

Diocese of Nottingham
...working in partnership with
The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy
Policy Document



Religious Education

Written by:	Approved by:	Approval Date:	Review Date:
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Religious Education Policy

Context

We put Christ at the centre of our lives

St Philip Neri with St Bede believes that Religious Education is the foundation of our teaching. Our Catholic beliefs and values inspire and unify every aspect of our school life. Religious Education is linked to all of our teaching and the key areas of the children's learning. We provide opportunities for children to develop their faith, spirituality and knowledge of scripture and Jesus' teaching.

Purpose

The purpose of Catholic Religious Education is to come to know and understand God's revelation, to study of the mystery of Christ, the teaching of the Church and its application in daily life.

The planning of our faith teaching, which is at the centre of our curriculum, becomes the foundation for the National Curriculum, with its aims to promote "the spiritual, moral, cultural, mental and physical development of pupils . . . and prepare such pupils for the responsibilities and experiences of adult life." (Education Reform Act 1988)



INTENT

The intent of the St Philip Neri with St Bede Religious Education curriculum, as stated in the Religious Education Curriculum Directory, are as follows:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.

Pupils will know the values and virtues promoted by Catholic teachings and how to display these in their everyday lives. They will know the teachings of Jesus and stories about him and be able to use these to answer questions, to reason and to guide their daily decision making.



IMPLEMENTATION

At St. Philip Neri with St. Bede, we follow the Come and See programme, as recommended by the Nottinghamshire diocese. This programme is based on the Religious Education Curriculum Directory (2012). 10% of the timetable is dedicated to the teaching of RE each week; 2 ¼ hours in Foundation Stage and Key Stage One and 2 ½ hours in Key Stage Two.

RE topics

Each topic lasts 4 weeks and follows a 3 part structure; Explore, Reveal and Respond. The topics for each year group, along with their Big Question can be found in Appendix A.

A Typical RE Lesson

At St Philip Neri with St Bede, RE lessons are treated with reverence. Each lesson will begin with candlelight and music playing. To begin the lesson, a prayer may be said or an image or short quote from scripture may be discussed. Drama, art and music are used during RE lessons to enhance learning. Lessons are inclusive and planning is flexible in order to support all children to achieve their potential.

During the Explore lesson, a Pre Learning takes place and the Big Question for that topic shared and discussed. In Foundation Stage and Key Stage One, key words and key biblical themes and people are discussed and displayed on the classroom display. In Key Stage Two, a links page is provided to all pupils, which they will explore and refer to throughout the topic.

In Response to the topic, pupils will complete a Post Learning in which they will demonstrate their further understanding of the topic and how this relates to their own lives and the lives of fellow Christians.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. Judaism is taught in the Advent term with Islam, Hinduism and Sikhism taught on a three year rolling cycle.

Resources



We use a large range of resources to support our RE curriculum, including the Religious Education Curriculum Directory; Come and See; the Prayer and Liturgy Directory; beinspirational; and TenTen.

In lessons, pupils have access to Teaching Assistants, bibles, hymn books, prayer books and religious artifacts to support their learning.

Learning will be enhanced through assemblies, collective worships, masses and celebrations of major festivals.



The impact of our Religious Education teaching is measured through assessment. RE assessments are conducted in accordance with the newly-revised Levels of Attainment in Religious Education in Catholic Schools and Colleges approved by the Bishops' Conference of England and Wales.

There are 3 strands upon which we assess children's learning.

AT1 refers to the knowledge that pupils gain. This is represented by the image of a head.

AT2 refers to Faith in Action – how to put knowledge into practical application. This is represented by the image of a heart.

AT3 refers to wonderment – an opportunity to ask questions and comment upon what the teachings remind them of. This is represented by the image of a cloud.

Appendix B shows the end of year expectations for each strand which is used for assessment.

RE is marked in line with our marking policy.

Each term, the Diocese sets an assessment task in one topic for all Catholic schools to administer. These assessment tasks are used during moderation and work scrutiny by the Senior Leadership Team, the RE leader and across the Our Lady of Lourdes Trust.

These formal assessments are used to inform overall end of term assessment as well as formative assessment and work completed in weekly lessons.



Role of the subject leader

The subject leader for Religious Education is Mrs Gregory.

The subject leader:

- Ensures teachers understand the requirements of the Religious Education Curriculum Directory and supports individuals with lesson planning;
- Leads by example by setting high standards in their own teaching;
- Prepares, organises and leads Continuing Professional Development (CPD);
- Attends CPD provided by the Our Lady of Lourdes Multi Academy Trust
- Monitors and evaluates Religious Education provision in the school by conducting work scrutinies, learning walks, pupil interviews and analyzing data;
- Support staff when delivering Come and See assemblies
- Lead Key Stage and Whole School assemblies
- Meetings with governors to discuss curriculum advancements and data



Appendix A

THEMES & TOPICS EARLY YEARS 1 & 2 YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6

COME & SEE 'BIG QUESTIONS'

Domestic church family	Myself Why am I precious?	Families Why do we have a family and who is my family?	Beginnings Who made the world and everything in it?	Homes What makes a house a home?	People Where do I come from?	Ourselves Who am I?	Loving Do you have to earn love?
Baptism/confirmation belonging	Welcome Why is welcome important?	Belonging What does it mean to belong?	Signs & symbols Are signs & symbols important?	Promises Why make promises?	Called What does it mean to be called and chosen?	Life choices Is commitment important?	Vocation & commitment What is commitment in life?
Advent/Christmas loving	Birthday Why do we celebrate Birthdays?	Waiting Is waiting always difficult?	Preparations Do we need to prepare?	Visitors Are visitors always welcome?	Gift What's so special about gifts?	Hope What does it mean to live in hope?	Expectations Should we have expectations in life?
Local church community	Celebrating What and why do people celebrate?	Special people What makes a person special?	Books Why do we need books?	Journeys Is life a journey?	Community What makes 'community'?	Mission Do we all have a mission in life?	Sources Are books enriching?
Eucharist relating	Gathering Why do people gather together?	Meals What makes some meals special?	Thanksgiving Why should we be grateful people?	Listening & sharing What's so important about listening and sharing?	Giving & receiving What's more important - giving or receiving?	Memorial sacrifice Why do we need memories?	Unity Why are we happiest when we are united?
Lent/Easter giving	Growing How and why do things grow?	Change How and why do things change?	Opportunities How does each day offer opportunities for good?	Giving all What makes some people give everything for other people?	Self discipline Is self-discipline important in life?	Sacrifice Why do we need to make sacrifices?	Death & new life Can any good come out of loss and death?
Pentecost serving	Good News What is good news?	Holidays & holydays Do we need holidays and holydays?	Spread the word Why should we spread Good News?	Energy What's the use of energy?!	New life What's so important about new life?	Transformation How can energy transform?	Witnesses What do I want to witness to in my life?
Reconciliation Inter-relating	Friends Is it good to have friends?	Being sorry Why should we be sorry?	Rules Do we need rules?	Choices What helps me to choose well?	Building bridges Why are bridge-builders important in life?	Freedom & responsibility How do rules bring freedom?	Healing Who needs healing?
Universal Church world	Our world What makes our world so wonderful?	Neighbours Who is my neighbour?	Treasures Is the world a treasure?	Special places What makes a place special?	God's people Why do some people do extraordinary things?	Stewardship Can I be a steward of creation?	Common good How can we work together to build a just and fair world?

EYFS Expectations

Year Group	AT1	AT2
FS1 (30-50 months)	<ul style="list-style-type: none"> The pupil is able to listen to religious stories with increasing attention and recall. (L) (i) In relation to RE topics, they can recognise and describe special times or events for family and friends. (UTW) (ii) They can capture religious experiences and respond by using a range of media. (EAD) (iii) 	<ul style="list-style-type: none"> The pupil is aware of their own feelings and knows that some actions and words can hurt others. (PSED) (i) They learn new religious vocabulary, reflecting the breadth of their experiences. (C&L) (ii)
End of FS2 (ELG)	<ul style="list-style-type: none"> The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs. (C&L) (i) They are also able to demonstrate understanding when talking with others about what they have read. (L) (ii) They are able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories. (EAD) (iii) 	<ul style="list-style-type: none"> The pupil is able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. (PSED)(i) They can also know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW)(ii)

Key Stage I Expectations

Year Group	ATI	AT2	AT3
End of Year 1	<ul style="list-style-type: none"> The pupil is able to <i>recognise some elements of</i> religious stories and the people and events within. (i) They are also beginning to <i>recognise many</i> religious signs and symbols and use some religious words and phrases. (ii) They are able to <i>recognise</i> that people act in a particular way because of their religion. (iii) 	<ul style="list-style-type: none"> The pupil is able to talk about <i>many of</i> their own experiences and <i>how these made them feel</i>. (i) They can also reflect upon some things they wonder about <i>and speak about these</i>. (ii) 	<ul style="list-style-type: none"> Listen to a point of view. <i>Talk about</i> some sources (prayers and hymns).
End of Year 2	<ul style="list-style-type: none"> The pupil is able to <i>retell accurately</i> many <i>key elements from</i> stories within the Old and New Testament using their own words about special people, places and events. (i) The pupil is able to <i>describe many</i> religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. <i>during Baptism – anointing with oil, white shawl, candle</i>) The pupil is able to <i>describe</i> and <i>give many</i> examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. <i>daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities</i>) 	<ul style="list-style-type: none"> The pupil is able to ask and answer <i>some</i> questions about how certain experiences make them and others feel <i>and say why they feel that way</i>. (i) The pupil can ask somebody why they are wondering about something. <i>They can also say what they wonder about God and Jesus</i>. (ii) 	<ul style="list-style-type: none"> Listen and <i>respond</i> to a point of view. <i>Ask and respond</i> to questions about sources (prayers, hymns and scripture stories).
Exceeding average expectation in Year 2	<ul style="list-style-type: none"> The pupil is able to retell accurately most key elements from stories within the Old and New Testament using their own words about special people, places and events. (i) The pupil is able to describe most religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. <i>during Baptism – anointing with oil, white shawl, candle</i>) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. <i>daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities</i>) 	<ul style="list-style-type: none"> The pupil is able to ask and answer many questions about <i>how certain experiences make them and others feel and say why they feel that way</i>. (i) The pupil can confidently ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. <i>They realise that some questions they wonder about are difficult to answer</i>. (ii) 	<ul style="list-style-type: none"> Listen and <i>respond</i> to many points of view. <i>Ask and respond</i> to questions about many sources (prayers, hymns, scripture stories, religious artefacts, images and sacraments).

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Lower Key Stage 2 Expectations

Year Group	AT1	AT2	AT3
End of Year 3	<ul style="list-style-type: none"> The pupil is able to use their own words to accurately <i>retell</i> stories about religious events and people and has begun to <i>link</i> some of these to religious beliefs. (i) They are also able to <i>describe</i> most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to <i>describe</i> and give examples of <u>many</u> ways that people with religious beliefs behave in their everyday lives and give <u>some reasons</u> for their actions. (iii) 	<ul style="list-style-type: none"> The pupil is able to share with and question others about the things that have happened to them and <i>talk about</i> how they have felt. They can also give <u>some</u> examples of how their and others' behaviour is influenced by what they feel or believe. (i) They can speak to and question others about things that cause them to <i>wonder</i>, knowing that some questions have no clear answers and they can also compare <u>some</u> of their own and other people's ideas about such questions. (ii) 	<ul style="list-style-type: none"> Express a point of view and begin to give a reason for it. Make a link to a source that supports a point of view. Begin to express a preference.
End of Year 4	<ul style="list-style-type: none"> The pupil can make links between <u>many</u> religious stories and people they have shared/learnt about and beliefs. (i) The pupil can use a developing religious vocabulary to give reasons for <u>many</u> religious actions & symbols. (ii) Give religious reasons for <u>many</u> actions by believers. (iii) 	<ul style="list-style-type: none"> The pupil can make <u>some</u> links to show how feelings & beliefs affect their behaviour & that of others. (i) The pupil is able to <i>compare</i> <u>most</u> of their own & other people's ideas about questions that are difficult to answer. (ii) 	<ul style="list-style-type: none"> Express a point of view and give some reasons for it. Make a link to some sources that support a point of view. Express a preference and give some reasons for it.

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Upper Key Stage 2 Expectations

<p>End of Year 5</p>	<ul style="list-style-type: none"> The pupil can securely make links between <u>most</u> religious stories and people they have shared/learnt about and beliefs, and begin to <i>describe</i> them to <i>show understanding</i>. (i) The pupil can <i>use</i> a developing religious vocabulary to <i>give reasons</i> for <u>most</u> religious actions and symbols, within different liturgies. (ii) The pupil can <i>give religious reasons</i> for <u>most</u> actions by believers and <u>begin</u> to <i>show how</i> they shape believers' lives. (iii) 	<ul style="list-style-type: none"> The pupil can make <u>many links</u> to show how feelings & beliefs affect their behaviour & that of others and <u>begin</u> to <i>show how</i> own and others' decision are informed by beliefs and values. (i) The pupil is able to <u>compare most</u> of their own & other people's ideas about questions that are difficult to answer. The pupil <u>begins to</u> engage in discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements.
<p>End of Year 6</p>	<ul style="list-style-type: none"> The pupil can <i>describe and show under-standing</i> of <u>some</u> religious sources beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can <i>use</i> religious terms to show an understanding of <u>many</u> different liturgies. (ii) The pupil can <i>show some understanding</i> of how religious belief shapes life in different ways. (iii) 	<ul style="list-style-type: none"> The pupil can confidently <i>show how</i> their own and others' decisions are informed by beliefs and values. (i) The pupil <i>engages in some</i> discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> Express different points of view. Use sources to support some points of view. Arrive at judgements.
<p>Exceeding average expectation in Year 6</p>	<ul style="list-style-type: none"> The pupil can <i>describe and show under-standing</i> of <u>most</u> religious sources beliefs, ideas, feelings and experiences, making links between them. (i) The pupil can <i>use</i> religious terms to show an understanding of <u>most</u> different liturgies. (ii) The pupil can <i>show secure understanding</i> of how religious belief shapes life in <u>many</u> different ways. (iii) 	<ul style="list-style-type: none"> The pupil can securely <i>show how</i> their own and others' decisions are informed by beliefs and values. (i) The pupil can <u>securely</u> engage in discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> Express and debate different points of view. Use many sources to support many points of view. Arrive at judgements that are beginning to be supported by evidence.

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