

Holy Family
Catholic Primary School



Religious Education
Policy

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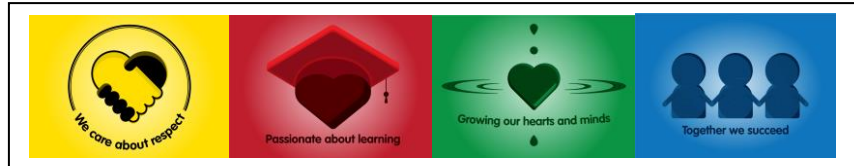


HOLY FAMILY CATHOLIC PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY

Mission Statement and School Values

At Holy Family we grow, learn and succeed in the footsteps of Jesus.



1. Statement of Intent

Our Statement of Intent is our Mission Statement – ‘At Holy Family we grow, learn and succeed in the footsteps of Jesus.’

2. Introduction

At Holy Family Religious Education is a core subject on the curriculum. It is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects. Our Religious Education policy seeks to demonstrate knowledge of the Christian faith, especially the teachings and traditions of the Roman Catholic Church, and the school's mission to witness to that teaching in our local community in particular, and wider community in general.

For all our children the religious teaching will be the foundation of the entire educational process, and the beliefs and values studied will inspire and draw together every aspect of our school community.

3. Aims

- 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 make children more aware of themselves and more sensitive to people and things around them, as a contribution to their personal development and moral and spiritual growth.
- To help the children to develop moral qualities of self-discipline, perseverance, determination, patience, fair play and consideration for others.
- To help pupils to become familiar with the traditional forms of prayer
- To provide a good experience of liturgy.
- To prepare them for Christian moral education and formation of conscience.
- To develop an awareness of Jesus, through prayer and teaching and a devotion to Our Lady.
- To make pupils aware of other cultures and beliefs represented in our school, its immediate environment and in the country as a whole.

We aim to enhance the children's spiritual development through:

- The Mission Statement, PSHE, assemblies, reinforcing positive behaviour – we will help the children to develop a respect for themselves and others.

- Promoting a sense of empathy with others through links with other schools in the developing world and through fund raising.
- Creating an environment of trust, care and compassion.
- Enhancing the children's appreciation for truth, love, goodness and wonder in our delivery of the curriculum as a whole in our Catholic school where, as a staff, we seek to support one another in this goal
- Seeking to help the children to understand how the impact of their feelings and emotions affects their behaviour and impacts on the feelings and emotions of others.
- The Behaviour Policy and Anti Bullying Policy which provide a clear moral code that is promoted consistently throughout the school and is reinforced through classroom rules and acceptable playground behaviour.
- Praise and reward for good behaviour and acts of kindness
- Reinforcing the school's values through whole school and classroom display.

4. Teaching and learning

At Holy Family the requirements of the curriculum are met mainly through '*The Way, the Truth and the Life*' scheme. This scheme, written by teachers, caters for children of all abilities and ages from Reception to Year 6 and beyond, and compliments the 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. As well as factual scripture based on knowledge it develops concepts, skills and attitudes with the children experiencing learning in a variety of ways. '*The Way, the Truth and the Light*' scheme has a teacher's book for each year group from Year 1 to Year 6 which provides theological notes drawn from the Catechism of the Catholic Church for each topic.

Alongside the Shrewsbury Diocese website; www.dioceseofshrewsbury.org there are additional resources on the Leeds Diocese website to support planning and assessing of topics; <http://www.dioceseofleeds.org.uk/education/education/primary/>

5. Time allocation

- Key Stage 1 classes are taught Curriculum Religious Education for 2 hours per week.
- Key Stage 2 classes are taught Curriculum Religious Education for 2 hours 30 minutes per week.
- Religion lessons are taught in the mornings.

6. Collective Worship (for more detail refer to *Collective Worship Policy*)

Whole school Collective Worship takes place once a week. There are also separate assemblies for Foundation Stage 2, Key Stage 1 and Key Stage 2 once a week.

In each class there is a daily act of collective worship once a week, within the class environment. The teacher provides a prayer 'focus' for the support of private and communal prayer. The formal prayers which take place every day are:

The Morning and Night Prayers

Grace before meals

All children will be taught the:

Sign of the Cross, Lord's Prayer, Hail Mary and the Glory be to the Father

They will also be taught other prayers relevant to acts of worships such as simple responses and prayers used in the Eucharist.

Collective worship will take many other forms within the school:

- Class Prayers
- Reflections
- Class Mass on a Friday
- Masses throughout the year
- Hymn Practice

7. Planning

There are six topics to be covered in each year group and each topic lasts for a half term.

Medium and short term planning, taken from '*The Way, the Truth and the Life*' is the responsibility of each teacher and incorporates the learning objectives outlined in the scheme for each topic.

Each topic is assessed in accordance with the level descriptors for the two levels of attainment.

As in other curricular areas, short- term planning is also the responsibility of each class teacher who will:

- allocate time for each learning outcome to be achieved
- select appropriate activities for the whole class or groups of children
- indicate the focus and method of assessment.

8. Assessment and recording

Assessment is focused by the overall aims and objectives of Religious Education.

Assessment provides pupils and teachers with a clear understanding of pupils' attainment that is, their strengths and weaknesses and what they need to do improve. It does not assess faith or the practice of faith.

Assessment of RE is both formal and informal. Assessment is ongoing throughout a topic.

Assessment of RE may take the form of:

- General observation of children engaged in classroom tasks and activities;
- Observation of contributions made to classroom displays;
- Review of end of task, activity or lesson;
- Conversations with individuals or groups;
- Marking of more formal written work.

A record is kept by the class teacher of those children who are achieving above or below expectations.

9. Attainment Targets and Strands

There are 2 attainment targets for RE:

Attainment Target 1 (AT1) is Learning ABOUT Religion

Attainment Target 2 (AT2) is Learning FROM Religion.

Within each Attainment Target there are strands of educational progression which relate to specific skill and attitudes.

In AT1 these are:

AT1i beliefs, teachings and sources

AT1ii celebration and ritual

AT1iii social and moral practices and way of life

In AT2 the strands are:

AT2i engagement with own and others' beliefs and values

AT2ii engagement with questions of meaning and purpose

10. Expectations

In line with national expectations the majority of pupils in Key Stage 1 are expected to work within the range of levels 1-3, with most children achieving level 2 at the end of the Key Stage 1.

The majority of pupils in Key Stage 2 are expected to work within the range of levels 2-5, with most children achieving level 4 at the end of Key Stage 2.

11. Recording

Recording provides evidence of achievement. This may take many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence – photographs, displays, videos or recording of drama or celebrations
- Specific assessment activities
- Pupils' self-assessment

12. 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 the short-term plans by the class teacher.

13. Pupils with Special Needs & Equal Opportunities.

At Holy Family 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 SEN Code of Practice.

14. Links with Parents, Parish, the Diocese and Local Community

Parents are welcomed and valued when visiting the school. The development of the partnership between home, school and parish, is supported by the governors, staff and parents. Parents are provided with information about what is being taught in Religious Education on a termly basis. They are informed of their child's progress in an end of

year written report, as well as through discussion at the Parents Evenings in the Autumn and Spring Terms.

Parents are also invited to the weekly Friday celebration assembly and whole school masses.

The school website offers the parents an extra insight into their child's education.

Key Stage 2 take place in annual retreats held at Loreto Grammar School and the Marist Centre.

15. RE Subject Leader Responsibilities

The Religious Education Subject Leader will be responsible for:

- Working with senior leaders on monitoring teaching, learning, and planning standards through lesson observations and scrutiny of work.
- 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 for the School Improvement Plan.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.

16. Monitoring and review

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Subject Leader, the Head teacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.