

# RE POLICY



Together with Jesus, we grow in love



## HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Updated January 2020

Agreed by Governors \_\_\_\_\_

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## Holy Family Catholic Primary School Religious Education Policy

Together with Jesus, we grow in love.

The whole school policies, planned curriculum and ethos of Holy Family Catholic Primary School are reflected in our school mission statement. Religious Education expresses the philosophy of education in our Catholic school, making significant contributions to our pupils' education.

Religious Education is the 'core of the core curriculum' (Pope St. John Paul II) because 'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process.' (Catholic Bishops' Conference of England and Wales, 2000). Through Religious Education, children explore their beliefs, values and the way of life of the Catholic tradition, and where appropriate, of other faith traditions. Every pupil is enabled to grow in love and develop a confident attitude to life, to develop an interest in and ability to reflect upon the world around, to become aware of the relationship between faith and life, and to become aware how and why people commit themselves to beliefs and causes. It is a school policy to ensure that all children, regardless of gender, faith, social or cultural background, intellectual or emotional standing, are offered equal opportunities and catered for as possible.

### **Aims**

Our Religious Education programme at Holy Family Catholic Primary School will allow our children to:

- Grow in knowledge and understanding of the Christian story and vision, message and Catholic way of life, in ways appropriate to the age and stage of development of the child.
- Grow and explore a set of beliefs, values and actions, underpinned by the Catholic tradition, and further enriched by the recognition and respect of other faith traditions.
- Grow their capacity for wonder, awe, reverence and imagination for the spiritual.

### **Objectives**

- To enable children to have opportunities for active reflection upon their own and others' experiences, beginning to establish their own set of beliefs, values and actions.
- To provide children with the language of religious experience through places, stories, symbols, rituals, people and objects.
- To enable children to become religiously literate, defined as "the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, and who are aware of the demands of religious commitment in everyday life" (RE Curriculum Directory 2012).
- To develop a social conscience through the inclusion of a global church dimension and the work of CAFOD.
- To support the work of the local parish in educating children in the Catholic faith, including the preparation for the Sacrament of First Holy Communion.

- To enable children to respect and recognise the diversity of beliefs and teachings in other faith traditions, explicitly learning about Judaism and Islam.
- To provide training and support for the RE coordinator and all members of staff, through the Archdiocesan Christian Education Department, to ensure understanding of the underlying theological and educational principles.

## The Religious Education Programme

To fulfil our rationale and aims, we use the *Come and See* programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the child's own experience, with universal experience, and with the experience of other faith traditions.

### Overview of Content

Central to the programme is the Christian belief in Jesus Christ, Word and Revelation of God.

Each term, a basic question - belief about the mystery of life is explored within the Catholic faith tradition.

Autumn	Where did I come from?	Life - Creation
Spring	Who am I?	Dignity - Incarnation
Summer	Why am I here?	Purpose - Redemption

Year groups study different topics throughout the year around a central theme. For each level, there are clearly stated aims, achievable learning intentions, and a selection of experiences and activities for each of the learning intentions. These allow for pupils to work according to their different abilities. The basic question - belief for each term is explored through three themes. Each theme, based upon the documents from the Second Vatican Council, is taught once in every season time, gradually building upon the understanding of the previous theme.

#### 1. Community of Faith - Church Themes

Autumn	Family	Domestic Church
Spring	Community	Local Church
Summer	World	Universal Church

#### 2. Celebration in Ritual - Sacramental Themes

Autumn	Belonging	Baptism/ Confirmation
Spring	Relating	Eucharist
Summer	Inter-Relating	Reconciliation

#### 3. Way of Life - Christian Living Themes

Autumn	Loving	Advent/Christmas
Spring	Giving	Lent/Easter
Summer	Serving	Pentecost

In addition, for two weeks every year, the children take time to celebrate Other Faiths. At Holy Family, we look, discover and respect Judaism and Islam. Together with Christianity, these form the Abrahamic Faiths, with a shared heritage, belief in one God and revelation to Abraham.

## The Process

The process for delivering Come and See has three elements which enable pupils to develop knowledge, understanding, skills and attitudes. It enables the children to:

### 1. Explore (1 week)

The aim is to look at, share and become aware of an aspect of their life experience, their relationships and their world. It is an introduction to the topic, with an opportunity to talk about and reflect upon the significance of their experiences. This can be done through practical tasks of story, music, dance, drama, photographs/artwork, investigation and discussion. All children complete a prior learning sheet from EYFS to Year 6.

### 2. Reveal (2 weeks)

This is the heart of the Come and See programme. The aim is to make links with the Christian understanding of the mystery of the Trinity. It explores the mystery of human life through Scripture, Church practice and teaching, doctrine, prayer, and the lives and way of living of the Christian community, influential Christians and Saints. It makes links with the universal experience and, where appropriate, the experience of other faiths. This can be done through listening to and learning about Bible stories and traditions, gathering facts, researching, asking questions and discussing, acknowledging different perspectives, and making links between Christian beliefs and actions.

### 3. Respond (1 week)

This is where learning throughout the topic is assimilated, celebrated and responded to, in order to discover significance and value, and come to a deeper understanding. It allows children to ask and respond to the big questions, and consider how they will apply the learning to their own lives. This is completed in a Learning Journal floor book that follows each class through school.

**Remember:** The teacher helps the child to select, in order to hold on to, a way of remembering and expressing their new understanding.

**Rejoice:** The children plan and lead a collective worship that celebrates what has been explored and revealed in the topic.

**Renew:** Each child makes an individual response, looking back and evaluating their learning and looking forward, applying their learning to their own life.

## Relationship of R.E. to the Whole Curriculum

The Come and See handbook states skills from other areas of learning will contribute to Religious Education, providing an integrated and meaningful curriculum. Whilst making links with other areas of learning it is important that teachers remain focused on the learning outcomes of the Religious Education topic.

English: RE written work reflects a wide range of writing styles and genres. It is often used as a primary source of cross-curricular writing, supporting end of year judgements.

Get Set for Life/ PHSE: The inter-personal values taught and encouraged in Get Set for Life/PHSE are supported through the Catholic ethos of the school and in the Come and See programme.

Science: Several topics throughout the school encourage knowledge of and respect for God's creation, eg. Changes of seasons and as humans grow in Year 1 and 2.

## Planning

**Long Term Planning:** Topics being explored in Come and See and Other Faiths being studied are clarified, dates set and confirmed by the Senior Leadership Team.

**Medium Term Planning:** Medium term planner, including themes, topics, dates and time allocation, provided to all teachers by the RE coordinator. All classes allocate 10% of curriculum time to teaching RE and timetable it appropriately, monitored by the RE coordinator and Senior Leadership Team.

**Short Term Planning:** The Archdiocese of Liverpool up-to-date planning format is to be completed by all teachers, with an evaluated copy to be provided to the coordinator.

## Differentiation

The teachers at Holy Family Catholic Primary School are aware of the developing stages and levels of maturity being experienced by the children and aim to ensure that the children are enabled to progress through these stages and are catered for at their own particular stage. The Come and See programme has built in progression in the nature of the planning of topics and in the driver words used within learning intentions. We recognise that differentiation in RE will enable children to succeed in set tasks, challenge children beyond their comfort zone of knowledge, skills and understanding, and enable children to recognise their achievements and celebrate these.

Differentiation opportunities are provided in Explore and Reveal to meet the differing needs and abilities of the children, eg. those on the Special Educational Needs and Disabilities register. The planning of the Sacramental Programme is aimed to coincide with the developing maturity of the children, with First Holy Communion and Reconciliation in Year 4.

## Assessment

In Come and See, the concepts, skills and attitudes to be developed through the exploration of the themes and the learning objectives for each topic are assessed. Assessment establishes what pupils know, understand and can do in relation to the driver words for each age and stage. It does not assess faith or the practice of faith. Assessment in Come and See emphasises a wide range of achievement, presented in a variety of ways.

Religious Education is assessed using the Archdiocese of Liverpool's End of Year Standards, based upon the Age-Related Standards in Religious Education, released by the Department of Catholic Education and Formation of the Catholic Bishops' Conference of England and Wales in July 2018.

In Holy Family Catholic Primary School, we carry out both formal and informal assessment.

**Informal Assessment:** Children are assessed continually on an informal basis, which informs future planning and is referred to at the end of each topic's planning. This is recorded in the school-wide data tracker at the end of each topic, referring to each child's attainment as *Below, Working Towards, Expected or Greater Depth*, in line with the school's other assessment practices. This is informed by: general observations of children involved in classroom tasks and activities, observation of contributions made to classroom displays, and marking of formal written work, applying a policy of positive and challenging comments, linked to the religious nature of the work and the driver words in the learning intention.

**Formal Assessment:** Formal assessment is planned into one topic each term at the Reveal part of the process, and is linked to driver words, outcomes, expectations and attainment targets from *Come and See*. Each child is formally assessed using the assessment model recommended by the Archdiocese of Liverpool. The results are kept in a file for each child that follows them throughout their Catholic school life. At each assessment, all teachers moderate the work of two higher attaining pupils, two middle attaining pupils and two lower attaining pupils, and the RE coordinator retains a copy of this. They are also used for external moderation within school clusters. Furthermore, in each term, staff assess children against the Archdiocese of Liverpool's End of Year Standards for that year group. These are kept in a *Come and See Assessment* folder with the formal assessments for every child. Each term has a different colour to highlight with.

## Reporting

At Holy Family Catholic Primary School, we recognise that reporting is a natural part of teaching and integral to the learning process.

- It provides feedback to pupils on their achievement and progress through discussion/marking.
- It informs parents of the progress and achievements of their children in an annual written report and through parents' evenings.
- It is provided at the end of the Early Years and Foundation Stage through the relevant statements in the *Early Learning Goals*.
- It informs parents, governors, the local parish, the Archdiocese of Liverpool and external agencies through curriculum documents, Head teacher reports, displays of work and monitoring files.

## Evaluation of Teaching

Reviewing and evaluating the teaching of Come and See at Holy Family Catholic Primary School is carried out through:

- Observation of class teaching
- Monitoring of pupils' written work, including marking and feedback
- Monitoring of planning
- Monitoring of displays and resources
- School wide data tracking
- Moderation of Come and See formal assessments
- Moderation of assessment of End of Year Standards
- Pupil voice/surveys

Observations of lessons focus on the extent to which teachers:

- Have a secure knowledge and understanding of Catholicism, RE and the programme in use.
- Set high expectations so as to challenge pupils and deepen their understanding, knowledge and skills.
- Plan lessons effectively, with clear religious learning objectives, meeting the learning needs of all pupils.
- Use teaching methods and strategies which match pupils' needs.
- Manage pupils well and have high expectations of pupils' learning, attitude and behaviour.
- Provide feedback to children, which meets the needs of and challenges pupils.
- Use time and resources efficiently and effectively.
- Assess pupils' work effectively and use assessments to inform teaching.
- Use resources to improve the quality of pupils' learning.

Observations of lessons focus on the extent to which pupils:

- Acquire new knowledge or skills, develop their ideas and increase their understanding in RE.
- Consolidate prior learning and apply it in new contexts in RE.
- Apply intellectual or creative effort in their work.
- Are productive and work at a good pace.
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves.
- Understand what they are doing, how well they have done and how they can improve.

## Evaluation of Learning

At Holy Family Catholic Primary School, our pupils are enabled to evaluate their own learning at the Respond stage of the process. Teachers aim to encourage the pupils to recall and review the work done in the topic, then hold on to and make their own what they have understood of their experience and the experience of the Church community. This is done by:

- Giving children time to remember what they have done in the topic.
- Asking questions to discover what learning has been achieved.
- Summarising and reinforcing learning that has taken place.
- Recording statements of new knowledge on a concept map.
- Giving children time to reflect on what they would like to hold on to.
- Helping children to focus on that which encapsulates their understanding and enables them to bring it to mind again, eg. a song, hymn, prayer, photo, reading.
- Exploring the potential for living in a fuller and deeper way.
- Identifying ways of applying this in life.

## Staff Development

We aim to ensure that staff, including the RE coordinator, are kept up-to-date with the changes and developments in *Come and See*, and are given opportunities to develop their own knowledge, understanding and skills in RE through whole school and individual in-service training and courses provided by the Archdiocese of Liverpool. The RE coordinator is also a part of a local cluster group of leaders, facilitated by the Archdiocese of Liverpool.

The responsibility for the induction of Newly Qualified Teachers rests with their mentor though assistance and support is provided by the RE coordinator, in order to help plan topics and with reference to any specific problems.

New staff to the school are informed of curriculum and assessment practices, and are given appropriate training in *Come and See*. Additional help with planning is offered to non-Catholic teaching staff, including exemplar planning and the RE coordinator modelling lessons.

Staff are kept up-to-date with new information being disseminated to staff through staff meetings, emails and face-to-face. Opportunities for raising issues and asking for support with RE are available in staff briefings and meetings, along with during the RE coordinator's management time.

*Come and See for Yourself*: Staff are encouraged to focus on the *Come and See for Yourself* section of each topic prior to planning and delivering a topic. Where possible, this is achieved through sharing the content at staff meetings or in groups.

## **Spiritual, Moral, Social and Cultural Development**

Holy Family Catholic Primary School strives to be a welcoming, caring school at the service of the community. We endeavour to serve the needs of each pupil, recognising their value in the school, the home and the community, enabling each to fulfil his/her potential.

Each person should experience understanding and forgiveness, based on the principle that each person is valued as an individual, and given the dignity and respect afforded throughout the Gospels. Parents, children and all visitors should experience this welcome on first coming into the school. All teaching and non-teaching staff members should provide good role models, in accordance with our school values. Throughout the school, and in all areas of the curriculum, opportunities should be taken to develop social skills and discuss the moral implications of action.

## **Evaluation of Religious Education**

The RE policies are reviewed and updated by the RE coordinator in consultation with the Senior Leadership Team. Any policy changes are put to the whole staff before being implemented.

Reviewing and updating the Mission Statement is carried out in consultation with staff, pupils and governors.

## APPENDIX 1: Rights of Withdrawal

### Religious Education

'Pupils have a right to receive an overall religious education that will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope that is within them (1 Peter 3:15)...Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process.' (Bishops' Conference of England and Wales, January 2000.)

At Holy Family, in line with the Archdiocese of Liverpool we have adopted 'Come and See' as our Programme of Study for Religious Education.

However, where parents prefer their children to receive RE in accordance with the locally agreed syllabus, and they cannot reasonably or conveniently send their children to a school where the syllabus is in use, then the governing body must make arrangements for RE to be provided to the children within the school in accordance with the locally agreed syllabus unless they are satisfied that there are special circumstances which would make it unreasonable to do so.

In Liverpool, the locally agreed syllabus is SACRE, a programme of study which is predominantly Christian based.

*'Every locally agreed syllabus must reflect that the religious traditions of Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.'* (Religious Education in Britain: non-statutory guidance 2010).

### Collective Worship

Holy Family Catholic Primary School has a distinctive nature, determined by its Catholic values, which underpin everyday life in the school as well as all of its policies and procedures. There is a daily act of collective worship, as set out in the school's policy.

Parents have the right to withdraw their children from any or all acts of Collective Worship (Education Reform Act, 1988, Section 9 (3)).

- The parent does not have to give a reason for this request.
- The school retain responsibility for the pupil's health and safety.
- Arrangements may be made to provide facilities on the school premises for alternative provision for pupils withdrawn from collective worship.
- These arrangements must not by law entail any expenditure from the school budget.
- It is advisable that schools keep a record of such withdrawals.
- Parents can withdraw their children from collective worship even if they attend a faith school