

# *St Joseph's*

## *Catholic Voluntary Academy*

### *Religious Education Policy*

#### Vision statement

##### 1. Vision

**With God's guidance we love, learn, respect and forgive.**

#### Aims

St. Joseph's Catholic Academy promotes each person's faith, learning and achievement, by teaching each other to:

- know and love God
- practise our faith
- respect and value all faiths
- say sorry and make friends
- work hard and achieve our best
- appreciate and care for our world

#### Mission

We believe each individual will succeed through experiencing quality in:

- an empowering spiritual environment
- vibrant partnerships between home, school and community
- an ethos of support and high expectation to succeed
- a broad challenging and innovative curriculum
- a stimulating learning environment
- an enriching programme of extra-curricular activities and visits
- an effective programme of continuing professional development

We demonstrate our commitment to working as a learning community by working together towards common goals.

##### 2. Rational of Religious Education

Religious Education "...should not be regarded as one subject amongst many, but should be the key element in an inter-disciplinary dialogue. Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school." (Curriculum Directory 2012)

We recognise that our children come from a range of backgrounds and abilities. We should therefore, be sensitive to each child's life experiences and should value each child's contribution to school life. Our teaching of Religious Education will reflect this.

### Aims and Objectives

Curriculum religious education in our school 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 reflection upon religious belief and practice.

The objectives of curriculum education in our school are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- the first opportunity to hear the good news of the gospel;
- 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 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, multifaith society.

'The outcome of excellent 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.' (RE Curriculum Directory 2012)

### 3. Religious Education in the Classroom

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

- (a) Unstructured Religious Education - those opportunities which arise in the course of the school day to lead the pupils through curriculum content or through relationships to a religious understanding of their implications. All staff will use such opportunities as they arise.
- (b) Curriculum Religious Education – 10% of teaching time is given to Religious Education- that is 2 hours 20 minutes for KS1 and 2 hours 30 minutes for KS2.

In addition to this each class also has a daily prayer session at the beginning and end of the morning and afternoon sessions. They also take part in daily collective worship, either as part of the whole school, key stage or within their own class. (see collective worship policy)

#### 4. Programmes of Study

To fulfil our aims and objectives we use the “Come and see” Programme which fulfils the criteria laid down by “Levels of Attainment in Religious Education” and “Curriculum Directory” as prescribed by the diocese. This includes teaching the children an awareness of other faiths.

#### 5. The Process of Teaching

The teaching and learning process for “Come and see” reflects the Catholic Catechisms approach to Faith. The catechism says we must begin by asking, “what does ‘to believe’ mean?” (CCC, 26).

In answer it names:

- the human search
- God’s revelation
- the response of faith

“Search” is contained in the Explore part of the process; “Revelation” is in the Reveal section and “Response” in the Respond section.

#### 6. Planning

Teachers’ long-, medium- and short-term planning will be a collaborative process, which assists continuity and progression. The whole school follows the “Come and See” programme for their year group. Where a class has a split year group the class teacher will discuss with the R.E co-ordinator and the Head teacher which parts of the programme they will cover.

See RE handbook for further guidance on the planning and delivery of RE lessons.

All planning will include assessment activities which will be integrated into our teaching.

#### 7. Assessment, Recording and Reporting

*“The purpose of assessment, recording and reporting in religious education is to ensure effective learning, to celebrate growth and achievement and enable further progress.”* NBRIA 1997

Assessment of pupil’s work is a vital part of the learning process. It involves making judgements about attainment, achievement and progress.

Assessment for learning is the main purpose of all assessment. Teachers need to know about pupil’s progress and difficulties in order to adapt their work to meet their needs, needs which vary from one pupil to another.

Good assessment strategies will be rooted in effective planning.

All planning will include assessment activities which will be integrated into our teaching. Assessment also takes place through general observation, end of lesson reviews, end of task review, marking and commenting on work, and through the Respond process of ‘Come and See’.

All pupils will complete one piece of work in their RE assessment book in each term. This topic will be the one chosen for formal assessment by the diocese. Some of this work will be moderated within the school, CMAT and diocese. The R.E Co-ordinator will keep some of this work as a portfolio of examples of pupils work for each level.

Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning. (See marking Policy)

All teachers will assess pupil's attainment against the 'End of Year Expectations' once each term. This assessment will be recorded on Target Tracker.

Reporting in Religious Education will provide feedback on their achievement and progress. It will be a means of information for parents, which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in the child's education.

#### 7. Policy Monitoring and Review

This policy is monitored by the Religious Education Co-ordinator and is evaluated and reviewed by the Governors and whole staff.

Policy review – Jan 2022