



ST AUGUSTINE'S  
CATHOLIC PRIMARY SCHOOL

# Religious Education Policy

“Serve the Lord in Gladness”

# RE Co-Ordinator: Mrs Nicholson

## ‘Serve the Lord in Gladness’

In St. Augustine’s School Religious Education is the basis for the whole curriculum. Our vision of education as set out in our Mission Statement promotes the dignity and freedom of each person as created in the *image and likeness of God*. The beliefs and values, which are lived out in the daily life of our school, are inspired and encouraged by this vision. We believe that the responsibility for the religious education of our children involves every member of the school together with parents and the parish community. Within this vision and partnership, the three elements of Religious Education, Catechesis and Evangelisation co-exist.

At St Augustine’s R.C. Primary school we embrace the ethos and beliefs of the United Nations Convention on the Rights of the Child. Every child has the right to an education (Article 28) and the right to develop their talents (Article 29). We value every pupil and the contribution they have to make recognising. As a result, we aim to ensure that every child achieves success and that all children are able to develop their skills in accordance with their level of ability.

This policy is a statement of aims, objectives and methodology for the teaching and learning involved in Religious Education in St. Augustine’s school. It has been devised in consultation with governors and members of staff and will be reviewed annually by Mrs. Nicholson and shared with staff and the RE/Chaplaincy governors committee, as part of our ongoing evaluation and development.

### **Rationale of Religious Education:**

- ❖ We believe Religious Education to be ‘the core of the core curriculum.’
- ❖ We believe Religious Education is central to the educative mission of the Church. ❖ Aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that 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. We acknowledge and concur with the Bishops’ view of the importance of high-quality religious education: *“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, and 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.”*  
(Religious Education in Catholic Schools, Bishop’s Conference of England and Wales, 2000)
- ❖ We understand Religious Education to be the systematic study of the teaching of the Church

and the mystery of Christ.

*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. 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*

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*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.'* (ibid)

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. (Religious Education in Catholic Schools, Bishop's Conference of England and Wales, 2012) As such it is to be taught, developed and resourced with the same commitment as any other subject.'*

Classroom Religious Education has as its outcome:

*"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 in Catholic Schools, Bishop's Conference of England and Wales, 2012)*

### **The Aims of Religious Education as stated in the 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.*  
(ibid)

It is our aim in St Augustine's that the outcome of the Religious Education will be children who have the knowledge, understanding and skills – appropriate to their age, needs and

capacity to learn – to think spiritually, ethically and theologically and who are aware of the demands of religious commitment in everyday life.

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### **Religious Education in the Classroom and Curriculum Time Allocation:**

Since our whole curriculum is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

(a) Implicit, or unstructured Religious Education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.

(b) Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of this school to allocate 10 % of curriculum time 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 Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

### **Process**

We teach Religious Education through the process of *Explore, Reveal, and 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.'* (Religious Education Curriculum Directory, Dept of Catholic education and Formation, Bishop's Conference of England and Wales, 2012)

### **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**

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

## **Other Religions**

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is taught in the autumn and another World Faith which is taught either in the spring or summer. One week's teaching and learning time per year is given to each.

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## **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. ❖ The school portfolio of pupils' work contains three samples of work from each teacher for each assessed topic covering a range of abilities.
- ❖ An in - house moderation meeting is held every term in key stages with the RE co-ordinator attending each meeting. This may also be during a whole school staff meeting. ❖ Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE cluster group meetings.
  - ❖ Monitoring of teaching and learning. Teachers are observed teaching RE each year and provided with written and oral feedback. Planning and work books are monitored each half term by the RE co-ordinator and feedback is given. In addition to this the RE co-ordinator seeks the views of children in relation to their RE lessons and carries out learning walks.
- ❖ Progress and achievement is recorded and tracked in line with other core subjects. A summative level of attainment is awarded termly and recorded on the RE tracker. ❖ Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

## **Policy Monitoring and Review.**

This policy will be monitored, evaluated and reviewed by Mrs Nicholson and the Catholic Life Governors committee every year.

## **Management of Religious Education**

Mrs Nicholson is the RE Co-ordinator. She attends RE Co-ordinators meetings and reports back to staff in order to keep them informed of current developments.

## **Chaplain**

Our school chaplain is Monsignor Gerard Robinson. Monsignor Robinson works closely with the school and parents, in helping to prepare our Year 3 and 4 children for the Sacraments of Reconciliation and First Holy Communion, and in trying to forge stronger links between home, school and parish.

### **RE/Catholic Life Governors Committee**

This committee meet each term, chaired by the RE co-ordinator. It is made up of the HoS, Chaplain and two governors. Governors receive a detailed update on current RE, Chaplaincy and matters relating to the Catholic Life of school. Minutes from these meetings are shared with the full governing body.

### **Resources**

Within each teaching area there should be a bible, a book of prayers for children and other religious books. The library has a selection devoted to religious education and the children are encouraged to borrow these books.

Within each teaching area there is a wide selection of storybooks and some of these lend themselves to being used in RE lessons.

We have purchased 'God's Story and 'Church's Story', the recommended resources to supplement the 'Come and See' scheme which are used successfully from Early Years Foundation Stage to Year 6.

We have a range of information books and artifacts to support our teaching of World Faiths.

### **Display**

Staff are encouraged to display children's work in RE in their teaching areas as well as displaying class prayers. Each classroom has a sacred space, which holds religious artefacts. Display boards around school are used for RE displays. RE displays show the Big Question and scripture linked to the Come and See topic. In KS2 RE working walls support the children making links to scripture and everyday life, and links between sources to develop Level 4 learning.

## **KS2/3 Transition**

We continue to develop our links with Trinity Catholic College, the Secondary school into which we feed. Children from Year 6 attend Trinity College for an Induction Day in the summer term. Trinity staff visit the Year 6 children so that the children are already familiar with some staff before they transfer.

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## **APPENDIX 1**

### **The Role of the Co-ordinator for Religious Education**

#### **The Religious Education Co-ordinator will be responsible for:**

- ❖ Formulating an RE Policy and ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- ❖ Contributing to the formation of the School Improvement Plan.
- ❖ Liaising with the Head teacher, Governors, parents, parishioners, other phases and the Diocesan Schools' Service on matters relating to Religious Education.
- ❖ Supporting and advising colleagues in the delivery of Religious Education and informing newly appointed colleagues of school policy regarding RE.
- ❖ Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work and planning scrutinies (according to school practice).
- ❖ Organising and maintaining the school portfolio of pupils' work.
- ❖ Organising in-house moderation of standards meetings.
- ❖ Having oversight of and developing record –keeping and tracking systems in liaison with the Assessment Co-ordinator.
- ❖ Self-evaluation of RE to identify strengths and areas for development and the production of a yearly action plan.
- ❖ Develop and maintain RE Co-ordinators' Handbook/File
- ❖ Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- ❖ Organising and leading in-house staff training and development.

- ❖ Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- ❖ Auditing, managing and developing resources within a given budget.