



RELIGIOUS EDUCATION POLICY

Reviewed

May 2017

Approved by the Governing Body

Interim Review Date

September 2018

Next Review

May 2019

Bishop Ellis Catholic Primary School

Mission

The mission of Bishop Ellis Catholic Primary School is that of Jesus Christ; to build a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person, based on the Gospel values of love, justice, caring for others, aspiring to be the best you can be, mutual respect, honesty, acceptance and forgiveness.

As a school community, we will:

- contribute to the development of faith in the school community, recognising that each child comes with different experiences of their own faith and culture, which have value and are to be appreciated and built upon.
- strive to enhance and deepen a child's relationship with God through prayer, worship and liturgy.
- build upon and develop the existing links with homes and parishes, encouraging and developing good relationships with all children and adults who are involved in our school community.
- ensure that the curriculum is appropriate to the perceived needs of the children and that the approach to teaching and learning will always be based on the attitudes and values of the Gospel.

All around our school are signs and symbols of this mission to which the whole school community has contributed and they resonate with the values we promote. These values are embodied in John 10:10 - **"I have come in order that you may have life - life in all its fullness."** In school, the children show understanding of our school mission through their knowledge of our more child-friendly version of John 10:10 - **"We Love, We Pray, We Learn, We Play."** In our school community, this underpins all that we do.

*We love, We pray,
We learn, We play.*

The governors and staff of Bishop Ellis Catholic Primary School are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. Please also refer to Bishop Ellis Catholic Primary School's Safeguarding and Child Protection Policy.

Bishop Ellis Catholic Primary School is a fully inclusive school, committed to promoting equality. Please refer to Bishop Ellis Catholic Primary School's Single Equality Policy.

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Rationale of Religious Education

- Religious Education is central to the educative mission of the Church.
*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*¹
- Religious Education is 'the core of the core curriculum.'
*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*¹
- Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.
*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*² As such it is to be taught, developed and resourced with the same commitment as any other subject.
*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, and achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*³
- The specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- The outcome of Classroom 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"*⁴

At the very heart of Catholic education at Bishop Ellis Catholic Primary School is the belief that each human being is of unique value and dignity, loved by God. It is this belief that we strive to reflect in all aspects of life in our school. All children have the right to receive a religious education, which enables them, in the light of the faith of the Church, to engage with the deepest questions of life and "find reasons for the hope that is within them." (1 Peter 3:15)

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

² Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

³ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

⁴ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

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1. Aims and Objectives

1.1 The Aims of Religious Education as stated in the RE Curriculum Directory are:

- 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.⁵

1.2 The Aims and Objectives of Religious Education at Bishop Ellis Catholic Primary School are to engage in the comprehensive study of:

- the mystery of God,
- the life and teachings of Jesus Christ,
- the teachings of the Church,
- the central beliefs that Catholics hold and the basis for them,
- the relationship between faith and life.

We will do this in a manner which encourages investigation and reflection by pupils, develops appropriate skills and attitudes and promotes free, informed and full responses to God's call in everyday life.

In recognition of the fact that the children in our school come from a range of faith backgrounds and abilities, and that there is a range of stages of development even amongst children of the same age, our planning and teaching will take this into consideration.

The desired outcome of our teaching in Religious Education is that the children will have the knowledge, understanding and skills, appropriate to their age and learning capacity, to think spiritually, ethically and theologically, and who are aware of the demands and challenges of religious commitment in everyday life.

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

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2. Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include any form of Collective Worship.

3. Religious Education in the Classroom

The whole curriculum at Bishop Ellis Catholic Primary School is based on the values of the Gospel and because it is seen that all education as reveals something of God, we recognise two main aspects of Religious Education:

- **Implicit or unstructured Religious Education** - 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.
- **Explicit or curriculum Religious Education** - planned or timetabled periods of time given to a systematic, comprehensive study of Religious Education. The criteria by which it is judged are educational. As stated in point 4 (see above), the teaching of Religious Education requires 10% teaching time or, where timetabling varies, the equivalent of this, which is ten hours per topic.

4. Programmes of Study

To fulfil the above aims and objectives (see point 1) and to address the four areas of study outlined in the Religious Education Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Nottingham Diocesan Education Service. 'Come and See' is a Catholic Religious Education Programme for primary school children, which integrates the 'Catechism of the Catholic Church,' the 'Catholic Levels of Attainment,' and the 'New Religious Education Curriculum Directory.'

The Four Areas of Study of the Religious Education Curriculum Directory correspond to the Four Constitutions and the four parts of 'The Catechism of the Catholic Church':

- **Revelation** – *finding meaning in life*
- **Church** – *community of faith*
- **Sacraments** – *celebration in symbol and ritual*
- **Christian Living** – *way of life*

These four areas of study are the foundation of the 'Come and See' Catholic Religious Education Programme for primary school children.

Central to the Come and See programme are three basic human questions and the three Christian beliefs that are the Church's response in faith:

- *Where do I come from?* Life <-> Creation
- *Who am I?* Dignity <-> Incarnation
- *Why am I here?* Purpose <-> Redemption

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These three doctrines express faith in God as Trinity, Creator, Saviour and Spirit, whose love gives life to all (Creation), who makes all holy (Incarnation) and whose purpose is to draw all men and women into one universal family of God (Redemption). In the Catholic Faith, Jesus Christ our Saviour, is the complete revelation of God.

5. The Process of Teaching

The structure of the 'Come and See' programme, is guided by the process of **Search, Revelation and Response**, which is recommended by the Bishops' 'Religious Education Curriculum Directory'.

- **Search** corresponds to the **Explore** section of 'Come and See'. By the end of the search stage of each topic pupils will have engaged in exploration of an aspect of life experience and will have a deeper understanding of the significance and value of the events of everyday life and the questions that their experiences raise.
- **Revelation** corresponds to the **Reveal** section in the 'Come and See'. By the end of the reveal stage of each topic pupils will have grown in knowledge and understanding of Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.
- **Response** corresponds to the **Remember** and **Rejoice** sections. By the end of the response stage pupils will have celebrated their learning and will have begun to assimilate insights that will inform their lives.

6. Planning

6.1 Long Term Planning

A whole school approach is adopted for the delivery of 'Come and See', with children in each year group simultaneously exploring each theme through a different topic title. Each year **nine themes** are covered:

- three **Community of Faith <-> Church themes**
- three **Celebration in Ritual <-> Sacramental themes**
- three **Way of Life <-> Christian living themes**

Each term a Church, a Sacramental and a Christian Living theme are explored and it is through these that the basic question for each term is considered. (See Appendix 1 p. 17 of the 'Come and See' handbook). Each theme is explored through a different topic in each age group.

There is a rotation of topics in place for the use of class teachers who teach in mixed year group classes. In addition and where relevant, teachers in these classes work with the support of the R.E. Co-ordinator to decide which topics will be explored during the year. This ensures differentiation and prevents the duplication of the teaching of topics.

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6.2 Medium Term Planning

Termly planning sheets provided by the Diocese are available to teachers to refer to when planning. Medium term planning and short term planning is undertaken in year group teams. The theme pages, topic overview and the 'Come and See for Yourself' section in each topic in 'Come and See' enable staff to reflect at their own level before beginning work with the children. Staff reflect together led by the R.E. Co-ordinator, or in planning teams, or alone depending on time available.

6.3 'Come and See'

'Come and See' supports clear planning, differentiation and assessment. It provides:

- clear, achievable religious learning foci.
- a variety of suggested experiences and activities for each learning objective.
- key content, structured so that there is cohesion and progression in what children do and learn.
- appropriate methodologies.
- learning outcomes, clearly stated for each level.
- methods of assessment.

These allow teachers to select what is appropriate for the class or groups of pupils according to their different abilities. The Level Indicators (see Appendix A) for each topic in 'Come and See' are used as a tool for differentiation, assessment, recording and reporting. These are also complemented by the 'I can statements' made available by the diocese, which aid pupil progress and attainment. It is important to note that these have been adapted for use in our school and now read as 'I will have the opportunity to...' statements.

6.4 Teaching of Major World Faiths

Other world faiths are taught in accordance with the beliefs of the Church. Children are introduced to the beliefs and practices of people of other faiths so that prejudice and misunderstandings can be overcome at an early age.

We teach Christianity continuously through the scheme 'Come and See'. Our aim is to systematically cover the other five major world faiths: Hinduism, Sikhism, Islam, Judaism and Buddhism. With the exception of Buddhism, these faiths are covered and planned for in the 'Come and See' scheme as part of the 'other religions' resources.

The teaching of other world faiths will be incorporated in the whole school topic map in order to ensure that teaching and learning about these faiths takes place. This will happen as part of the planned 'other faiths week' each term and during other theme weeks in the school calendar.

Teachers may prefer to link the teaching of these faiths more closely to their topics and may choose to do this in the relevant year if appropriate.

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	Cycle A	Cycle B
'Come and See'	2018/2019 2020/2021	2017/2018 2019/2020
EYFS, KS1 & KS2	Islam (Autumn term) Hinduism (Summer term)	Judaism (Autumn term) Sikhism (Summer term)
All Key Stages (not part of 'Come and See')	Judaism - covered during Headteacher's assembly	Buddhism (Spring Term – Chinese New Year & Wesak)

The Teaching of other World Faiths in the Early Years Foundation Stage

'Come and See' does not include other faiths as part of EYFS topics. However, we believe it is essential that children in this part of the school do learn about other faiths and cultures. We aim to do this through celebrating various festivals and special occasions. For example, the children will learn a little about Hinduism as part of Diwali celebrations in the autumn term. The following will be included every year as a minimum (other celebrations may be added as appropriate):

Faith	Festival	Month and Term
Hinduism	Diwali	October/November - Summer
Islam	Eid-ul-Fitr	June - Summer
Judaism	Hanukkah	November/December - Autumn
Christianity	Christmas	December - Autumn
Buddhism	Chinese New Year	January - Spring
Sikhism	Viasakhi	April – Spring/Summer
Christianity	Easter	March/April - Spring

Our approach to the teaching of other world faiths and our teaching programme is provided in 'Come and See'.

The development of Social Conscience, that is concern for 'The Common Good', is integral to Religious Education. It arises naturally out of many topics in 'Come and See'. The work of global organisations such as Cafod, Unicef, and Samaritan's Purse International is supported and also the work of many local charities. Response to disasters as they arise is also encouraged.

7. Assessment, Recording and Reporting

This section should be read in conjunction with the school policy on Assessment for Learning.

Assessment in Religious Education does not assess faith or the practice of faith. It establishes what children know, understand and can do.

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7.1 The Purpose of Assessment

The assessment of pupils' learning should directly inform future curriculum planning ensuring that:

- teaching builds on what has been learnt;
- pupils understand what they have achieved;
- target setting is appropriate to the needs of individual pupils and groups.

Assessment should fulfil two key purposes:

- assessment for learning
- assessment of learning

7.2 Children's growing understanding of the following is assessed:

- the mystery of God,
- the life and teachings of Jesus,
- the teachings and tradition of the Church,
- the central beliefs that Catholics hold and the basis for them,
- the relationship between life and faith.

Children are assessed through the use of carefully focused attainment targets:

Learning about Religion (AT1) and Learning from Religion (AT2)

In order to achieve breadth and balance, teachers should ensure coverage of both attainment targets in all aspects of planning and assessment in Religious Education.

Attainment Target 1: Learning about Religions (Evaluative)

- knowledge and understanding of religious beliefs and teachings;
- knowledge and understanding of religious practices and lifestyles;
- knowledge and understanding of ways of expressing meaning.

Attainment Target 2: Learning from Religion (Reflective)

- skill of asking and responding to questions of identity and experience;
- skill of responding to questions of meaning and purpose;
- skill of asking and responding to questions of values and attitudes.

The assessment of pupil's learning across both attainment targets will include making judgements about the extent to which pupils have:

- selected and applied appropriate knowledge;
- understood required concepts and ideas;
- accurately and appropriately used religious terminology;
- demonstrated the ability to use religious and metaphorical language and applied it to their own experience;
- developed an interest in, and positive attitudes towards, religious and faith issues;
- evaluated opinions based on evidence and argument;
- demonstrated an ability to show empathy and sensitivity towards the needs of others or to their point of view.

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7.3 Our practice follows the Nottingham DES Assessment Guidance 2012/2013. Assessments are made in a range of ways:

Informal Assessments

- general observation of children engaged in tasks and activities;
- observation of contributions to classroom displays, class assemblies and liturgies;
- review at the end of a task, lesson, activity, topic;
- marking of more formal written work against success criteria with next steps/developmental points given as appropriate;
- opportunities are provided for pupils to self/peer assess their work.

Formal Assessments

- children are given a target at the start of the year and are assessed formally once per term;
- teachers' judgements are based on a range of evidence;
- assessment tasks are devised or selected (see Nottingham DES guidance for assessed tasks) that are appropriate to the learning capacity of the children, allowing them to demonstrate their level of attainment;
- formal assessment tasks are provided by the Nottingham DES, checked by the R.E. Co-ordinator and made available to teachers who may use the tasks or adapt them according to the needs of the children that they teach;
- children are assessed in a different theme (Christian Living, Church, Sacramental) and in a different strand each term. This is outlined in the three year formal assessment planner, provided by the Nottingham DES (see Appendix B)
- pupil achievement is recorded.

Pupil Achievement

- Sub-levels are given in R.E. each term
- Numerical data is tracked by the R.E. Co-ordinator and Headteacher to ascertain how well children are progressing towards their target.
- Pupil progress meetings take place to support teachers in ensuring all children make at least expected progress.
- The Diocesan expectation at the end of KS1 is that 80% of the cohort will be working at Level 2b.
- The Diocesan expectation at the end of KS2 is that 80% of the cohort will be working at Level 4c.

8. Prayer

In 'Come and See' specific opportunities and clear guidance are offered for sustaining and developing children's natural aptitude for prayer at the Explore, Relate and Respond stages of the teaching/learning process. (See the Prayer section in 'Come and See' Teachers' Information pages.)

- **Explore:** children will be given the time and space for prayer, to find that 'inner space' within their deepest being

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- **Reveal:** children will be introduced to the Christian experience of prayer and to traditional words. They learn about Jesus as a man of prayer who teaches his disciples to pray. Children will be introduced to the Psalms and the use of Scripture in prayer.
- **Respond:** prayer will be a part of the celebration of every topic.
- **Remember:** children may choose prayer as a way of remembering / holding on to their learning

Children will learn to pray both formally and informally. They will be introduced to a variety of forms and styles of prayer.

In Key Stage 2, there are opportunities for children to use a prayer journal to enable them to engage in dialogue with their own thoughts and feelings. This is undertaken in a prayerful atmosphere and is personal to each child. The use of a prayer journal allows children to develop new ideas about bible scripture and to write their own responses to it. Children of other faiths are encouraged to include prayers and scripture from their own faith.

9. Collective Worship

See separate policy.

10. The Role of the Religious Education Co-ordinator

10.1 The RE Co-ordinator leads staff in developing their teaching of Religious Education by example of good practice; by support and advice offered at staff meetings and in informal conversations; by ensuring that the resources needed are available to staff and children; suggesting cross curricular links; involving staff in-service with regard to planning, record keeping and assessment.

10.2 The Co-ordinator, with the support of staff develops and extends the Catholic ethos of the school in relation to worship, prayer, scripture, assemblies, the Mission Statement and the general life of the school.

10.3 In strengthening the links between home, school and parish and endeavouring to build up a truly Christian community united in the love of God and the teachings of Christ, the R.E. Co-ordinator plays a significant role.

10.4 Please refer to the job description for the R.E. Co-ordinator.

11. Staff Training and Development

- R.E. is an integral part of the School Development Plan (SDP).
- Staff meetings are held on a regular basis to discuss the teaching of Religion and spiritual development in school.
- The R.E. Co-ordinator attends R.E. Cluster meetings, at local and diocesan level, and other relevant courses. The R.E. Co-ordinator communicates to staff the content of the courses and whatever is relevant to the teaching of Religious Education.
- The Headteacher attends a Catholic Headteacher meeting once a term.

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- New staff members attend the diocesan training for teachers new to Catholic schools.
- All teachers take part in liturgies during teacher training days.
- Regular INSET in R.E. is planned into the staff meeting agenda for the year as needs arise.

Staff training and development is overseen by the R.E. Co-ordinator and Headteacher and reviewed regularly.

12. Policy Monitoring and Review

The implementation of this policy is monitored by the Religious Education Subject Leader. It will be reviewed every two years.

Last Reviewed: May 2017

Next Review: May 2019

Appendix A

All R.E. Attainment Targets with Level Indicators

Attainment Target 1: Learning **ABOUT** religion

AT 1 Strand (i) Beliefs, teachings and sources

Level 1: **Recognise** some religious stories

Level 2: **Retell** some special stories about religious events and people

Level 3: **Make links between** religious stories and beliefs

Level 4: **Describe and show understanding** of religious sources, beliefs, ideas, feelings and experiences; making links between them

Level 5: **Identify** sources of religious belief and **explain** how distinctive beliefs arise.

AT 1 Strand (ii) celebration and ritual

Level 1: **Recognise** some religious signs and use some religious words and phrases

Level 2: Use religious words and phrases to **describe** some religious actions and symbols

Level 3: Use a developing vocabulary to **give reasons** for religious actions and phrases

Level 4: Use religious terms to **show an understanding** of different liturgies

Level 5: **Describe and explain** the meaning of different liturgies

AT 1 Strand (iii) social and moral practices and way of life

Level 1: **Recognise** that people, because of their religion, act in a particular way

Level 2: **Describe** some ways in which religion is lived out by believers

Level 3: **Give reasons** for certain actions by believers

Level 4: **Show understanding** of how religious belief shapes life

Level 5: **Identify** similarities and differences between peoples' responses to social and moral issues because of their beliefs

Attainment Target 2: Learning **FROM** Religion

Reflection on Meaning

Level 3 (i) Make links to show how feelings and beliefs affect their behaviour and that of others

Level 3 (ii) Compare their own and other people's ideas about questions that are difficult to answer

Level 4 (i) Show how own and others' decision are informed by beliefs and values

Level 4 (ii) Engage with and respond to questions of life in the light of religious teaching

Level 5 (i) Explain what beliefs and values inspire and influence them and others.

Level 5 (ii) Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.

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Appendix B

Year	2015/16	2016/17	2017/18
Autumn	<p style="color: blue; text-align: center;">Christian Living Theme AT1 (iii)</p> <p style="text-align: center;">Advent/Christmas ~ Loving</p>	<p style="color: red; text-align: center;">Church Theme AT1 (i)</p> <p style="text-align: center;">Domestic Church ~ Family</p>	<p style="color: green; text-align: center;">Sacramental Theme AT1 (ii)</p> <p style="text-align: center;">Baptism/Confirmation ~ Belonging</p>
Spring	<p style="color: red; text-align: center;">Church Theme AT1 (i)</p> <p style="text-align: center;">Local Church ~ Community</p>	<p style="color: green; text-align: center;">Sacramental Theme AT1 (ii)</p> <p style="text-align: center;">Eucharist ~ Relating</p>	<p style="color: blue; text-align: center;">Christian Living Theme AT1(iii)</p> <p style="text-align: center;">Lent/Easter ~ Giving</p>
Summer	<p style="color: green; text-align: center;">Sacramental Theme AT1 (ii)</p> <p style="text-align: center;">Inter-relating ~ Reconciliation</p>	<p style="color: blue; text-align: center;">Christian Living Theme AT1 (iii)</p> <p style="text-align: center;">Pentecost ~ Serving</p>	<p style="color: red; text-align: center;">Church Theme AT1 (i)</p> <p style="text-align: center;">Universal Church ~ World</p>

Three Year Formal Assessment Planner