curriculum.

Pupil's work is also assessed against the Age-Related Standards, these sheets are stuck into the three identified pupils' books for each year group and updated across the year.

Work is moderated within school and at Diocesan Cluster meetings using '**Age Related Standards' and End of Unit Assessments**. These enable teachers to formally level children's understanding over time. (see monitoring timetable)

Whole school assessment data is analysed during the summer term and outcomes are discussed with all relevant staff.

## **RE Displays**

There is a RE display board in each class and this displays four key areas

- Class Saint and Mission Statement
- Gospel Values and Catholic Social Teaching Vocabulary.
- The current class prayer focus.
- Key Vocabulary for the unit of RE being taught.

A small example of work may be evidenced around the four areas where appropriate.

The half termly Gospel Values are displayed in the entrance corridor underneath the gospel values tree and a display of "What is God calling me to be?" is responded to, by each year group throughout the year, with people or words that they consider good examples of followers of Jesus.

An RE altar is updated regularly in each class, with liturgical colours and appropriate icons; this is maintained by pupils and monitored by Mini Vinnies

## **Communication with Parents**

Feedback is given to parents at Parents' Consultations in the Autumn/ Spring terms. Feedback is also shared via homework, via regular email communications and via feedback for Congratulations Assemblies. RE, as both a subject and in terms of Catholic Life, forms an important part of the annual school report sent home to parents in the Summer term with targets for development shared. Parents are informed through the termly class curriculum overviews of the current R.E. topics and are invited to take part in special celebrations and special liturgies throughout the school year.

## **Pupils with SEN**

Staff are fully aware of the needs of children in their class. Work is differentiated to meet the needs of all learners and all parts of this RE Policy link directly to the aims objectives and processes identified in the SEND Policy.

## **Roles and Responsibilities**

The RE Co-ordinator is responsible for the overall development and progress of R.E in school and works in close consultation with the Head teacher, staff and Governors. The Parish Priest is also a valuable source of advice and support.

The RE Co-ordinator will:

- be familiar with and responsible for the implementation of the Diocesan Scheme of work, 'Learning and Growing as the People of God'
- be available to individual teachers for guidance and support and keep staff informed of current thinking in RE
- distribute and monitor relevant assessments, updating and building on good practice as needed

- keep abreast of relevant CPD and encourage other members of staff to do so (as relevant). Information gained should be shared with other staff
- arrange inset training (as necessary) to meet the needs of staff
- monitor the progress of the diocesan RE programme and assessment in line with the second edition of “Levels of Attainment in Religious Education” (Bishop’s Conference 2018) through the monitoring and evaluation of planning, assessments classroom observations, pupil voice and book trawls
- Measure impact of practice and identify next steps to all class teachers, and relevant stakeholders
- be responsible for the management of the RE budget
- co-ordinate /oversee/provide information and support for Sacramental preparation and meetings with parents.

The class teacher is responsible for:

- daily collective acts of worship within the classroom
- leading / contributing to whole school / phase collective worship e.g. assemblies
- promoting home/school links via, class pages, positive emails home, prayer bags
- seeking opportunities to assess the children’s knowledge and understanding
- delivering the programmes of study from ‘Learning and Growing as the People of God’.
- Assessing as directed by the RE Co-ordinator
- Keeping abreast of recognised changes in their own practices and planning

### **Sacramental Education**

The Sacramental Programme for Yr3 and Yr6 both follow the Diocesan strategy for Religious Education “Learning and Growing as the People of God” Supplementary activities to this include parent meetings or videos for Confirmation, Reconciliation and Holy Communion and a Mass of Commitment.

### **Other Faiths and Religions**

A Multi Faith week focus is planned each year in the Summer Term. Each class has a focus faith to learn about. Children have opportunities to taste foods and handle artefacts from their focus faith.

- Yr.1 Hinduism
- Yr.2 Sikhism
- Yr. 3 Christianity
- Yr. 4 Judaism
- Yr. 5 Islam
- Yr. 6 Sikhism.

In EYFS, the children learn about different celebrations including Diwali and Chinese New Year. Children also experience incidental and other subject foci which address and embrace other faiths. Eg Black History projects (See Wider Learning Long term plan)

### **Legal Right to Withdrawal**

Religious Education is taught to all pupils at our school regardless of their personal faith commitment, their parents' commitment, their faith tradition, gender, race, ability or family circumstances.

Whilst parents have a right of withdrawal, they should have due regard to the Mission Statement and the faith ethos when applying for a place at St. Mary of the Angels and know all that this entails.

### **Link Governor**

The Parish Priest Fr Craig is Link Governor and regularly meets with the RE Co-ordinator.

### **Monitoring and Review.**

This policy will be reviewed in line with annual school development plans on a two yearly cycle, or earlier if curriculum changes need to be implemented.

Next review Autumn 2025.