



# Religious Education Policy

## School Mission Statement

St. Michael & St. Martin school follows the teaching of the Roman Catholic Church, in its daily life through celebration of the Liturgy and through following the values taught in the Gospel of Jesus, by:

Learning our faith.

Living our faith.

Loving our faith.

Thus the school recognises the dignity of every human person because s/he is a child of God, while fostering awareness of the world's poor. Equality of opportunity for every person is therefore paramount and precludes all forms of discrimination on grounds of colour, gender, race, social class or ability.

The school aims to nurture the spiritual, intellectual and physical growth of each pupil through a holistic approach, which takes due note of the needs of every child while, at the same time, striving for excellence in all aspects of education in a secure environment.

## **PRINCIPLES OF RELIGIOUS EDUCATION**

Religious education is synonymous with our Mission Statement – it should inform and permeate all aspects of school life.

St Michael & St Martin's Catholic Primary School, in partnership with the Parish and Parents, will provide quality Catholic Education. Through the love of God, we will foster individual pupils, spiritually, socially, culturally and academically, by encouraging each child to strive for personal achievement and an awareness that their contribution is necessary for the good of the community.

## **AIMS OF RELIGIOUS EDUCATION**

Religious Education plays a central and vital part in the life of faith of a Catholic school. Religious Education is the foundation of the entire educational process. 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 aims of Religious Education are:

- To promote knowledge and understanding of Catholic faith and life through the teaching of the life of Christ, the teachings of the Church and the central beliefs that Catholics hold, in a manner that encourages investigation and reflection by pupils.
- To promote an atmosphere where the Gospel values of loving service are made explicit and are enlightened by the faith of the school community and by the faith of the teachers.
- To foster appropriate attitudes – respect for truth and the views of others, awareness of the spiritual and moral responsibility, of the demands of religious commitment in everyday life and the challenge of living in a multicultural and multi-faith society.
- To affirm each person in their sense of belonging to the whole body of Christ.
- To make saints of each child.

The aims are achieved by means that are both explicit and implicit. Often it is the 'messages' given in more informal ways that are more powerful and lasting and which convey each individual's worth and unique value.

## **CURRICULUM TIME ALLOCATION**

Religious education is to be taught for 10% of the whole curriculum, excluding assembly. Collective worship should take place at least twice a week, outside of RE lesson time.

## **INCLUSION**

Knowledge and understanding in RE needs to address the differing abilities of pupils as in any other subject, this is evident in planning. Pupils who have learning difficulties in many formal areas of the curriculum are often able to contribute on an equal basis in learning the principles of faith. Through scaffolded teaching and differentiation, opportunities are provided for all children by matching the challenge of the task to the ability of the child.

## SCHEME OF WORK

Teachers use the Religious Education Curriculum Directory as the basis for levels and these are linked to the programme of study, **The Composite Model by Margaret Carswell - KIP and Friends 'In God's Name'**- <https://www.kipandfriends.com/>

This scheme is used throughout the school and provides a full and comprehensive delivery of R.E.

Autumn Term	<b>B6 Beginning with God</b> <ul style="list-style-type: none"> <li>One God: monotheism [AT 1 (i)]</li> <li>The Burning Bush [AT 1 (i)]</li> <li>Biblical metaphors for God [AT 1 (i)]</li> <li>Trinity [AT 1 (i)]</li> <li>The Nicene Creed [AT 1 (i)]</li> </ul>	<b>C6 In the Beginning</b> <ul style="list-style-type: none"> <li>The Genesis stories of Creation [AT 1 (i)]</li> <li>Creation as a source of revelation [AT 1 (i)]</li> <li>Praying the Psalms: Jewish and Christian Worship [AT 1 (ii)]</li> </ul>	<b>A6 Beginning with Church</b> <ul style="list-style-type: none"> <li>The Sacraments of Initiation [AT 1 (i) and (ii)]</li> </ul>
	<i>Year C begins</i> <b>C1 From Advent to Christmas</b> Advent: <ul style="list-style-type: none"> <li>Advents rituals [AT 1(ii)]</li> </ul> Christmas: <ul style="list-style-type: none"> <li>The Birth of Jesus – the Gospel of Luke. [AT 1 (i)]</li> <li>Mary: 'Theotokos' [AT 1 (i)]</li> <li>Local Christmas customs [AT 1 (iii)]</li> </ul>	<i>Year A begins</i> <b>A1 From Advent to Christmas</b> Advent: <ul style="list-style-type: none"> <li>The O Antiphons [AT 1 (ii)]</li> </ul> Christmas: <ul style="list-style-type: none"> <li>The Birth of Jesus – the Gospel of Matthew. [AT 1 (i)]</li> <li>Matthew's titles for Jesus [AT 1 (i)]</li> </ul>	<i>Year B begins</i> <b>B1 From Advent to Christmas</b> Advent: <ul style="list-style-type: none"> <li>Lectio Divina [AT 1 (ii)]</li> </ul> Christmas: <ul style="list-style-type: none"> <li>Christmas around the world [AT 1 (iii)]</li> </ul>

Spring Term	<b>C2 Being a Sacramental Person</b> <ul style="list-style-type: none"> <li>Sacramentality: God in everyday life [AT 1 (iii)]</li> <li>Sacraments of Healing [AT 1 (ii)]</li> </ul>	<b>A2 A People of Prayer</b> <ul style="list-style-type: none"> <li>Epiphany [AT 1 (ii)]</li> <li>The Beatitudes [AT 1 (i) and (iii)]</li> <li>The Lord's Prayer [AT 1 (i) and (ii)]</li> </ul>	<b>B2 Jesus at Prayer</b> <ul style="list-style-type: none"> <li>The Exodus [AT 1 (i)]</li> <li>Passover [AT 1 (i)]</li> <li>Passover today [AT 1 (iii)]</li> </ul>
	<b>C3 From Lent to Easter</b> Lent: <ul style="list-style-type: none"> <li>The Stations of the Cross [(AT 1 (ii)]</li> </ul> Easter: <ul style="list-style-type: none"> <li>Easter from the Gospel of Luke. [(AT 1 (i)]</li> <li>The 'real presence' of God in the Eucharist. [(AT 1 (i)]</li> </ul>	<b>A3 From Lent to Easter</b> Lent: <ul style="list-style-type: none"> <li>Almsgiving, Penance and Prayer [AT 1 (ii)]</li> </ul> Easter: <ul style="list-style-type: none"> <li>Easter from the Gospel of Matthew [AT 1(i)]</li> <li>The Easter Liturgies [AT 1 (ii)]</li> </ul>	<b>B3 From Lent to Easter</b> Lent: <ul style="list-style-type: none"> <li>The Examen</li> </ul> Easter: <ul style="list-style-type: none"> <li>Easter from the Gospel of Mark [AT 1(i)]</li> <li>The Last Supper [AT 1(i)]</li> <li>Liturgy of the Eucharist [AT 1 (ii)]</li> </ul>
Summer Term	<b>C4 From Easter to Pentecost</b> <ul style="list-style-type: none"> <li>The Resurrection/Post-resurrection appearances from the Gospel of Luke [AT 1 (i)]</li> <li>Luke's Story of Pentecost [AT 1 (i)]</li> <li>'Caritas' [(AT 1 (iii)]</li> </ul>	<b>A4 From Easter to Pentecost</b> <ul style="list-style-type: none"> <li>The Resurrection from the Gospel of Matthew [AT 1 (i)]</li> <li>The Pentecost Liturgy [AT 1 (ii)]</li> <li>Pope Francis [AT 1 (iii)]</li> </ul>	<b>B4 From Easter to Pentecost</b> <ul style="list-style-type: none"> <li>The Resurrection from the Gospel of Mark [AT 1 (i)]</li> <li>Pentecost People [AT 1 (iii)]</li> </ul>
	<b>C5 Luke's Gospel: A 'good' Life</b> <ul style="list-style-type: none"> <li>The Good Samaritan; the Gospel of Luke [(AT 1 (i)]</li> <li>The cardinal virtues [(AT 1 (iii)]</li> <li>St John Southworth [(AT 1 (iii)]</li> </ul>	<b>A5 Matthew's Gospel: The Kingdom of God</b> <ul style="list-style-type: none"> <li>Parables of the Kingdom; The Gospel of Matthew [AT 1 (i)]</li> <li>Nelson Mandela [AT 1 (iii)]</li> </ul>	<b>B5 Mark's Gospel: Discipleship</b> <ul style="list-style-type: none"> <li>Discipleship; The Gospel of Mark</li> </ul>

[https://drive.google.com/drive/folders/1Fc72lhOOYqdumCcGxzUZfF\\_j26sPAVN5?usp=share\\_link](https://drive.google.com/drive/folders/1Fc72lhOOYqdumCcGxzUZfF_j26sPAVN5?usp=share_link) – See link above which outlines the Scheme with the RECD.

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Some elements of RE are also developed through PSHE lessons and are covered through the Ten Ten RSE resource 'Life to the Full' (see RSE Policy).

## **ASSESSMENT AND MARKING**

At the end of each half term pupils will complete an assessment task based on their understanding throughout the unit. Teachers then use the Diocesan Attainment Targets to give each assessment piece a level with the aim that all areas of the targets AT1 and AT2 are covered throughout the year to ensure coverage and development of understanding. Each teacher has the responsibility for maintaining records on the children in their class. Assessments are then moderated across the school and at Deanery and Diocesan level. The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities.

Teachers are responsible to use Teacher Assessment for the most accurate result for each child.

Alongside the support of SLT, Covid Baselines were used to help teachers assess children's understanding. The school continues to use Levels as it works well and teachers have a sound understanding. The School will be compliant with the new framework and standards by 2025.

Levels are entered onto attainment and progress tables and are then analysed by the RE co-ordinator. The REC then uses this information to run APP to give feedback to teachers, assisting them to push standards further. RE levels are reported to parents / guardians formally during parents evening and in the annual school reports.

Work should be marked in accordance with the school marking policy (see policy). Work should be marked in relation to the learning challenges. Key religious terminology must be corrected. NOW comments, when needed, should encourage children to reflect, analyse and deepen their understanding.

## **HOME/SCHOOL/PARISH**

The school recognises that it cannot teach our children without the cooperation of the parents and the parish. The parents/guardians are the first educators and they are in partnership with the teachers who have the professional skills and training to help parents in the task of teaching the Catholic faith.

We endeavour to do this in an atmosphere of trust and confidence.

The parish is already present in school through most of the pupils, parents and certain members of staff and the wider community to which the parish and school belong.

Parish Priests visit school, when possible, for class masses, assemblies, special celebration masses, Reconciliation, meetings with new parents on entry to Nursery and again for new parents to Reception.

Due to space constraints parents and parishioners are invited to masses held at the church or on school grounds, including; our annual reflection for Stations of the Cross, Carol service and May Celebration.

Welcoming Parishioners to celebrations of Mass and other events helps to form a link between school and parish and presents to children the witness of the parish community.

### **THE WIDER COMMUNITY**

At St. Michael & St Martin's, we recognise the need to enable children to work beyond the school into the wider community. We aim to:

- develop a sense of personal responsibility for others.
- identify means by which the children can become further involved with the:
  - ☐ Local Community
  - ☐ Diocese
  - ☐ Parish
  - ☐ National/Global Organisations

### **OTHER CHRISTIAN DENOMINATIONS**

Children not of the Catholic faith are encouraged at all times to be part of the school community by taking part in all liturgical celebrations and assemblies. The parents of those children are also invited to come to meetings and celebrations at school and at the parish Church.

Children have a chance each half-term to learn about one of the six main faiths in the world today. This helps them to develop a better understanding and appreciation of those around us.

### **RESOURCES**

#### **Resources – In classrooms**

- The religious education curriculum directory for Catholic schools as a planning tool for teachers.
- A crucifix in every classroom.
- A prayer table with relevant resources, including a Bible
- A Bible for each child in KS2
- A number of Gospels according to Mark
- Special Intention box

### **THE ROLE OF THE R.E CO-ORDINATOR**

Together with the Head Teacher, the R.E co-ordinator has responsibility for ensuring:

- that support is given to all staff members; ensuring teaching and learning are maintained to a high standard
- that the Catholic life of the school is sustained and constantly developing
- that the overall Christian aims of the school / Gospel Values are supported in the faith journey of each child.

#### **The R.E co-ordinator should:**

- be a practising Roman Catholic- committed to Catholic Education
- have the leadership skills necessary to work with and support their colleagues

Agreed and Approved by Governing Body :

Paul Lemaire - **Chair of Governors**

**Date: 10.05.23**

**Review Date : 09.05.25**