

“As unique individuals, we do our best at work and play for the love of God and others.”



St Benedict's Catholic Primary School

Religious Education Policy

Written: July 2022

Review Date: July 2024

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Religious Education Policy

Our Mission Statement

As unique individuals we do are best at work and play for the Love of God and others.

Rationale

At St Benedict's Catholic School we believe that Religious Education is at the heart of our curriculum as we strive to proclaim and live the Gospel Values.

- We see our role as supporting parents in leading their children to a greater understanding of who God is and to celebrating, with deeper faith and more understanding, the liturgy of the Church.
- We believe that Religious Education provides children with opportunities to recognise, affirm and celebrate the gifts and talents they and others have been given and to develop the skills which will enable them to think and question more deeply and lead, ultimately to a greater understanding and appreciation of their faith.
- In proclaiming the Gospel message, we endeavour to share the Gospel spirit of love in all that we do and say by providing a warm, family atmosphere reflecting the fact that all children need to feel respected, trusted and loved.
- We teach that God is love and faithfulness, but understanding of this concept can only grow from our own experiences of kindness and love. Therefore, every effort is made to create, in our school and in our classrooms, a community where the children know they are loved and feel confident and secure.
- Through our teaching of Religious Education we endeavour to enrich the lives of the individuals in our school.
- Religious Education is a core subject in the Catholic School because of this; it is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

Aims for the Teaching of Religious Education

- To ensure that Catholic Education plays a central and vital part in our school.
- Provide opportunities for the development of a personal relationship with God.
- Enable the spiritual development of each child
- To help pupils to develop moral qualities of self-discipline, perseverance, determination, patience, fair play and consideration for others.
- To help pupils become familiar with traditional forms of prayer.
- To provide a good experience of liturgy
- To make pupils aware of other cultures and beliefs represented in our school, environment and community.
- To provide opportunities for the development of a personal relationship with God.

Scheme

Each class should follow the Diocesan approved scheme 'The Way, the Truth and the Life.' This series caters for children of all abilities and ages from Reception to Year 6 and beyond, and compliments the

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catechesis which may take place in the parish and at home. As far as possible it matches the abilities, attainments, interests and experiences of the children and helps them to develop their knowledge and understanding in a structured way. Best practice will include using additional engaging resources and activities which follow the learning objectives from the textbook. There are six topics to be covered in each year group and each topic lasts for a half term (**see Appendix 1**).

Teachers should also take in to account the 'I can statements' and use them to guide planning and assessment.

Differentiation

As with all other areas of the curriculum, the purpose of differentiation in Religious Education is:

- to enable children to succeed in the set task or activity;
- to challenge children beyond their comfort zone of knowledge, understanding and skills;
- to enable children to recognise their achievements and celebrate these.

Differentiation is planned into short-term plans by the class teacher.

Pupils with Special Needs & Equal Opportunities.

At St Benedict's the curriculum is designed to provide access and opportunity for all children who attend the school. If a child is identified as having a special need we do all we can to meet these individual needs in accordance with current school policy which follows the guidance contained in the SEND Code of Practice.

Assessment and moderation

Driver words should be emphasised and planned into the topic (as directed by the scheme) and should be evident in the assessments.

Assessment takes place at the end of topics 1, 3 and 5 in academic years (2023-24) and topics 2, 4, and 6 in academic years (2022-23, 2024-25).

Opportunities for assessment should be built into the planning at the beginning of the topic. Assessment can be in one piece or over many pieces of work.

Teachers should use the 'I can statements' for each topic and assess the 6 children 2xHA, 2xMA and 2xLA identified by a previous teacher (children can be changed if a previous chosen child has changed ability level). These six in-depth assessments will be moderated internally and will act as a guide for teachers when completing the whole class tracking grid.

The 6 chosen children's books should be kept as evidence and should not be sent home at the end of the academic year.

The RE Lead will collect all tracking grids in and look for any children who have not made (or are not on track to make) the appropriate two levels of progress across the academic year. These children will be discussed with the teacher and a plan will be put in place to support the child.

External moderation will take place at least once per year within the All Hallows' Learning Community.

Links with Parents, Parish and Diocese

Parents and parishioners are welcomed and valued when visiting our school. The development of the partnership between home, school and parish, is supported by governors, staff and parents. Parents are provided with information about what is being taught in Religious Education on a half-termly basis. They are informed of their child's progress in an end of year written report, as well as through discussion at Parents Evenings in the Autumn and Spring Terms.

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The school website and Facebook also offer parents an insight into their child's education, where they can view photographs and information about a range of activities their child have taken part in.

The school's Sacramental Programme is supported by the school staff and our Parish Link Person, Mrs Anna Rigby.

Non negotiables

Religious Education is the foundation of our curriculum and should be evident in all that we do. It is a core subject and a minimum of 10% teaching time should be spent on RE. This equates to 2 and 1/2 hours per week, in addition to assemblies, collective worship and mass. At least one RE session should be taught in the morning.

A vocabulary sheet should be stuck in the front of each unit of work. Children from Years 3 - 6 will write a simple definition for each of the key vocabulary. Years 1 to 2 will draw a picture for each of the key vocabulary.

Marking and feedback

All RE work should be stored in the children's RE books. Live feedback will be given to pupils during the lesson and a review of books will take place after the lesson with significant issues being dealt with at the earliest possible opportunity (see feedback policy for more information). Longer pieces of writing will be marked inline with the literacy longer pieces.

Display/Altar

The altar cloth should reflect the liturgical calendar.

The display should follow TWTTTL topics so should be changed termly and will include art work generated by the children.

Each class has a space allocated on the whole school RE board to display any examples of individual or group work from lessons. Pupils must be comfortable with their work being displayed.

Monitoring and moderation

Book scrutinies and pupil voice will be carried out termly by the RE Lead.