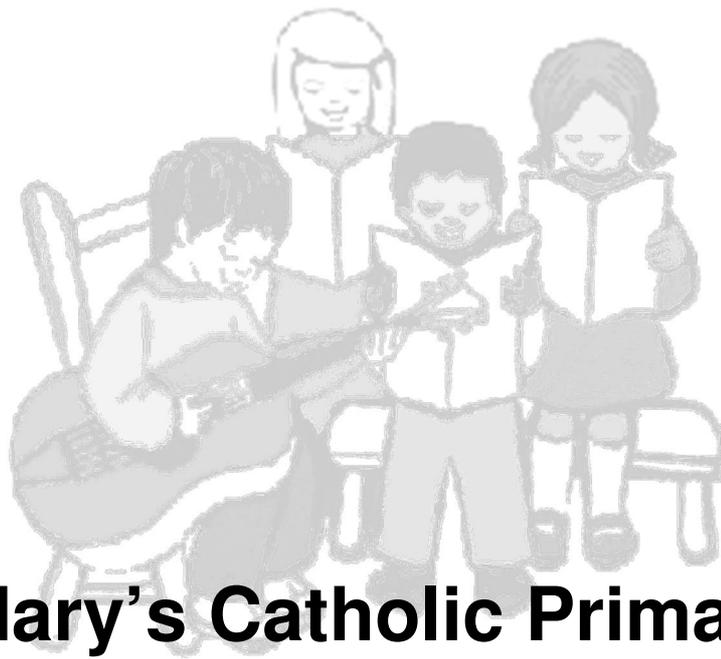


Diocese of
Leeds



**St. Mary's Catholic Primary
School**

A Policy for Religious Education

Mission Statement

Loving, Laughing and Learning in the Light of the Lord

The mission of our school is to grow as a community through our faith in God giving love and respect to all.

Our School Aims

- To create a caring atmosphere built upon mutual love and respect for others and rooted in true Gospel values.
- To teach the catholic faith and experiences of the churches liturgy.
- To cherish each child by seeking to provide an appropriate education which meets the individual needs and supports everyone to achieve their full potential.
- To develop in each child a sense of his/her own worth and the unique contribution they can make to their family, school and community.
- To actively promote a partnership between home, school and parish that leads by example.
- To provide a broad, balanced curriculum available to all.
- To provide a secure environment in which all members of our community are encouraged to try their best motivated by tolerance and self-discipline and guided by love.

Rationale of Religious Education:

- The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.¹
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

The outcome of 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 and theologically, and who are aware of the demands of religious commitment in everyday life.³

The Aims of Religious Education

- 1 To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- 2 To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- 3 To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- 4 To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- 5 To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- 6 To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- 7 To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- 8 To bring clarity to the relationship between faith and life, and between faith and culture.⁴

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does ***not*** include Collective Worship.

Programme of Study:

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - *The Way, the Truth and the Life* programme is used as recommended by the Diocese.

Process

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.⁵

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

⁴ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

⁵ *The Way, the Truth & the Life*, Teacher Book 4, CTS, 2004, p. 4

Methodology

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'⁶

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- The school portfolio of pupils' work contains samples of work from each teacher for assessed topics covering a range of abilities.
- An in - house standardisation meeting is held between 2 and 3 times a year.
- The school portfolio of assessed samples of work is available for inspection.
- Monitoring of teaching and learning includes lesson observations, learning walks, book scrutiny's, half termly assessments and pupil interviews.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Policy review.

This policy will be monitored, evaluated and reviewed by the SLT, RE Governor and Governing Body and updated within the policy review cycle.

Management of the subject.

Mrs Michelle Mabley the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Other Faiths

The school continues to undertake 'Other Faith' weeks twice a year, one always with a focus of Judaism.

⁶ Briefing, 26 May 1994, quoting *General Directory for Catechesis*, 74b

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutiny's according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.

Auditing, managing and developing resources within a given budget.

Michelle Mabley
November 2019

Signed

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