

The Holy Spirit Catholic Primary School

Religious Education Policy

2022 - 2023



The Holy Spirit Primary School
Cotterill
Runcorn
Cheshire
WA7 2NL

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RE Governor:	Margaret Hodgson
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'Together, in the spirit of love and forgiveness, our family learns to grow in hope and joy.'

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.'*¹
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of 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.³

The Aims of Religious Education

- To present a comprehensive content which engages pupils and 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.⁴

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

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

⁴ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

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Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study:

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ – our RE curriculum follows The Way, The Truth, The Life scheme of work.

Process:

Religious Education is taught through the process of Explore, Reveal, Respond. This follows the pattern of: the human search for meaning, God's initiative in Revelation and the response in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

'Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'⁵

Methodology:

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Inclusion and Equality:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

Other Religions:

Pupils learn about other faiths at various times of the year through whole school assemblies and class workshops, such as Hinduism during the Diwali celebrations, Islam during the month of Ramadan etc. In addition, there is a module in the Year 5 curriculum, specifically focused on other faiths.

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

Assessment, Monitoring, Recording and Reporting:

- Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in-house moderation of pupils' books is held twice a year
- Monitoring of teaching and learning is carried out at least twice a year
(See Appendix 2 for a blank example of a Lesson Walk template).
- Progress and achievement is recorded and tracked termly
(See Appendix 3 for a blank example of our progress and achievement tracker).
- Progress and achievement in Religious Education is reported to Governors three times a year during the Full Governing Body meeting as part of the Headteacher's report.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year
(See Appendix 4 for a blank example of the end of year report to parents/carers).

Management of the subject:

Mrs. Jenia Crabbe, the RE Lead, has responsibility for leading, managing and supporting the delivery of and training in Religious Education (See Appendix 1 RE Lead Job Description).

Policy Review:

This policy will be monitored, evaluated and reviewed by Head Teacher, RE Lead and Link governor and updated every two years.

Appendix 1: The Role of the RE Lead

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the change to the interim Age-Related Standards in Religious Education (3-19) and support staff during the transition period.
- To collect and keep pupil books showing pupils working at expected from *at least* Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books twice a year.
- To attend Diocesan moderation meetings with the required pupil books.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- Working with the Headteacher and colleagues, to undertake a regular audit / review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the SLT to complete the DSEF document.
- To keep up to date with changes to the Religious Education Curriculum Directory.

Appendix 2: Monitoring of teaching and learning pro-forma



Religious Education Lesson Walk



Class:	Teacher:
Lesson walk carried out by:	Date:
Lesson Summary	
<p>Planning:</p> <ul style="list-style-type: none"> • Planned use of other adults • Links to previous and future learning • Assessment for learning • Resources to support learning 	
<p>Teaching and Learning:</p> <ul style="list-style-type: none"> • Pupils active and engaged • Learning clear and age-appropriate • Challenging questioning • Progression in knowledge and understanding • Use of scripture • Effective teaching strategies • Good subject knowledge • Differentiated questions and tasks • Behaviour for learning • Children aware of key concepts and use some age specific vocabulary 	
<p>Prayer and Reflection:</p> <ul style="list-style-type: none"> • Children given opportunities for reflection • Child led opportunities for prayer/reflection (if relevant) 	
<p>Learning Environment:</p> <ul style="list-style-type: none"> • Prayer tables are well cared for and reflect the liturgical year • Displays celebrate pupil work and achievement 	

Signature: Teacher

Signature: Subject Lead

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Appendix 3: blank example of progress and achievement tracker

The Holy Spirit Whole School RE Data Tracker

No. in class	YR	Y1	Y2	Y3	Y4	Y5	Y6
Above ARE%							
ARE%							
Working Towards ARE%							
Target children							

2022 - 2023	YR	Y1	Y2	Y3	Y4	Y5	Y6
Aut ARE+ %							
Spr ARE+ %							
Sum ARE+ %							
Target ARE %							

Aut Data 2022	YR	Y1	Y2	Y3	Y4	Y5	Y6
Above ARE%							
ARE%							
Towards ARE%							

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Appendix 4: blank example of end of year report to parent/carers

The table below outlines your child's progress, behaviour and effort in Reading, Writing, Maths, Religious Education (RE), Science and Topic during the year. We have reported where your child is working at in relation to the end of year national expectations and have included the next steps of their learning journey.

Subject	Working towards expected standard	Working at expected standard	Working at greater depth	Effort/Behaviour Grade A*- D
Reading				
Writing				
Mathematics				
RE				
Science				
Topic				

Effort/Behaviour:

A* - Working with exceptional interest, enthusiasm and commitment

A - Regularly makes very good effort with school and homework

B - Makes sufficient effort

C - Needs to devote more effort to school work

D - Attitude for learning and behaviour require improvement

Next Steps
Reading:
Writing:
Maths:
RE:
General Comment and Achievement:
Headteacher's Comment:

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