

St Mary's Catholic Primary

Policy for Religious Education



Loved and inspired by Mary...

We shine and learn as a family of God.

This policy is a statement of the aims, principles and strategies for teaching and learning of RE. at St. Mary's Catholic Primary.

Religious education

Our aims in the teaching of RE are that all children will:

1. Have a deeper knowledge and understanding of their Catholic faith.
2. To encourage investigation and reflection by the pupils so that they can recognise the contribution it makes to their lives.
3. Develop the skills they need to be able to make decisions about faith values and life styles
4. Be prepared for the Sacraments.
5. Be encouraged to pray and realise the importance of prayer.
6. Be led to a deeper knowledge and understanding of the beliefs of others and to treat them with respect and tolerance.

Principles of teaching and learning in RE.

St. Mary's aims to help the children to become more aware of their experience of living in the world, and to help them to respond to God's love. We help them to respond to God in prayer.

Religion is implicit in the whole life of the school. There is daily prayer and worship in school, in the classroom and at assembly. Mass is celebrated regularly each term and Catholic children are prepared for receiving the Sacraments. In assembly we celebrate our Faith in Action award and our whole school community was involved in creating our new mission statement: **Loved and inspired by Mary... we shine and learn as a family of God.** This is part of what parents choose for their children in accepting a place at our school; a living and learning community rooted in Gospel values. Parents may exercise their right to withdraw their child from RE but none have chosen to do so.

Strategies and scheme for the teaching of RE

RE is taught for at least 10% of the timetable and the children are taught in mixed age classes.

Starting in September 2023 the school will begin to implement the new RED curriculum- 'To know you more clearly.' Following advice from attended courses, this will mean that the new curriculum will be taught in Classes 1,2 and 3. Class 4 will continue with our previous curriculum following the planning structure which incorporates the Curriculum Wheels, the Religious Education Curriculum Directory and Fit for Mission. The class 4 RE lessons will be supported by 'The way the truth and the life' scheme and the Cafod universal church units. The new curriculum will be supported by 'The vine and the Branches' teaching resource.

All lessons will begin by children hearing scripture and responding to it. Annually each class will choose their class scripture reference that speaks to them. After hearing from scripture children will learn what we as Catholics believe, how we celebrate our faith and how we live our faith.

At St Mary's the predominant mode of working in RE is class teaching followed by co-operative group work and individual work when appropriate. RE lessons include opportunities for shared prayer, silent prayer, discussion, art, drama, written work, music and reading from scripture. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic material.

Class teaching promotes creativity where possible, making good use of ICT and encouraging children to further develop skills they have gained from the core subjects e.g. debates, hot seating, plays.

RE and worship are seen as an integral part of the whole school curriculum.

Monitoring, Evaluation and assessment

All teachers are responsible for medium term plans following the long-term planning structure and assessment opportunities are clearly indicated. In order for pupils to work to the best of their ability and thereby achieve their potential, differentiation is an important aspect of planning. Tasks are set according to ability, children work in ability and mixed ability groups, methods of presentation differ according to ability and work is extended for the more able children. Children with SEN have full access to the Religious Education curriculum and support is provided within the classroom where necessary.

Our school has developed its policy on marking, assessment, recording and reporting in line with:

- Whole school staff policies and practice
- The needs of staff and pupils
- Diocesan and national developments
- Good practice

Each term, the Subject Leader:

- Monitors pupils' books and checks against planning
- Evaluates resource use
- Ensures that needs and issues are built into the School Improvement Plan

Assessment

Formative assessment includes oral responses, self- evaluation (coloured spots in KS1, traffic lights in KS2) and target setting. It points out what is good and what could be improved.

Summative assessment reports on what has been learnt. In class 4 we are continuing with our previous assessment grids where we give sub-level grades to show progress by individual pupils. We are actively devising and seeking assistance to design a new assessment approach in line with the new curriculum.

In Foundation stage a baseline assessment is carried out within the first weeks. This process is repeated in the Spring term and at the end of the academic year. Across the school, assessment of pupil's attainment is focused on one strand from each target each term over a two year cycle.

Feedback to pupils about their progress in RE is achieved through:

1. Constructive and appropriate marking of books
2. Talking directly to pupils.
3. Annual reports focusing on each child's knowledge, understanding and skills.
4. Parents Evening.

Staff meet regularly to evaluate topics taught and levels of attainment are reported to the governors on an annual basis. The Subject Leader attends Inset and feeds back to staff. All staff take part in termly moderation of work.

Resources

Resources are reviewed and updated each year in line with the School Improvement Plan. Each classroom has an RE box containing bibles and catechisms, driver words and sentence starters to encourage the children's familiarity with and use of scripture. These driver words have been updated to be in line with the new curriculum.

Policy reviewed September 2024

Rereviewed in September 2025