



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

Headteacher: Miss V Maher

# **RE Policy**

## **September 2023**

<b>Date of Policy</b>	<b>Signed</b>	<b>Position</b>
September 2023		Headteacher
<b>Monitoring</b>	<b>By</b>	<b>Date</b>
Reviewed	Rowena Omilegan	
To be ratified		
<b>Uploaded to website</b>	<b>By</b>	<b>Date</b>
This policy will be reviewed <b>annually</b> by the full Governing Body		
Date of next review : September 2024		

### **Aims and objectives**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St Philomena's School, we develop the children's understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

Our objectives in the teaching of RE are, for all of our children:

- to develop an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to have respect for other people's views, and hence to celebrate diversity in society.

### **The legal position of religious education**

Our school curriculum for RE meets the requirements of the Religious Education Curriculum Directory. The 1988 Education Reform Act (ERA) stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Way Truth and Life Scheme and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### **Teaching and learning style**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We ensure our lessons are delivered taking into account different styles of learning. We achieve this in a variety of ways, e.g., by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

### **RE curriculum planning**

We plan our RE curriculum in accordance with the Way the Truth and The Life Scheme. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. We teach RE topics in conjunction with other subjects, especially at Key Stage 1. Some of our medium-term (termly) topics have a particular historical focus. In Key Stage 2, we place an increasing emphasis on the study of religious themes and topics in their own right. Our medium-term plans give details of each unit of work for each half term. The class teacher adapts the plans for each lesson and lists the specific learning objectives and expected outcomes.

### **The Foundation Stage**

We teach RE to all children in the school, including those in the reception class.

In reception classes, RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals and Development Matters, which underpin the curriculum planning for children aged three to five.

**Contribution of RE to the teaching in other curriculum areas****English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, creating opportunities for extended writing across the curriculum .

**RSE, PSHE and citizenship**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. For example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. Where possible we link RSE planning with the RE theme.

**Spiritual, moral, social and cultural development**

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

**RE and Computing**

Computing enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet. They also use computing to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Younger children can take photographs of the class acting out a Bible story. They can then make a class storybook of it, by adding in speech bubbles and a narrative text. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

**RE and inclusion**

At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: SEND policy, Child Protection and Safeguarding policy and Equality policy.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different actions to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children with special educational needs will have a Pupil Support Agreement in place. The Pupil Support Agreement may include, as appropriate, specific targets relating to religious education.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment for learning**

Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a PowerPoint presentation based on their investigation of sacred texts. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. The teacher will record the attainment grades awarded in the Tracking Folder on the Teacher shared drive. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

The school uses 'Age-Related Standards in Religious Education' produced by The Catholic Bishop's Conference, as a tool through which pupils' understanding and progression maybe measured. At the end of a whole unit of work, the teacher makes a summary judgement about the work of each pupil in relation to his or her expected level of attainment. Results of Assessments are electronically recorded. We use these descriptors as a basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

### **Collective Worship**

Within St. Philomena's, liturgy and worship provides opportunities for the community to come together to celebrate and share. Through worship we aim to join the work of home and parish in developing the spirituality of the children and to develop the concept of worship as an integral part of school life. We also aim to develop an understanding of different forms of worship and to reflect the Catholic nature of our children in various acts of worship. We provide opportunity for different forms of worship, where children are actively involved in planning and delivery. These are:

- Careful preparation of and involvement in class, school and church masses
- Class assemblies, class collective worship, and special celebration assemblies

- Special liturgical services to celebrate feasts of the Church's year
- Classroom worship supported by focal areas where the children can reflect and pray
- Weekly key stage child-led liturgical assemblies
- Voluntary prayer groups, e.g. rosary group

### **Resources**

We have sufficient resources in our school to be able to teach all our RE teaching units. There is a set of Bibles for both key stages, and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a good supply of RE topic books and computers are available for children to carry out individual research.

### **Monitoring and review**

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
  - gives the governors a termly summary report of developments within RE
- uses specially allocated regular management time to review evidence of the children's work through book scrutinies, and to observe RE lessons across the school.

The quality of teaching and learning in RE is monitored and evaluated by the headteacher and Co-ordinator as part of the school's agreed cycle of lesson observations.

### **Guidance on Visitors and External Speakers**

St Philomena's welcomes outside visitors and speakers as they make a positive contribution to the work of the school. Pre visit, the school must ensure the safeguarding of all pupils.

The headteacher should be informed of a proposed visit with clear explanations of the purpose and intended visitor.

The member of staff preparing the visit should ensure the work and values of the organisation represented by the visitor are in line with the aims and ethos of our school.