

# St Albert's Catholic Primary School



## Religious Education Policy May 2023

*Walking together with Jesus to Love,  
Learn and Serve*

## **Introduction**

At St. Albert's Catholic Primary School, Religious Education pervades the whole curriculum and is never seen as a separate subject. Religious Education plays a central and vital part in our school, it is based on the Gospel values and teachings of the Catholic Church, the beliefs and values studied inspire and draw together every aspect of the life of our Catholic School.

We are committed to Catholic RE because all pupils have the right to receive an overall religious education. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.

At St. Albert's we aim to educate the whole child. At the heart of the school is a sense of purpose, which is to create a community that shares the values of love, respect, truth and reconciliation as shown through the example of Christ. Religious Education is, then, the core subject in our Catholic School.

This policy provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Religious Education. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

## **Mission Statement**

Our Mission statement is ...

***Walking together with Jesus to Love, Learn and Serve***

Our mission is underpinned by Christian values...our St Albert's values:

### ***To Love ...***

- By ensuring that the love of Jesus' and each individual CHILD, is at the heart of all we do
- By making sure that Jesus' love and compassion becomes a reality for all
- Through the ability to listen, hear and share the message of God
- Through the belief in the value and dignity of every individual and the right of every child to be cherished and respected
- Through the promotion of the Catholic Faith and Gospel Values

### ***To Learn .....***

- Through an enriching whole school experience that reflects the person of Christ and the message the church has received from him
- Through the use of the Come and See RE programme
- Through the provision of a creative, inspiring, challenging and memorable curriculum which provides the children with opportunities where doors are opened to dreams.
- Through the development and nurture of the child as a whole
- By ensuring that expectations and standards are high so that every child is a successful, confident, life-long learner who reaches their full potential

***To Serve .....***

- Through actively seeking to support, work with and involve all within the school, local, parish and global community
- By developing excellent relationships, partnerships and links
- Through the ability to listen and hear
- Through the promotion of mutual respect, acceptance, love and forgiveness
- Through the promotion of equality, showing love and compassion to all

We try to follow Jesus' footsteps and live our mission daily. Our school is committed to our children, families and parish and our Mission Statement underpins all we do.

**The Aims of Religious Education**

- To respect and promote the child's innate capacity for wonder, awe, reverence and imagination.
- To lead children into a deeper understanding of the Roman Catholic tradition and, where appropriate, other religious traditions.
- To develop in each child, the necessary skills required to engage in examination of and reflection upon their own life stance, to deepen their personal faith commitment and to respect that of others.

**Objectives**

- Provide a programme that is academically acceptable according to standards and guidelines set out by the Archdiocese.
- Ensure 10% of R.E is taught within curriculum time, e.g. 2 hours and 30 minutes.

- Provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
- Equip the children with the language of religious experience enabling them to develop Literacy in religious activities, places, stories, symbols and rituals, people and objects.
- Present a 'systematic presentation of the Christian event, message and way of life' in a way that is appropriate to both the age and stage of development of each child.
- 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 faith.
- Develop teaching and support staffs' knowledge and underlying theological understanding, as well as educational principals, of the topics under focus.
- Respect our own Diocesan and pastoral practice and support parish sacramental preparation programmes First Holy Communion and Reconciliation.
- Provide opportunities for the children to experience beliefs and practices of other faiths and to respect the multi-faith society we live in.
- Ensure that a valuable financial contribution and personal contact is continually developed with CAFOD, Nugent Care, Missio, Mission Together.

### **The Overview of Religious Education**

Religious Education is the core subject in our curriculum; it influences all that we teach and enables us to develop the child as a whole person

Through religious education teaching and learning we aim to:

- Provide each child with the opportunity to develop their relationship with God.
- Promote knowledge and understanding of Catholic faith and life.
- Develop awareness and understanding of the impact of faith upon our daily lives.
- Foster attitudes of respect towards all who live in our society.
- Develop skills linked to the reflection upon and practice of religious belief.

To fulfil our aims and objectives we use the 'Come and See' Programme of Religious Education recommended by the Archdiocese of Liverpool. The 'Come and See' curriculum offers the opportunity to search, to explore, to discover, and to respond. The 'Come and See' document supports the central belief of Christ being at the centre of all that we do.

In each of the terms it addresses 3 key questions to be explored through the teaching and learning in the different topics:

*Where do I come from?* (Autumn)

*Who am I?* (Spring)

*Why am I here?* (Summer)

Across the academic year, our children will study 9 themes/topics. The themes are explored over a 4 week period, with time dedicated to exploring the basis of the theme, revealing the meaning of scripture and the Church's teaching and reflecting on the child's learning and experiences. During the year we also explore other faiths; Judaism is included every year and the other religions covered over a 3 year cycle are Islam, Hinduism and Sikhism.

There are three different types of themes within the programme, which are covered once per term. They are:

- **Church themes**
- **Sacramental themes**
- **Christian Living themes**

Each theme is explored through a different topic in each age group.

## **AUTUMN**

The three autumn time themes are developed in the light of an understanding of Creation:

- Family Domestic Church focuses on life as gift, myself as a unique and loved creation, the love and care that can be expressed in family groups.
- Belonging Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship.
- Loving Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

## **SPRING**

The three spring time themes are developed in the light of an understanding of Incarnation:

- Community Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- Relating Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

## **SUMMER**

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit:

- Serving Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- Inter-relating Reconciliation focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- World Universal Church focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people. Each theme is explored in the different year groups as a different named topic.

## **Delivering the Programme**

Each year group has its own set of topics within the programme. The process of each topic is opened up through Explore, Reveal and Respond.

**Explore** helps children to begin to look at and focus on the experience within their own lives- concerning themselves, their relationships and their world. **Explore** will take one week of Religious Education time to complete.

**Reveal** is the heart of the process. The children discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians. **Reveal** will take two weeks of Religious Education time to complete.

**Respond** has three parts; Remember, Rejoice and Renew. There is no new learning during this week. This week consolidates what the children have been taught. Children are also given the chance to plan a Collective Worship to celebrate their learning during this week. **Respond** will take one week of Religious Education time to complete.

## **Planning**

### **Long Term planning**

The themes and topics framework sets out the programme for the year. The topics are set out on a yearlong plan to ensure all will be taught and learning intentions can be met.

### **Medium Term Planning**

Medium term planning is the responsibility of the R.E. co-ordinator. Who will:

- Use the overview to note the basic question of Christian doctrine for the term. This can also be found on the Come and See website so teachers may adapt it to the needs of their class.

### **Short Term Planning**

Short term planning is the responsibility of the class teacher. Each class teacher will complete planning on an individual basis for their class. They will use the most up to date planner provided by the Christian Education Team within the Archdiocese of Liverpool. The plans should be kept and annotated throughout. They should show evidence of a range of teaching styles, grouping, and clear differentiation. The current planner sets out clear expectations for assessment.

## **Quality & Manageable Marking**

Using the schools marking policy, the marking of pupils' work is approached positively and constructively so that it affirms success and encourages future learning. Marking incorporates the language of the standard indicators and pupils are encouraged to make 'next steps' by use of the skilled words.

### **Feedback to Pupils**

Feedback to pupils about their own progress in Religious Education is achieved through:

- Effective marking
- Verbal acknowledgement – praise
- Discussion – individual
- Pupils own recognition shared with teacher
- Celebration
- Scrutinising work together
- Pupil interviews and pupil voice
- Monitoring work/books

### **Assessment**

Come and See assessment is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess spirituality or faith practice.

### **Formal Assessments**

Formal assessments take place once a term. The school follows the assessment process as recommended by the Archdiocesan team. This work is moderated alongside other staff members. Using an electronic system, 'itracker primary' staff use it to grade children against the new RE Standards. This is completed at the end of each topic/unit or work.

### **Informal Assessments**

Assessment takes place on an informal basis continually as this ensures that planning and teaching is reflective, thus allowing children to achieve their full potential. This may take place through displays, discussions, marking and observation.

### **Expectations**

- The standards show the END OF PHASE and the END OF YEAR expected standards. From EYFS TO 'A' Level.
- The standards framework focuses on key Religious Education skills.



- The framework does not cover all the content of Religious Education Curriculum Directory.
- Pupils meeting the different standards within the framework will have a broader range of knowledge and skills than those being assessed against in the framework.
- We should continue to report to parents on the broader range of Knowledge and Skills from the

### **Come and See Programme.**

- The Standards are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers should assess individual pieces of pupils' work in line with their Archdiocesan and school's own assessment policy and not against the frameworks.
- At the end of the year and phase teachers should make a judgement against the Standards based on their own assessments of pupils' work.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This could include Religious Education work evidenced in other areas of the curriculum.
- Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. Pupil's work which demonstrates that they are consistently meeting a standard, shows that they are working above preceding standards.

### **Recording**

#### **Informal**

Recording provides evidence of achievement. It involves pupils in self-assessment progress in dialogue with their teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence (photographs, displays, etc)
- Dance, drama and celebrations
- Class/school portfolios
- Pupils self-assessment

#### **Formal**

The Archdiocese of Liverpool has introduced three formal assessments which take place once a term.

These are formally recorded on pro-formas provided by the Archdiocesan education team. After each formal assessment there is a staff meeting for moderation purposes. Each year group provides 3 samples of a high, middle and low piece of work with a completed context sheet attached. These are then discussed and when agreed, they are countersigned. These are kept in files by RE co-ordinator but are available to all staff.

Each class teacher records each individual child's attainment in religious education using 'itracker primary'. These are based on the attainment targets and are completed at end of each topic/unit to track the continual progression of an individual child. These individual records are accessible to class teachers, R.E co-ordinator and SLT as and when.

These records can then be monitored and achievement analysed to establish that pupils are progressing and reaching the standard in religious education that they are reaching in other core and foundation subjects.

### **Evaluation of learning**

In our school children evaluate their own learning through the '**Rejoice, Remember and Renew**' section of the programme. Children will celebrate their learning of each topic and have evidence in floor books to show for this.

### **Staff Development**

All relevant courses are advertised and made available to staff members. R.E. co-ordinator attends all subject leader meetings and courses. Teaching staff attend other relevant courses provided by the Archdiocese and disseminate information accordingly, e.g. CCRS.

### **Staff Induction**

- New members of staff are offered support by the R.E. Leader in planning, teaching, assessing and evaluating.
- They will be sent on the courses available for new teachers in Catholic Schools. 'New to Come and See' and 'New to Collective Worship.'
- The whole-staff is involved in up-holding the Catholic Ethos of the school.
- The R.E. policy is shared with all members of staff and reviewed every two years by the RE Lead, Senior Management and Governors.

### **Staff Communication**

- Information from R.E. co-ordinators' meetings is disseminated at regular staff meetings and through emails.
- Planning and assessment pro-formas are distributed before each topic.

- The R.E. Leader always available for advice and discussion.
- Termly newsletters are created to communicate with parents the curriculum content for the coming term.

### **Resources**

- Each teacher have their own resources for a prayer focus and a display wall in class. These are updated to reflect the church calendar.
- Other resources are to be given out by the RE co-ordinator
- Artefacts, icons, candles etc are also placed strategically around the school.
- Staff have their own password for Come and See website.
- St Albert's website, e.g. Parish newsletters, useful links.
- Staff have copies of the relevant God's Story and Church's Story books.

### **Equal Opportunities and Inclusion**

At St. Albert's Catholic Primary School, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential.

### **Policy Links:**

- Collective Worship Policy
- Behaviour for Learning Policy
- Spirituality Education Policy
- Moral Education Policy
- RSHE Policy

Committee to approve / Ratify Policy	Standards
Policy Co-Ordinator	Rhianon Riddick
Date of Approval	June 2023
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Chair of Governors	Angela Tambourini – Gunning