



Religious Education Policy

‘United in Christ, One Family in God’s Heart.’

Contents Page

Contents Page.....	2
Introduction	3
Rational.....	3
Mission Statement.....	3
Come and See	3
Aims of Religious Education	4
Entitlement.....	4
Strategies for the Teaching of Religious Education	4
Other Faiths.....	5
Strategies for Recording and Reporting.....	5
Strategies for the Use of Resources	5
Presentation of Children’s Work.....	6
Marking and Feedback to the Children	6
The Role of the RE Co-Ordinator is to:.....	7
Parish and Community Links.....	7
Background Documentation.....	7
Future Objectives from RE Advisor visit May 2024:	8

DRAFT

Introduction

Policy Review

Date Issued September 2024
Date of Review September 2026

Rational

Within our diverse school community, Religious Education reaches out at all times and in all areas of the curriculum. The Catholic Faith is shared through the experience of living, working and praying together through the Scriptures, the Liturgy and Doctrine.

This policy has been written by the RE Co-ordinator in liaison with all teaching staff and approved by the Governing Body in September 2024.

Mission Statement

‘United in Christ, One Family in God’s Heart.’

Come and See

‘Come and See’ is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

The Basic Question:

Belief for each season time is explored through three kinds of themes.
Community of faith Church,
Celebration in ritual Sacraments
Way of life Christian Living

How the Programme is Taught:

The Catechism of the Catholic Church addresses the human search for meaning, God’s initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

The Process:

The Word who is life – this is our subject

Search - Explore

This is the introduction to the topic where the children’s life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Revelation - Reveal

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Response - Respond

This is where the learning is assimilated, celebrated and responded to in daily life.

Aims of Religious Education

Religious Education at Saint Mary's aims to:

- Educate in and to foster an appreciation of the religious dimension of life and the way this has been expressed in religious traditions.
- Challenge teachers to realise in their teaching the words of Pope John Paul II "Where the love of Christ is revealed and realised for both the glory of the Father and service of others."
- Fulfil the true purpose of the Catholic School and place Religious Education at the foundation of the entire educational process making it the core subject.
- Support parents in the religious formation and instruction of their children.
- Support the catechetical activities of the parish.
- Foster an ethos of working for the common good of all people as we build up the Kingdom of God on Earth.
- Nurture the religious and spiritual development of all children so that each one is prepared for a life of commitment and faith, in God and in Christ.

Entitlement

RE is offered to all children in the school irrespective of their denomination or belief. However, an individual parent has the right to expressly request that their child be withdrawn on religious grounds from acts of worship and RE lessons within the School. RE is taught for 10% of the length of the taught week for each Key Stage of education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable.

As the school is not next to the Church, the children visit the Church where possible for a Whole School Mass usually once or twice a term.

The school commits itself to the raising of money for a variety of charities locally and further afield e.g. Centrepont in Boston, CAFOD and Mission Together. The children are encouraged to raise funds through running their own stalls at the summer and Christmas fairs and organising and arranging their own Lenten Fundraising Activities.

Individual classes take responsibility for the celebration of class liturgies.

Strategies for the Teaching of Religious Education

Come and See is taught as part of a one year programme of topics followed throughout the School.

- RE is studied in daily lessons – 2.5 hrs per week.
- All teachers are responsible for the planning and teaching of "Come and See" in their own class group.
- Links will be made to Scripture.
- Pupils with Special Needs will receive extra support in the classroom through differentiation of work. Differentiation is based on respect for each person, recognising in each person a God-given dignity.
- Informal homework will be used occasionally to support R.E.
- Visits to Church will be part of the children's learning experience.
- Prayer and praying will be part of the children's religious experience and development.
- Prayers will include traditional prayers, personal prayers and communal prayers.
- Children will take part in daily acts of worship.
- Children will be taught to celebrate their own lives and the lives of others.
- The school will support the Parish in preparation for the sacraments of Reconciliation and the Eucharist.
- There is a focus on cross-curricular learning with links to Religious Education being made through Literacy, RSHE and PSHE.

- Learning objectives are made explicit to pupils at the start of lessons and tasks which contain the key driver words. Activities and tasks are matched to the needs of the pupils, are relevant, stimulating and challenging.
- Teachers use a variety of teaching styles in their lessons.
- Opportunities are planned for creativity and extended writing in RE per topic.

Other Faiths

In the Advent term and in the Pentecost term, two weeks will be given to the exploration of another faith.

- The focus will be on key teachings of one faith at a time.
- Teaching will be from an understanding of what it is to be a member of a particular faith community.
- Teaching will be about the religious beliefs of those faiths.
- Judaism will be the other faith taught on a rolling programme in Advent.
- In the Pentecost term the teaching of another religion, namely Islam, Hinduism or Sikhism on a cycle.
- Outside speakers are invited to the school whenever possible, to lead Assemblies and to have discussion sessions about their particular faith.

Strategies for Recording and Reporting

Records of progress in RE, are kept for each child.

- The Class Teacher makes informal and ongoing assessments of children's prayers.
- Children are assessed more informally at the end of each topic and feedback given about their progress. Children are assessed on three pieces of work per year (assessed tasks) as set by the diocese.
- Parents are informed of learning in Religious Education through termly newsletters, parents evening conversations and end of year reports.
- Reporting to parents is done on an annual basis through interviews and a written report.
- The school has an open door policy where parents feel the need to talk before and especially after school.
- RE data is tracked using an assessment grid to see how children are progressing and allowing opportunities for intervention, etc: for those who are not making as much progress and it is also recorded on O-track.
- EYFS use the baseline data to find out what religious knowledge, understanding and experience children already have upon entering school in EYFS. The assessment is rooted in the areas of study found in the Religious Education Curriculum Directory: Revelation, Church, Celebration and Life in Christ. It helps us to identify the starting point for each child in EYFS and see the progress made having already identified the starting point. This is completed in the Advent term and repeated again in the Pentecost term. It is passed onto the RE Co-ordinator to be analysed and targets or next steps identified to help with children's progress. This information is always passed onto the next class teacher for Y1 to see how to support the children further.
- The baseline data has also been used with new children joining our school within both Key stage 1 and 2 to find out their subject knowledge and understanding of new children. It is particularly useful for EAL children. Where possible we have also used it with our TA's who can speak different languages so it can be completed in home language also.

Strategies for the Use of Resources

- The Come and See website are the main resources.
- Gods Story and Churches Story will provide supplementary material.
- New Bibles have been purchased for KS1 and KS2.
- Learning objectives provided by RE adviser.
- Samples of activities as suggested by RE adviser.
- Various websites.



Presentation of Children's Work

Date – this should be written in full and underlined using a ruler.

Learning objectives - should be underlined using a ruler and should contain appropriate driver words.

In Key Stage 1, learning objectives and dates can be typed, underlined and stuck in by class teachers.

In Key Stage 2, this can also be used for children with SEND as well as those who struggle with handwriting or who take a long time to record it.

Margins - all writing books will have a margin at the left side.

Learning Focus - to be written in short LF1 or LF2 etc in the margin at the top of the page next to the date.

Cover sheets - per RE topic are to be stuck into children's books neatly and kept up to date.

Worksheets- Minimal use of worksheets as a method of recording only if it enhances learning. Scaffolding sheets are permitted when appropriate.

Sticking In - Sticking of cover sheets, dates and learning objectives and anything not related to the learning objective of the lesson in KS1 is to be done by an adult. Children to stick only when it relates to their learning objective (e.g. if the child was ordering pictures to retell the story of the Baptism of Jesus).

Marking and Feedback to the Children

- Currently, marking is written in pink pen to highlight children's success. Class teachers will ensure the use of appropriate driver words in their marking i.e. You have described the story of the Good Samaritan in great detail, well done.
- Children's success' is underlined in pink so children can see clearly where they have been successful in their work in relation to the learning objective etc.
- Wow! Stamper used when a pupil has gone above and beyond next to their learning, along with a short comment to recognise their success and effort.
- Next steps or targets to be written in green pen so children can see how they can move their learning on with a next step stamper.



- Next steps/targets to use key driver words, and to 'level up' with green comments to move the children on i.e. Can you **make a link** to a Bible story?
- Pink comment and next steps/targets to be greened- two pieces per RE topic and one per 'other faiths' topic. Two deep marks per topic.
- Pink ticks next to Learning objective to show if child has met it.
- Children to respond to feedback in purple pen (Year 1- purple pencils)
- Verbal Feedback can be given also and recoded as **VF** in children's books. This works particularly well in Key Stage 1 where some children are unable to read teachers comments. However, these children will still need to be given a green comment and opportunity to respond with support in line with the above amount.
- Scribing for a child where necessary is to be completed in black pen to show children's responses, comments and understanding.
- Children to complete one wonder bubble and one heart per topic- evidenced in their books.
- Wonder bubble/Heart template to be provided by class teacher.
- Stampers linked to Bishop Patrick themes used for children to make links to a theme where possible.
- Use of target cards are updated termly, these set out 3 targets for children to work on to improve and move their RE learning on.



Personal Targets for RE:	
Advent Term	
Recognise	some stories from the Bible
Recognise	ways Religion is lived out by believers
Talk about	what I wonder about in RE

The Role of the RE Co-Ordinator is to:

- Take the lead in policy development.
- Ensure effective planning and delivery of the Come and See programme through Staff meetings and Classroom Monitoring.
- Support colleagues in their professional development.
- Take responsibility for the purchase and organisation of central resources for RE.
- Keep up to date with developments in R.E. education and disseminate information to colleagues as appropriate.
- Review the RE policy on an annual basis and make any necessary amendments.
- Team Teach RE with new members of staff.

Parish and Community Links

1. Parish and Community links are extremely good. The school supports a residential home for the elderly and shares its community garden with the nearby Skirbeck Court Residential Home.
2. Partnership with other Schools:
 - Built links with RE co-ordinator at St Norbert's Catholic Primary School and St Augustine's in Stamford.
 - Building links with other schools within our CMAT i.e St Hugh's, Lincoln and Our Lady of Lincoln.
 - It has links through sporting events with the other Catholic Primary Schools in Lincolnshire.

Background Documentation

This policy was compiled with reference to 'Come and See'.

Future Objectives from RE Advisor visit May 2024:

In order to maintain the excellence, and consistency of diocesan standards which already exists, it is advised that the school takes the following action;

- The termly diocesan assessment tasks are clearly adhered to, and suitably recorded within pupil's books. Ensure that the outcomes of these are suitably shared with pupils, and that the impact of the tasks on learning can be suitably documented.
- With regards to the topic title pages, ensure that these are further refined in order to further enrich pupils' outcomes
- Continue to ensure that when planning pupil activities, that these are suitably tailored to support and challenge all pupils.
- The next steps are taken in order to, access and achieve the next level of the Live Simply award.
- Pupil voice continues to be clearly showcased throughout the school environment, and that they are actively involved in shaping the related initiatives.

DRAFT