

St Mary's RC Primary School.

Religious Education Policy



Mission Statement

- We will always open our doors wide in welcome.
- We will always love and care for each other as Jesus taught us.
- We will always place the Word of God at the heart of our School.
- We will always worship God our Father.
- We will always be witnesses to Jesus Christ by following in his footsteps.

Written by: Claire Wolfenden

Date written: September 2023

Approved by governors on: October 2023

Policy will be reviewed: Annually, or sooner if changes made to the curriculum

Religious Education at St Mary's RC Primary School is governed by the Salford Diocese.

Aims

Through the teaching of RE and Collective Worship, the school aims to make a real contribution to a child's personal development, including Spiritual, Moral and Cultural development.

- To support the Mission Statement of the school in communicating an understanding of the redeeming love of Jesus Christ, underpinning the ethos of the school and its nurturing role.
- To help develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture, the examination of religious language and symbolism, along with their shared human experience.
- With emphasis on Roman Catholic beliefs and practices, to know the place significance of Christianity and other world religions in the contemporary world, in the surrounding wider and local communities, and within the Parish.
- To deliver Salford Diocesan RE syllabus; Come and See.

Teaching and Learning.

Teachers will use a variety of approaches when teaching RE, including work for the whole class, group and at an individual level when a specific need is identified.

Mixed ability groups provide opportunities for discussion and creativity.

Differentiation is mainly through outcome though pupils who show the ability to discuss aspects of RE at a deeper level are encouraged through discussion with the class teacher in a small group. Provision for children with Special Educational Needs is made where appropriate through differentiated work to accommodate the wide range of abilities within each class. It is also recognised that RE has a unique role to play in the building of individual pupils' self esteem, that through role-play, drama and art work and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

The importance of continuity and progression is recognised through the choice of topics and discrete units that make up the scheme of work.

Assessment, Evaluation, Record Keeping and Reporting

Assessment

Assessment is carried out in a variety of styles by the class teacher, through discussion, questioning, observation, marking written work and providing feedback, testing and achieving targets throughout both key stages and the foundation stage. Assessment is used to help inform future planning. Teachers also assess the children in two areas; Knowledge and Understanding (AT1), Reflection on Meaning (AT2). A further area has been added: Analysis and Evaluation (AT3). This will be implemented with the school's new assessment framework in 2020. The class

teacher assesses the children after each unit against each learning objective they have covered. This information is then analysed by the RE Coordinator. The class teacher comments about the child's progress on their report.

Recording

Teachers record the children's attainment and progress after each unit taught. Each class teacher has a copy of their assessment as does the RE Coordinator.

Reporting

Annual written reports are given to parents during the summer term. A copy of this is kept in the pupil's personal record file. Two verbal reports are given at Parent's Evenings.

School Development Plan.

A subject Action Plan is prepared annually for the School Improvement Plan including finance from the budget. Feedback from each year's School Improvement Plan is given to the Governors in written form.

Race Equality and Equal Opportunities Statement.

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

Our Race Equality Policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

Role of the Subject Coordinator.

- To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
- To advise and encourage the staff in planning and revising and to keep them abreast of new developments through INSET activities, both in-house and county run courses.
- To keep personally up to date with current issues through INSET opportunities.
- To monitor and maintain resources.
- To liaise with the Governors.

- To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.

Resources

Time

Approximately 10% of the class timetable is dedicated to specific RE lessons (this does not include assemblies or worships). Approximately 80% of this time is devoted to Christianity whilst the remaining 20% can be spent in studying Judaism, Islam, Hinduism. Each class (excluding EYFS) teaches about another faith throughout the year. However, RE is not solely confined to one lesson; rather it permeates throughout the school with opportunities arising in other areas of the curriculum.

- a) The school enjoys easy access to the church. Services are held when appropriate in church or on occasions in school. Classes visit the church when one of their projects can be enhanced by such a visit.
- b) Visits to other faith places of worship when one of their projects can be enhanced.
- c) Each classroom has appropriate ICT equipment.

Books and equipment

Salford Diocesan Syllabus.

Picture Bibles.

Salford Diocesan Assessment Framework

CARITAS IN ACTION BOOK (New improved book)

A selection of children's Bibles.

A variety of videos/DVDs

Reference books- kept in the library.

Photographs and pictures.

Key note speakers are invited into school to talk to the children when appropriate.

Policy Review.

This policy is to be reviewed with reference to the following:-

- National Curriculum.
- Updates from Salford Diocese
- Annually.
- CARITAS Updates

This policy was last reviewed by Mrs Wolfenden in October 2023

and by the Governors on _____