



<b>This Policy was adopted by The Governing Body of St Charles Catholic Primary School on:</b>		
<b>Date: November 2022</b>	<b>Signed by:</b> <i>Elizabeth Z. Pawal.</i>	
<b>It will be reviewed in 2 years</b>		<b>Date: November 2024</b>

Miss

ion Statement

*"Let all that you do be done in Love.  
Love is made possible with respect."* St Charles Borromeo

At St Charles' we pray, love and learn together as one school family, with Christ at our centre. We create and experience joy every day in our home, our school and our parish.

### **Vision**

Children will leave St. Charles':

- With a love for learning.
- With Christ in their hearts.
- With outstanding manners.
- Showing care and respect for all.
- Having achieved their best.
- With a sense of pride and confidence.
- With a deep sense of responsibility.
- With life-long skills to enhance their future.

### **Values:**

Everyone at St. Charles' will be:

- Compassionate
- Aspirational
- Determined
- Enthusiastic
- Humble
- Friendly
- Trustworthy

The principles underpinning the spiritual development of our children are based on the Gospel Values of justice, compassion, forgiveness and reconciliation. Children learn to appreciate the love of God in their everyday lives and in the world about them.

The life of the school is underpinned by the school's Mission Statement, which is displayed in every classroom and is celebrated every week in weekly Collective Worship.

The School Mission statement is;

"Let all that you do be done in Love. Love is made possible with respect".

St Charles Borromeo.

St Charles Catholic Primary School welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.'

The intent of this policy for Religious Education is to guide school practice to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development and moral development.

### **Rationale**

Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject;

'The outcome of excellent 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.' Religious Education Curriculum directory for Catholic Schools (CES 2012)

### **Our aims and objectives**

At St Charles Catholic Primary School, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation
- A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive discipline and worship
- A sense of belonging to and participating in a community
- A real understanding and practise of the Catholic Faith
- Opportunities to develop understanding, respect and appreciation of other faiths
- Familiarity with religious language, symbols, signs and gestures of worship and prayer
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional and physiological growth.

### **The Religious Education Curriculum**

Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (CES 2012).

"Religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic Religious education inspire and draw together every aspect of the life of a Catholic school."  
Catholic Bishops 'Conference of England and Wales (May 2000)

### **The 'Come and See' Programme**

This programme of study forms the basis of our scheme of work and teaching, we are instructed to this programme of study by the Nottingham Dioceses. It is developed through three themes; the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups.

During the Advent Term, a week is set aside to learn more about Judaism, which is another Abrahamic faith, and during the Pentecost Term, a further week is set aside to learn about another world faith, such as Islam, Hinduism, Sikhism and Buddhism.

In addition to the timetabled RE sessions and daily collective worship, St Charles Catholic Primary School celebrates holy days, special feast days, key stage assemblies, class assemblies, hymn practice, liturgies, Adoration, class Masses and whole school Masses.

### **The Structure of Religious Education Teaching**

This is delivered through a process recognised in the Catechism of the Catholic Church:

By exploring their life experience to discover value and significance: EXPLORE (approx. 1 week).

By hearing, understanding and reflecting on the Christian message: REVEAL (approx. 2 weeks)

By bringing it to mind, by celebrating and applying it: RESPOND (approx. 1 week)

### **Planning**

We carry out the curriculum planning in RE in two phases; long-term and short-term. The long-term planning maps the RE topics studied in each term by each year group. The RE subject leader devises this plan in collaboration to accommodate our mixed age year groups and to ensure all coverage across the key stages. Class teachers write short-term topic plans using the template provided in addition to planning guidance from the RE Advisor at Nottingham Diocese Education Service. Planning must outline specific learning objectives and expected outcomes linked to the 'driver words' suitable for each year group (Nottingham Diocese Education Service End of Year Expectations Document, 2019). Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

### **Time allocation**

The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (May, 2000).

Therefore, children will receive two and a half hours of RE per week. This allocated curriculum time does not include forms of collective worship as outlined above.

### **Early Years Foundation Stage**

In Class 1, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. RE is included in

'Understanding the World' and 'Personal, Social and Emotional Development' areas of learning. Children complete a baseline assessment in recognising religious words, actions and objects at the beginning of EYFS and at the end. This information is submitted to the Diocese.

### **Assessment**

St Charles Catholic Primary School uses the Nottingham Diocese Education Service End of Year Expectations Document (July, 2019) to assess children according to their year group expectations. Children are assessed against the 'driver words' applicable to their year group and are assessed in three strands; learning about religion, learning from religion, and forming an opinion about religion. Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements. The Education Service also set assessment tasks once per term to aid moderation.

The RE subject lead builds up evidence against the standards throughout the year in an Assessment Portfolio. This portfolio will be compiled of assessment tasks and extended pieces of writing that have been moderated and a judgement agreed upon for each year group. The aim of this portfolio is to exemplify RE standards for each year group for tracking purposes, and to further support teaching staff in their decisions and pitch of lessons.

Summative assessment are recorded and monitored termly using Target Tracker. This data may also be accessed by St Thomas Aquinas Multi-Academy Trust (CMAT). Children may be identified and targeted thereafter to ensure at least expected progress is made in RE. Children deemed to be making less-than-expected progress will be monitored more closely and teachers will be required to make a half-termly data-drop for these children.

A baseline assessment is carried out at the beginning of Reception to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout Reception, the teacher and the school 'add value' (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of Reception to demonstrate the gains in knowledge and understanding (value-added).

### **Marking and Feedback** (See Marking and Feedback Policy)

Feedback Expectations Children complete a pre- and post- unit assessment question to showcase the progress they have made throughout a topic. Pupils complete 4-6 pieces of written work per topic, two of which are extended pieces. These pieces of work are self-assessed by the child, making reference to the 'Driver words' using purple polishing pen. Teachers will use their discretion on when to complete the whole class feedback sheet in the Teacher Feedback Book. However, it would be expected that a minimum of two sheets are completed per topic. Teachers tick work to acknowledge it has been looked at. This should be done in pink (praise) or blue (to improve).

### **Leadership, 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 them informed about current developments in RE and providing a strategic lead and direction for this subject. The RE subject leader will provide CPD opportunities for all staff where necessary, and will lead RE

staff meetings to ensure teachers are provided with current information and support in the planning, teaching and assessment of the subject.

The RE leader is to evaluate the strengths and weaknesses in RE which is then used to form an action and development plan for the next academic year. The quality of teaching and learning in RE is monitored and evaluated by the RE leader and Head teacher as part of the school's agreed monitoring cycle.