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| <b>This Policy was adopted by The Governing Body of St Charles Catholic Primary School on:</b> |                            |
| <b>Date: July 2018</b>   | <b>Signed by: L Powell</b> |
| <b>It will be reviewed in 2 years</b>  | <b>Date: July 2020</b>     |

Mission 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

## Rationale of Religious Education

- Religious Education is central to the educative mission of the Church.  
*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*<sup>1</sup>
- Religious Education is 'the core of the core curriculum.'  
*'Therefore 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..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*<sup>1</sup>
- Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.  
*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*<sup>2</sup> As such it is to be taught, developed and resourced with the same commitment as any other subject.  
*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*<sup>3</sup>
- The outcome of Classroom 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"*<sup>4</sup>
- Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

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<sup>1</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

<sup>2</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

<sup>3</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

<sup>4</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

### **The Aims of Religious Education as stated in the RE Curriculum Directory are:**

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- 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;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.<sup>5</sup>

The aims and objectives of Religious Education at St Charles' Catholic Primary are to engage in the comprehensive study of:

- The mystery of God
- The life and teachings of Jesus Christ
- The teachings of the church
- The central beliefs that Catholics hold and the basis for them
- The relationship between faith and life

We will do this in a manner which encourages investigation and reflection by pupils, develops appropriate skills and attitudes and promotes free, informed and full responses to God's call in everyday life.

In recognition of the fact that the children in our school come from a range of faith backgrounds and abilities, and that there is a range of stages of development even amongst children of the same age, our planning and teaching will take this into consideration.

The desired outcome of our teaching in religious education is that the children will have the knowledge, understanding and skills appropriate to their age and learning capacity, to think spiritually, ethically and theologically and who are aware of the demands and challenges of religious commitment to everyday life.

### **Religious Education - Curriculum Time Allocation**

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

### **3. Religious Education in the Classroom**

The whole curriculum at St Charles' Catholic Primary School is based on the values of the Gospel and because it is seen that all education as reveals something of God, we recognise two main aspects of Religious Education:

- Implicit or unstructured Religious Education - opportunities which arise in the course of the school day to lead pupils through curriculum content or through relationships, to a religious understanding of their implications.
- Explicit or curriculum Religious Education - planned or timetabled periods of time given to a systematic, comprehensive study of Religious Education. The criteria by which it is judged are educational. As stated, the teaching of Religious Education requires 10% teaching time or, where timetabling varies, the equivalent of this, which is ten hours per topic.

### **4. Programmes of Study**

To fulfil the above aims and objectives (see point 1) and to address the four areas of study outlined in the Religious Education Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Nottingham Diocesan Education Service. 'Come and See' is a Catholic Religious Education Programme for primary school children, which integrates the 'Catechism of the Catholic Church,' the 'Catholic Levels of Attainment,' and the 'New Religious Education Curriculum Directory.'

The Four Areas of Study of the Religious Education Curriculum Directory correspond to the Four Constitutions and the four parts of 'The Catechism of the Catholic Church':

- Revelation – finding meaning in life
- Church – community of faith
- Sacraments – celebration in symbol and ritual
- Christian Living – way of life

These four areas of study are the foundation of the 'Come and See' Catholic Religious Education Programme for primary school children.

Central to the 'Come and See' programme are three basic human questions and the three Christian beliefs that are the Church's response in faith:

Where do I come from? Life - Creation

Who am I? Dignity - Incarnation

Why am I here? Purpose - Redemption

These three doctrines express faith in God as Trinity, Creator, Saviour and Spirit, whose love gives life to all (Creation), who makes all holy (Incarnation) and whose purpose is to draw all men and women into one universal family of God (Redemption). In the Catholic Faith, Jesus Christ our Saviour, is the complete revelation of God.

## **5. The Process of Teaching**

The structure of the 'Come and See' programme, is guided by the process of Search, Revelation and Response, which is recommended by the Bishops' 'Religious Education Curriculum Directory'.

- Search corresponds to the Explore section of 'Come and See'. By the end of the search stage of each topic pupils will have engaged in exploration of an aspect of life experience and will have a deeper understanding of the significance and value of the events of everyday life and the questions that their experiences raise.
- Revelation corresponds to the Reveal section in the 'Come and See'. By the end of the reveal stage of each topic pupils will have grown in knowledge and understanding of Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.
- Response corresponds to the Remember and Rejoice sections. By the end of the response stage pupils will have celebrated their learning and will have begun to assimilate insights that will inform their lives.

## **6. Planning**

### **6.1 Long Term Planning**

A whole school approach is adopted for the delivery of 'Come and See', with children in each year group simultaneously exploring each theme through a different topic title. Each year nine themes are covered:

- three Community of Faith – Church themes
- three Celebration in Ritual - Sacramental themes
- three Way of Life - Christian living themes

Each term a Church, a Sacramental and a Christian Living theme are explored and it is through these that the basic question for each term is considered. (See Appendix 1 p. 17 of the 'Come and See' handbook). Each theme is explored through a different topic in each age group.

There is a rotation of topics in place as 4 out of 5 of our classes are mixed age children. In addition and where relevant, teachers in these classes work with the support of the R.E. Co-ordinator to decide which topics will be explored during the year. This ensures differentiation and prevents the duplication of the teaching of topics.

### **6.2 Medium Term Planning**

Termly planning sheets provided by the Diocese are available to teachers to refer to when planning. Medium term planning and short term planning is undertaken in classes by the class teacher. The theme pages, topic overview and the 'Come and See for Yourself' section in each topic in 'Come and See' enable staff to reflect at their own level before beginning work with the children.

### **6.3 'Come and See'**

'Come and See' supports clear planning, differentiation and assessment. It provides:

- clear, achievable religious learning foci.
- a variety of suggested experiences and activities for each learning objective.
- key content, structured so that there is cohesion and progression in what children do and learn.
- appropriate methodologies.
- learning outcomes, clearly stated for each level.
- methods of assessment.

These allow teachers to select what is appropriate for the class or groups of pupils according to their different abilities. The Level Indicators (see Appendix A) for each topic in 'Come and See' are used as a tool for differentiation, assessment, recording and reporting. These are also complemented by the 'I can statements' made available by the diocese, which aid pupil progress and attainment.

### **6.4 Teaching of Major World Faiths**

Other world faiths are taught in accordance with the beliefs of the Church. Children are introduced to the beliefs and practices of people of other faiths so that prejudice and misunderstandings can be overcome at an early age.

We teach Christianity continuously through the scheme 'Come and See'. Our aim is to systematically cover the other five major world faiths: Hinduism, Sikhism, Islam, Judaism and Buddhism. With the exception of Buddhism, these faiths are covered and planned for in the 'Come and See' scheme as part of the 'other religions' resources. The teaching of other world faiths will be incorporated in the whole school topic map in order to ensure that teaching and learning about these faiths takes place. This will happen as part of the planned 'other faiths week' each term and during other theme weeks in the school calendar.

Teachers may prefer to link the teaching of these faiths more closely to their topics and may choose to do this in the relevant year if appropriate.

### **Assessment, Monitoring, Recording and Reporting**

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- RE Coordinator keeps a portfolio of assessed and agreed pieces of levelled work
- Regular in-house moderation meeting is held every term.
- Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE Coordinators' Moderation meetings in the summer term, and other moderation meetings held throughout the year
- Pupils are sublevelled at the end of each term and this information is used to ensure progress and achievement is recorded and tracked each term by SLT
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

- Progress and achievement in Religious Education is reported to Governors each year

### **Management of the Subject**

Jo Rutledge, the Co-ordinator has responsibility for leading, managing and supporting the delivery of and training in Religious Education. (

### **Policy Monitoring and Review**

This policy will be monitored, evaluated and reviewed by governors and staff and updated every 2 years.