

Sacred Heart Catholic Primary School



Religious Education Policy

*'Let it be known to all who enter here that
Christ is the reason for this school,
the unseen but ever present teacher in its classes,
the model for its children, the inspiration for its staff.'*

1 Aims

- 1.1 Religious Education in Sacred Heart Catholic Primary School is concerned with helping every child to develop a deeper knowledge and understanding of the spiritual and religious dimensions of life, through the model of Jesus Christ and the teaching of the Catholic Faith.

Religious Education is not only presented through R.E. lessons and communal acts of worship, but also through a shared statement of aims based on the love of God and our neighbour, which shapes every aspect of school life, especially the spiritual and moral development of the children.

- 1.2 The objectives of Religious Education in our school are:

- to enable children to realise their unique personal relationship with God;
- to develop within each child, an understanding of, and deeper commitment to the faith by which they live;
- to develop background knowledge to the rituals, teaching, events and people celebrated by the Catholic Church;
- to foster a sense of wonder, delight, joy and mystery in all that they see and do;
- to provide a moral code of practice by which they can mature in a world of conflicting standards;
- to develop an awareness of spiritual and moral issues arising in their lives;
- to be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- to develop investigative and research skills, and make reasoned judgements about religious issues;
- to develop an understanding of other World Faiths.
- to have respect for other people's views, and celebrate the diversity in society.

2. Curriculum Time

2.1 Since the entire 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 RE:

Opportunities which arise in the course of the school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of the school to use such opportunities as they arise.

b) Explicit or Curriculum RE:

Timetabled or planned periods of time given to an explicit consideration of RE in the classroom. It is the policy of the school to devote 10% of the timetable to the teaching of RE (KS1 = 2 hours per week and KS2 = 2 ½ hours per week).

3 Teaching and learning style

3.1 We base our teaching and learning style in RE on the key principle that good teaching in RE allows children to learn about religious practices and traditions, to learn about and from religious ideas and concepts, and reflect on what these mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Teachers use a variety of teaching strategies to enable all learners to access the learning taking place.

3.2 We recognise the fact that all classes in our school have children of widely differing abilities and experiences in Religious Education and that these are not necessarily linked to ability in other curriculum subjects. As such, we provide suitable learning opportunities for all children through a range of differentiation strategies.

4 Curriculum planning in Religious Education

4.1 Long and medium-term objectives are taken from the Bishops' Conference Curriculum Directory. The units in the Margaret Carswell scheme, 'In God's Name' follow the liturgical cycle, and are in use in Key Stages One and Two. In EYFS, 'The Way, The Truth and The Life' units are followed. These units use a variety of resources to ensure that RE planning is appropriate for the children in each year group. Training takes place to enhance the creativity in teaching of RE and this is built into the RE planning. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children challenge as they move through the school. Cross-curricular links are encouraged so the children have access to broad and varied activities in their learning of RE.

5 Contribution of RE to the teaching in other curriculum areas

- 5.1 Throughout the school, children progressively learn about themselves as individuals and their relationships with others. They are encouraged to follow a code of behaviour based on the love of God and respect for self and others. These values are often experienced through cross-curricular work.

6 RE and inclusion

- 6.1 At Sacred Heart Catholic Primary School, we teach RE to all children of all abilities and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.

7 Assessment

- 7.1 Children's written work is kept in an RE book and marked regularly, in accordance with the school's marking policy. Each class has a 'Floor Book' to record lessons or activities which may not be evidenced in the exercise books, and therefore some Religious Education teaching and learning may be recorded in these books.

Progress is tracked through use of the New Standards Framework as directed by the Diocese of Westminster. The framework for primary schools is separated into age phases – 3-5, 5-7, 7-9 and 9-11. Each age phase covers the following Attainment Targets: AT 1: Knowledge and Understanding, AT 2: Engagement and Response and AT3: Analysis and Evaluation. Teachers are now using the framework to assess children to be emerging, expected or exceeding in relation to the Attainment Targets in the relevant phase.

Assessment tasks are built into every unit of work and matched with specific topic target sheets. Pupils' attainment in RE is recorded three times a year: December, March and June.

Judgments made against the New Standards Framework are moderated termly using the Diocesan Moderation Guidance Booklet and our own school Moderation folder. The RE Coordinators attend Diocesan Moderation meetings and Hillingdon Catholic School meetings where judgements are confirmed.

8 Resources

- 8.1 The R.E. Subject Leaders hold the budget for R.E. Some resources for teachers' reference are kept in the staffroom, as well as some resources for use in classrooms. In addition, there is a selection of religious pictures and posters stored centrally, as well as a number of resources stored electronically on the server which are regularly being updated and more resources are being added

9 Monitoring and review

- 9.1 The RE subject leaders, alongside the SLT, are responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They also take responsibility for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The subject leaders liaise with the diocesan advisor and the Hillingdon Catholic Schools Forum.
- 9.2 This policy will be reviewed at least every two years.

Approved by the Governing Body

Signed: _____

Date: September 2022

Chair of the Governing Body