St. Anthony's Catholic Primary School

Religious Education Policy

Mission Statement 'Enter to learn, learn to serve'

At St Anthony's, it is our mission to provide a high quality education, in a Gospel-centered community, where individual needs and talents are appreciated and catered for. We will strive for excellence in all that we do. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Let us do something beautiful for God

Date of issue	Review date	Date ratified by Governing Body
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1 Rationale of Religious Education

1.1 "Catholics believe that Religious Education is not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life" (Bishops Conference of England and Wales 1988). We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this. (cf. Curriculum Directory, p9)

2 Aims and objectives

2.1 Religious Education at St. Anthony's is concerned with the development of the whole person and in order to be effective is based on sound education principles. Religious Education in this context is therefore a rigorous academic Discipline. Central to it is the acquisition of knowledge, the development of critical thinking and reflection, the search for truth, the ability to make informed judgments, and a respect of the views of others. The outcome of Religious Education in St. Anthony's is religiously literate young people who have the knowledge, understanding and the ability – appropriate to their age and capacity – to think spiritually, morally, ethically and theologically, and who are aware of the demands of religious commitment in everyday life. It needs to be seen however, as a continuum, not only from 5 to 11, but from the cradle to the grave. For those engaged in the journey of faith Religious Education will be catechises, and for some children and young people Religious Education will be evangelisation, the first opportunity to hear the good news of the Gospel.
Curriculum Religious Education in St. Anthony's School, while taking into account a diversity in belief and commitment, aims to promote;
-knowledge and understanding of Catholic faith and life;
-knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
-the skills required to engage in examination of and the reflection upon religious belief and practice.

In St. Anthony's, school based Religious Education will consist of a comprehensive and systematic study of God, of the life and teachings of Jesus Christ, of His Church, the central beliefs that Catholics hold and the basis for them. It will involve consideration of the impact of these on the way of life of those who believe.
Effective Catholic Religious Education should promote a free, informed and full response of God's call. It must seek to develop positive attitudes towards people of other Christian denominations, other Faiths and their beliefs and practices.
The objectives of curriculum Religious Education in St. Anthony's are;

- To develop a growing awareness of the revelation of God as given through the Scriptures and Church teachings;
- To develop knowledge and understanding of the central beliefs which Catholics hold;
- To offer an experience of the ways in which these mysteries are celebrated in liturgy and prayer;
- To develop and understanding of relationships with the person of Jesus;
- To offer a deeper understanding of who and what we are and how we are invited to be like Jesus;
- To understand what it means to be 'church' to the people of God;
- To develop an awareness and appreciation of the Faith and an understanding of its impact on personal and social behaviour and the individual challenge implied by this awareness;
- To encourage study, investigation and reflection by the pupils;
- To develop appropriate skills; for example, ability to listen, to think critically. Spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements
- To foster appropriate attitudes; for example, respect for the truth, respect for the views of others; awareness of the spiritual, or moral responsibility of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society;

- To be respectful of how children and young people learn;
- To respect the experience and integrity of each child on their own journey of faith
- To encourage reflection and evaluation by pupils and staff. (Guidance on skills and attitudes in religious education is found in 'Broad Areas of Attainment in Religious Education', National Board of Religious Inspectors and Advisors, 1994.)

3 Religious Education in the classroom

3.1 Since the total curriculum in our school 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 give 10% of the timetable at both Key stages.

4 Programmes of Study

4.1 To fulfil our aims and objectives we use the Way, Truth and the Life programme to adhere to the Religious Education Directory, as prescribed by the Diocese. We use the planning sheets provided by the Diocese of Leeds.

5 The Process of Teaching

5.1 We follow a teaching programme based on themes for each year group which build on prior learning. Our school uses the diocesan planning sheets.

6 Marking

6.1 A personal verbal dialogue between teacher and pupil is encouraged whenever possible.
Marking is:
- consistent with the school's marking policy
- positive and constructive so that it affirms and celebrates success and encourages future learning
- challenging and encourages pupils to reflect by posing questions for children to answer
- encourages high standards
- attentive to key vocabulary
- about the progress in understanding of the RE concept being explored and related to the learning objective.

7 Assessment and recording

7.1 Children will be assessed half termly throughout the year through the children's work outcomes and the data is recorded on the school assessment system.

7.2 We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary.

7.3 The RE subject leaders keep samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school. RE assessments are moderated both within school and the BCWCAT.

7.4 Assessment data is recorded on the school assessment system – Insight.

8 The legal position of religious education

8.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the Foundation Stage who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

9 EYFS

9.1 We teach religious education to all children in the school, including those in the Early Years Foundation Stage.
9.2 In Foundation Stage, religious education is an integral part of the topic work covered during the year. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

10 Contribution of religious education to the teaching of other subjects

10.1 English. Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information in order to develop their writing ability.

10.2 Computing. We use Computing where appropriate in religious education. The children find, select and analyse information, using the internet and other Computing programmes. They also use Computing to review, modify and evaluate their work and to improve its presentation.

10.3 PSHE. Through our religious education lessons and Scarf programme, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

10.4 Spiritual, moral, social and cultural development. Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

11 Teaching Religious Education to children with special educational needs (SEN)

11.1 In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We

take into account the targets set for individual children in their Individual Education Plans (IEPs) or Educational Healthcare Plans (EHCP). '

12 Resources

12.1 RE resources are given high profile in our school. We keep resources for religious education in a central store. There is a set of bibles for Key Stage 2 and a collection of religious artefacts which we use to enrich teaching in religious education. The school libraries have a good supply of RE topic books to support the children's individual research. Each class has a collective worship box. New resources are purchased on a regular basis.to use in class worship time.

13 Monitoring and review

13.1 The RE subject leaders and Headteacher are responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The school works in partnership in the Blessed Christopher Wharton Trust.