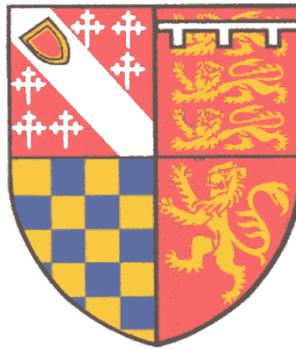


St Philip's Catholic Primary School, Arundel



Religious Education Policy

INTRODUCTION

1. Principles

“In the life of faith of the Catholic School, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. 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. We are committed to classroom RE, then, because all pupils have the right to receive an overall religious 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.” (Statement from the Bishops’ Conference of England & Wales 2000)

2. Aims (Relating to Mission Statement)

In 1966, the Bishops’ Conference published *Religious Education: A Curriculum Directory for Catholic Schools*, based on the catechism of the Catholic Church and stating clearly the overall aims of classroom RE and its more precise objectives. In summary:

- Religious Education in a Catholic school is the comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold and the basis for them, and the relationship between faith and life.
- This is achieved through investigation and reflection by the pupils, developing the appropriate skills and attitudes and by the promotion of free, informed and full response to God’s call in everyday life.
- The outcome is religiously literate young people who have the knowledge, skills and understanding (appropriate to their age and capacity) to think spiritually, morally and theologically, and who are aware of the demands of religious commitment in everyday life.

The syllabus and provision follow the directions issued by the Bishops’ Conference of England and Wales in the Statement from the Low Week meeting in 2000, where the Bishops reaffirmed their requirement and expectation that 10% of the length of the taught week for each Key Stage of education be devoted to religious education.

3. Learning Objectives

In Catholic schools Religious Education has core subject status alongside English, Maths and Science. It should therefore be as academically rigorous and respected.

The programme of study provided by the Bishop’s Conference of England & Wales is found in *Religious Education: A Curriculum Directory for Catholic Schools*. Religious Education is concerned with:

- a) the development of knowledge, understanding and the ability to evaluate (learning about religion).
- b) the development of the ability to reflect on meaning (learning from religion).

This is achieved through using the “Come and See” Diocesan approved programme of study. We use the whole school approach with an annual cycle of the Topics.

“Come and See” includes learning intentions which take into account the varying religious and educational needs of the children, (recognising that some children come from supportive, practising Catholic homes, others from other Christian or faith backgrounds and there are those for whom the school may be the first or only experience of church). Following “Come and See” is a collaborative programme which respects and promotes each child’s innate capacity for wonder, awe, reverence and imagination for the “spiritual”. It provides opportunities for prayer and reflection in implicit and explicit ways, and facilitates children developing a language of religious experience and knowledge, i.e. “literacy” in religious activities, places, stories, symbols, rituals, people and objects.

“Come and See” complements the catechesis which ideally takes place in the home with parents, and in the parishes. This catechesis is the process of “educating to and in faith” which is gradual, lifelong and includes both children and adults. The school supports the parish-led sacramental programmes in Arundel and Storrington, and other Catholic parishes, to prepare children to receive the sacraments of Reconciliation and Eucharist. We also celebrate with the children when they have received these sacraments for the first time.

Other Faiths

In the autumn and summer terms one week is allocated to the study of another faith. Judaism (autumn) and Islam (summer) are taught because they are monotheistic, like Christianity, and therefore easier for the children to understand. In the spirit of Vatican II, we are committed to respecting people of other faiths and recognise that God is at work in them.

In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding do not occur. The church teaches that while living out our Christian faith, we are called to listen in dialogue and be ready to learn from other faiths, many of whom may be our neighbours.

When teaching another faith we focus on the key teachings, starting from the religion’s own understanding of itself and of what it is to be a member of that faith. We recognise that visits and visitors provide valuable first-hand knowledge, and the internet and relevant websites provide rich and stimulating resources and examples.

Other faiths are taught discretely and with integrity, not through comparisons or by isolated festivals. However children do learn about festivals during the year, mainly from a cultural viewpoint, and especially through music and dance.

The teaching of Judaism requires special attention because of the intrinsic relationship it has with Christianity - our very roots lie in Judaism. However, while it is important for us to teach about Jesus' Jewish background, we teach this separately from modern Judaism as a world faith.

4. Teaching & Learning Strategies

A variety of teaching and learning strategies are suggested in "Come and See", including speaking and listening, written work presented in many different formats, drama, role play, music and dance. Teachers are advised to use their expertise and knowledge of the children to decide the most appropriate strategies to use at any given time to ensure the most effective learning and coverage of the topic.

5. Weekly Time Allocation.

In accordance with the Bishop's Conference guidelines, we are mindful that 10% of taught curriculum time should be allocated to RE. Currently we allocate 2.5 hours in KS2 and 2.25 hours in Foundation stage /KS1. Aspects of RE are also covered in cross-curricular work. The time allocated for Collective Worship (1.25 hours) is additional to these times.

6. Guidelines for Assessment

The use of End of Year Age Related Expectations supports the children's progression in learning and in the assessment of their work. The Expectations assist teachers in making accurate judgements regarding pupil attainment, to sum up what pupils have learnt so far and to identify the next steps for learning. They are also used to support judgements about the quality of provision and standards in Religious Education when reviewing the school Self-Evaluation Form. We continue to work closely with the Diocese and Deanery to follow their recommendations for how RE should be assessed in school. Currently all children are assessed using the End of Year Age Related Standards. A variety of strategies may be used for assessment, including written work, display and drama. Teachers keep records of children's contributions and comments for non-written assessment tasks.

7. Guidelines for Record-keeping and Profiling

Teachers keep records of assessments in RE on agreed proformas. These are recorded on Sims (the school assessment tracking system) and are readily accessible for the RE Subject Leader and Headteacher to track and monitor.

Book looks are used to ensure continuity and progression as well as for comparing with English work to monitor standards and coverage. Feedback is given to all teachers in accordance to findings.

8. Role of RE Subject Leader

The RE Leader, alongside the Headteacher, should systematically monitor the provision for RE as well as the standards in RE.

The RE leader is given a budget for RE resources; the management of this budget and its impact on the children's learning in RE is reported to the Head teacher and governors.

It is the responsibility of the RE Leader to support other members of staff with any aspects of the RE curriculum.

The RE Leader is co-opted onto the School Leadership Team as and when appropriate. The RE leader is responsible for writing, reviewing and actioning the RE action plan and sharing this with the nominated RE governor (Cora Gillies). The RE leader will lead INSET for staff, conduct book looks and moderations with all teachers and with the Deanery group of RE leaders.

9. Guidelines for Induction of New Colleagues

The school recognises the need for support and induction of new colleagues, both Catholic and non-Catholic. This will be ongoing as necessary, and built around the identified needs of the colleague.

10. Professional Development.

Continued Professional Development is provided for all class teachers to ensure they are updated on new initiatives. It is also understood that staff benefit from talking about their practice and sharing judgements for levelled work. This is built into staff meeting directed time. Moderations are also carried out in staff meetings. We are committed to providing opportunities for all staff to develop and revitalise their own faith.

The RE Leader is expected to attend the regular training days run by the Diocesan Education Service. The Head Teacher attends regular Heads' conferences.

The Headteacher and Deputy Head work very closely with the Headteachers and Deputy/Assistant Heads from our Deanery schools. There are half termly meetings for Headteachers, Enrichment days for children, RE moderation for staff and a combined Deanery Advent Service.

We are also committed to ensuring that governors and other staff (when necessary) attend the appropriate training that is available through the Diocesan Catholic Schools Service.

11. Resources

Resources for Religious Education and Collective Worship are stored in the RE area in the main corridor, in classrooms and online. The RE Leader has a list of helpful websites which are available and these are shared with staff regularly.

12. Monitoring and Review

The monitoring of this policy and practise of Religious Education is the responsibility of the named school governor, Cora Gillies, who has responsibility for Religious Education. This governor will also liaise with the R.E. Leader and the Headteacher before reporting to the governors.

This policy will be reviewed every two years.

14. List of Support Agencies

Education Service

4 Southgate Drive, W Sussex RH10 6RP

Tel: 01293 511130 Fax: 01293 616945 E mail: schools@dabnet.org

Mrs. Marie Ryan (Director) Mrs. Bernadette Connor (Deputy Director)
Mrs. Sarah Feist (Primary RE Adviser)
www.abeducationservice.org.uk

St. Philip Howard Centre

4 Southgate Drive, W Sussex RH10 6RP
Tel: 01293 515666 Fax: 01293 616945

CAFOD South, St John's Seminary, Wonersh, Surrey GU5 0QX

Tel / Fax: 01483 898866

arundelandbrighton@cafod.org.uk

Catholic Education Service

39 Eccleston Square, London SW1V 1BX

Tel: 0207 9014880 Fax: 0207 9014893 E mail: general@cesew.org.uk website:

www.cesew.org.uk