

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



# Religious Education Policy

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Ratified by	RE lead m. markey

## ST JULIE CATHOLIC PRIMARY SCHOOL MISSION STATEMENT:

*A caring, family school where we learn, grow and walk in the footsteps of Jesus.*

In consequence of our school mission, it is a fundamental aim of St. Julie's to be an inclusive school. To be a school which:

- Is a caring community
- Provides and respects equal opportunities
- Offers partnership between school, parents and parish
- Reflects upon the teachings of Christ and puts them into practice
- Values all of the school community
- Its members show respect for themselves, each other and their learning environment.

We define an inclusive school as one where:

- Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school
- All of the school community are given the opportunity and support to achieve their true potential
- All of the school community, and the contributions they make to the life of the school, are valued; everyone is treated with mutual respect, care and consideration
- Everyone feels empowered to play a full and effective role in the school.

## **Introduction**

The purpose of Religious Education at St Julie's School is to nurture the Catholic Faith, and its teachings, in our children. By helping them to live this faith, we hope to encourage our children to develop a better relationship with God and others around them.

Religious Education (R.E) should promote pupils' cultural, mental, emotional, spiritual and physical development and prepare children for the opportunities and responsibilities that are to come. This should be in the context of a moral and ethical Christian framework.

R.E is a core subject at St Julie's School. It is delivered through the 'RE Directory' programme EYFS-Y4 and 'Come and See programme Y5-Y6', but is also encouraged through links with home, the Parish Church, the local community and other subject areas, especially PSHE. We believe that all aspects of R.E should be woven into the fabric of school life. We recognise that everyone at St Julie's School, staff, children and parents are on their own personal journey of faith.

## **Aims and Objectives**

*The outcome of excellent religious education is religiously literate and engaged young people who have 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.*

Religious Education Curriculum Directory for Catholic Schools 2012

The following aims and objectives are taken from the Curriculum Directory for Catholic Schools published for the Bishops' Conference by the Catholic Education Service. They underpin the effective delivery of religious education in St Julie's primary school.

### **Aims**

Curriculum religious education at St Julies aims to promote

- knowledge and understanding of Catholic Faith and Life;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- the skills required to engage in examination and reflection upon religious belief and practice

### **Objectives**

The objectives of curriculum religious education at St Julie's are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and the central beliefs which Catholics hold;

- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and death;
- to encourage, study investigation and reflection by pupils
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements; to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of the moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi faith society.

*(Curriculum Directory P.10)*

## **The Religious Education Programme**

We are operating a hybrid approach; most classes are following the RE Directory (EYFS – Y4)

Y5 and Y6 STILL FOLLOW THE 'Come and See' programme. We follow the guidance from the Archdiocese of Liverpool, Education Department.

Links are made with both pupils' own and universal experiences. Links are also made with the experience of other faith traditions. The programme, is therefore, objective and subjective, and for all children will raise questions and provide reflection material for their own experience. Parents will be sent a termly curriculum overview outlining all the work to be covered by each year group that half term

### **Teaching RE**

RE is regarded as a Core subject at St Julie's. However, its delivery extends beyond the class timetable. The spiritual and moral development of the children is underpinned by the whole ethos of the school. The distinctive nature of St Julie's school should be such that all aspects of school life should proclaim the school's mission and cannot therefore be conveniently compartmentalized into one area of the curriculum. RE then, is a cross-curricular subject which demands the same rigour and challenge in its specific subject, but which should impinge on all other teaching and aspects of school life.

### **Approach to teaching RE in Foundation Stage**

RE is delivered through the following provision:

- Whole class core input (teacher led)
- Adult directed group activities (teacher or assistants work with groups of children).
- Continuous provision (child centred learning across the areas of learning in the foundation stage).

Through engaging, practical, integrated activities children can learn more about themselves, other people and the world around them. They can develop their religious knowledge, skills and understanding. RE makes an active contribution to the areas of learning outlined in the foundation curriculum but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Art and Design.

## Planning

### Long term

The Senior Management are responsible for long term planning and for ensuring that 10% curriculum time is allocated to R.E teaching (Prayer and Liturgy and singing assemblies are not included in this time). All classes use RE Directory or 'Come and See' to deliver this.

### Medium term

The overview is the medium-term plan for the start of each topic. It is important that teachers are given the opportunity to reflect on the topic at its start, preferably as a whole staff.

Included in the planning will be:

- The basic question --- Christina doctrine for the term.
- Feast days/celebrations that will take place during a topic.
- Opportunities for global dimensions
- Prompts for adaptive teaching and use of ICT.

### Short term

This is the responsibility of the class teacher. Using the planner provided by the Archdiocese, or an annotated copy of 'Come and See' planning or Archdiocese RED planning.

- Allocate time for each learning outcome to be achieved.
- Include driver words and key religious vocabulary for each topic.
- Select appropriate activities for the class/groups to ensure achievement of the Standard Indicators.
- Use one main activity and extend the more able learner with a challenge task using next step driver words.
- Ensure that SEND resources from Come and See are used to support.
- Carry out the termly assessment programme and provide R.E. coordinator with samples of work for portfolio.

## Adaptive Teaching

We aim to give each child an education appropriate to their age, aptitude, and ability. Aware of the differing needs and abilities of the children within the class and with reference to support plans of children on the Special Needs Register, each class teacher will select appropriate activities from those provided in the 'RED' and 'Come and See' programme.

## **Assessment**

Assessment is an integral aspect of all teaching and learning (The independent review of the Primary Curriculum 2009)

Assessment in R.E is related to the concepts, skills and attitudes to be developed through learning about and learning from religion. Assessment establishes what children know, understand and how to get there. It offers support and motivation to the learner. It does not assess spirituality of the practice of faith.

At St Julie's we assess in a variety of ways using *formal* and *informal* assessments. We aim to have a system of assessment which:

- Is clear and easy to follow and linked to the learning objectives
- Is positive and formative and informs future planning
- Is also summative and allows diagnostic analysis
- Encourages and enables pupil self-assessment
- Provides feedback to pupils

### **Informal assessment**

- General observation of the children engaged in tasks and activities
- Observations of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Marking of work
- Keeping a written record of those learners who are achieving above or below expectations.

### **Formal assessment**

- Regular informed judgements on wide variety of evidence against broad criteria, which allows pupils to respond at different levels.

### **Floor books and moderation portfolios**

Each class is to develop a floor book over the course of the year. It will reflect examples of work not evident in pupil books and might include:

- Photographs, e.g., drama, role play, displays, visits, visitors
- Samples of artwork
- Written work not recorded in exercise books.

The floor book is to be passed on to the next teacher and follow the class through school. This is a reference point for the staff and pupils for previous learning. It should be revisited to recall linked topics.

## Recording

At St Julie's pupil's work is usually recorded in their RE books using written takes and annotated photographic evidence. Teachers use a variety of methods of assessment to make a judgement about what level the pupil is working at. The pupil's attainment is recorded on trackers, using materials from the Archdiocese of Liverpool. They are kept up to date, on the shared drive and are collected in by the coordinator once a term. This also enables the coordinator to track progress across the school.

## Reporting

- Provides feedback on achievement and progress.
- Inform colleagues of achievement of individuals and areas studied.
- Enable teachers to plan suitable next steps of learning.
- Informs parents of progress/achievement of their children.
- Inform parents, governors, parish and external agencies of the content and quality of R.E being provided and the achievement of pupils,

## Time Allocation

For RE this is 10% of curriculum time

KS1 = 2 hours 10 minutes

KS2 = 2 hours 30 minutes

## Equality and Inclusion Statement

At St Julie Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion, or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every pupil matter, and our inclusive practice means that all learners are supported. We provide a broad and balanced curriculum that is accessible to all learners, providing the opportunity for all pupils to achieve their potential. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Religious Education. In our planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

The opportunities and experiences we provide enable all our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community. We aim to develop a culture of inclusion and diversity in which success is celebrated and all those

connected to the school feel proud of their identity and able to participate fully in school life. We appreciate that children may have special educational needs throughout, or at any time during their school career. At St Julie Primary School we aim to facilitate the full inclusion of pupils with special educational needs. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all.

## **Staff Development**

The RE coordinator will lead and support staff by:

- Providing up to date material and resources
- Through attending in-service courses and having an involvement in staff training
- Sharing information and knowledge gained at coordinators meetings with the Christina Education Department
- Support development of good practice in the classroom
- Formal/Informal discussion with the staff.
- Having an input in ensuring that R.E has an important section of the School Development Plan.
- Share SED with staff and include their input.
- Share ideas from Cluster groups

Staff will be encouraged to participate in In-service training by the CED on a rolling programme.

The RE coordinator will provide in-house training on matters such as the new RE Directory, Prayer and Liturgy and other relevant needs.

## Resources

Our best resources are the members of staff who are responsible for the R.E of the children in their care. The parish priest, catechists and members of the local community are a valuable resource, and their involvement is encouraged and greatly appreciated.

A list of resources is available separately.