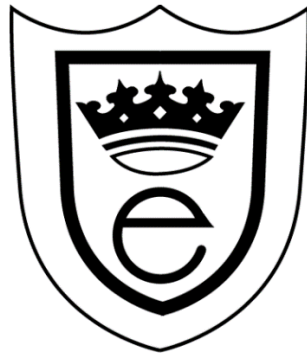


St Elizabeth's Catholic Primary School



Religious Education Policy

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life. Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" *John 13:34*. We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which all children are empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;

We value worshipping and celebrating together, sharing our Christian witness and drawing strength from and serving our local parishes and the wider community.

<i>Governors' Committee Responsible</i>	Curriculum, Pupil Performance and Standards Committee
<i>Status</i>	Statutory
<i>Policy Agreed</i>	Spring 2020
<i>Policy To Be Reviewed</i>	Spring 2023

1. THE AIMS OF RELIGIOUS EDUCATION

'Religious Education aims to create 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.' (Religious Education Curriculum Directory for Schools 2012)

At St Elizabeth's our RE programme aims to include clear and succinct learning objectives which take into account the religious and educational needs of our children including those who from supporting Catholic homes and those for whom the school may be their first and perhaps only experience of Church.

Religious Education is for all. It is a core subject, which is central to the life of a Catholic school and is about the Christian vision for the human person. It is a collaborative activity which respects and promotes the child's innate capacity for wonder, awe and reverence, offering them a sense of self-worth through their experience of belonging to a caring community, and an awareness of the demands of religious commitment in everyday life.

10% of the length of the taught week in each Key stage will be given to the teaching of RE.

2. OBJECTIVES

The objectives of our RE programme are to:

- Ensure that 10% of the length of the taught week in each Key stage will be given to the teaching of RE.
- Provide opportunities for celebration, prayer and reflection in implicit and explicit ways. RE will be taught discretely and developmentally. It will include the deepening of knowledge and understanding of key theological ideas and their application to life.
- Provide children with the language of religious experience, 'literacy' in religious activities, places, stories, symbols, rituals, people and objects.
- Offer ample opportunities for the children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding and think creatively.
- Offer a systematic presentation of the Christian event, message and way of life in ways appropriate to the age and stage of development of the child.
- Appreciate that adults involved need to understand the underlying theological as well as educational principles.
- Include appropriate materials about other faiths/religions – allowing for an engagement with others' beliefs and values which will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Encourage pupil engagement with difficult questions of meaning and purpose which everyone has to face which will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

- Ensure that RE in St Elizabeth's is in accordance with the guidance from the Archdiocese of Southwark and is as academically challenging as other curriculum areas.

3. THE RELIGIOUS EDUCATION PROGRAMME

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Southwark.

Come and See supports and enables the faith experience of all children because it starts with their real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience.

We recognise that in school there will be children of other religions present. We understand that it is our role to 'promote their human growth in such a way that they can integrate their particular faith with every aspect of their lives.' *Catholic Schools, Children of Other faiths and Community Cohesion: CES & Bishops' Conference 2007.*

OVERVIEW OF CONTENT

'Come and See' is developed through three themes across each term based on the documents of the Second Vatican Council, which are gradually explored each time in greater depth.

Church

Autumn - Domestic Church – Family

Spring – Local Church – Parish/Diocese

Summer – Universal Church – Worldwide

Sacrament

Autumn – Belonging - KS1 – Baptism/KS2 – Confirmation/Ordination

Spring – Inter-relating – Reconciliation/Anointing of the Sick

Summer – Relating – Eucharist

Christian Living

Autumn – Loving – Advent/Christmas

Spring – Giving – Lent/Easter

Summer – Serving – Pentecost

AUTUMN

Family – Domestic Church

This theme focuses on life as a gift, myself as a unique and loved creation, the creative love that can be expressed in family groups.

Belonging - Baptism/ Confirmation

This theme focuses on the call to belong, the creative potential that belonging develops and the sacraments of the gift of God's life and friendship.

Loving – Advent/Christmas

This theme focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

SPRING

Community - Local Church

This theme focuses on the people of God gathered in Christ, united in the journey of faith, in caring for one another, in sharing their story and in celebration.

Inter-relating – Reconciliation/Anointing of the Sick

This theme focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.

Giving – Lent/Easter

This theme focuses on Jesus' loving self-giving on the cross, the Father's love that raises Him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

Serving – Pentecost

This theme focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.

Relating – Eucharist

This theme focuses on the invitation to know Jesus, to live in communion with Him and one another.

Universal Church – Worldwide

This theme focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

Other faiths

When teaching about other religions we focus on how members of that faith community live as a family and how they worship. We use the 'Come and See' teaching units to support our teaching. Comparison can lead to inaccurate teaching and does not do justice to the integrity of each religion. Comparisons may be noted by pupils but that will not be the starting point of the teaching.

Each religion is taught separately for two weeks per year. Islam, Hinduism and Sikhism are taught in all years on rotation and Judaism is taught every year.

Visits to a place of worship form part of the other faiths teaching units.

THE PROCESS - KNOWLEDGE/UNDERSTANDING/ SKILLS/ATTITUDES

The process for delivering the topics in 'Come and See' has three stages – Explore, Reveal and Respond, which enable pupils to develop knowledge, understanding, skills and attitudes.

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

4. THE APPROACH CHOSEN

In the Foundation Stage, the children are taught through a variety of processes – Whole class core input, adult directed group activities and continuous provision. Religious Education makes an active contribution to the areas of learning outlined in the Foundation curriculum.

In Key Stages 1 and 2, the structure within Explore and Reveal follows the same format: a learning focus, content, some key questions followed by some suggested activities. During the Respond part of the topic, children are asked to Remember, Rejoice and Renew their learning.

5. PLANNING

Long-term planning – 'Come and See'

The Yearly framework overview of themes/topics will remain the same each year. See Appendix 1- Come and See Long Term Plan

Medium-term planning – 'Come and See'

An important part of the planning process and an essential part of the understanding of each topic is for teachers to have the opportunity to reflect on the theme pages (Come and See for yourself) at

the start of each topic. The Big question is central to the planning of each topic. Southwark Diocesan End of Year Progress Descriptors are used to plan a topic. See Appendix 2 End of Year Progress Descriptors

At the beginning of the academic year, the dates for each topic (and other faith units) are established by the Subject Leader and distributed to staff.

Short-term planning – ‘Come and See’

This is the responsibility of the class teacher. The teachers use an agreed planning format for RE planning. The planning format outlines the learning objectives for 8 lessons to ensure the coverage of each topic. As with any other subject, children learn in different ways so this planning should also take into account a variety of learning styles and provide for the use of a range of different media.

All the differing abilities are planned for. See Appendix 3 Medium/Short Term plan

The children’s learning is housed in individual RE books or in a class Spiritual Journal.

6. ASSESSMENT

Assessment is focused on the overall aims and objectives of Religious Education. In ‘Come and See’, it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Through the use of DRIVER words, assessment establishes what pupils know, understand and can do. There are also opportunities for reflections on faith or the practice of faith.

At St Elizabeth’s assessment involves:

Informal assessment – This occurs continually in each lesson through questioning, observation and verbal feedback. Written RE work is reviewed by the Class teacher each week and notes for future teaching are made on a whole class feedback sheet. The ‘Come and See’ RE programme enables teachers to make effective use of ongoing informal assessment. Each topic makes links to the End of Year Progress Descriptors which take into account the breadth of ability for each year group.

See Appendix 4 Whole class feedback sheet.

Formal assessment – All year groups complete one piece of formally assessed work each term. These assessment pieces are either from the Christian Living Theme, the Church Theme or the Sacramental Theme.

Three times per year, teachers gather together during staff meetings to moderate samples of formally assessed work against the Diocesan End of Year Progress Descriptors. Across the year, Subject Leaders within our local cluster gather to moderate samples of work and share good practice. Teaching staff also have opportunities where they can meet with other staff in the same year group to moderate their assessed work. This ensures a consistent approach to the assessment process. The moderated pieces of work are held by the Subject Leader in a ‘Moderation File’. Each term every class teacher enter a judgement- ‘below’, ‘working towards’, ‘expected’ or ‘greater depth’ into St. Elizabeth’ tracking system-Pupil asset.

7. RECORDING

This provides evidence of and celebrates the individual’s achievement.

- The class teacher should acknowledge children’s work by giving the work a tick, stamp or other symbol to show the work has been valued.
- At least one piece of work should be reviewed by their teacher per week. A whole class feedback sheet must be completed to summarise learning and identify next steps and responsive questions for the next lesson.

- Responsive questions are identified by the CT for individuals and /or groups to move their learning on. A response from the pupil is expected to be made in green pen and time should be allocated by the teacher at the start of the next lesson for this. Through responsive questions, 'Greater Depth' thinking is planned for and challenged.
- There should be an opportunity for children to respond in green pen every week.

8. REPORTING

The four dimensions to reporting in St Elizabeth's include:

1. Reporting to children – providing feedback through informal discussion and regular marking.
2. Reporting to colleagues – through relaying information of achievement of pupils and areas studied. Keeping colleagues updated on current initiatives, resources etc.
3. Reporting to parents – informing them of progress and achievement of their children through parent/teacher discussion and written reports.
4. Reporting to parents, governors, parish and external agencies – providing information about the content and quality of RE and achievement of pupils through the school website, newsletters, Open Mornings, Information sessions, school masses, Carol Services, end of topic celebrations and governors' meetings.

9. EVALUATION OF TEACHING

The review and evaluation of teaching of the 'Come and See' programme is undertaken by the Chair of Governors, Headteacher and Subject Leader in conjunction with all staff during Subject Leader time and regular staff meetings. Following a rigorous monitoring schedule, along with lesson observations and professional discussions, teaching is thoroughly evaluated. New ideas, strategies, guidelines and updates from the Diocese are discussed with colleagues whenever the need arises or following professional development training. These opportunities enable staff to share effective practice/resources. Teaching resources are generally discussed on an individual basis.

10. EVALUATION OF LEARNING

Children are enabled to evaluate their own learning by:

- Using the Respond stage in each topic where the class teacher enables the children to recall and review work done throughout the topic by reviewing the big question.
- At the end of each topic, children decide which aspects of their learning are going to contribute to the end of topic liturgy.
- The use of pupil conferences where children have the opportunity to honestly and openly feedback their thoughts on learning and the curriculum.
- Monitoring learning through the evidence in books. Books are regularly checked by the Subject Leader against a range of criteria to ensure that children are: receiving a wealth of experiences, accessing interesting learning opportunities, being given meaningful feedback to develop their learning and having the chance to learn about other faiths.

11. PUPIL VOICE AND LEADERSHIP

There are a wide variety of ways in which pupil lead their own learning.

- In every lesson children are encouraged to ask questions to clarify thinking and to deepen understanding.
- Each week, a class leads the whole school worship in an assembly. The children contribute to the planning of their worship. The children choose scripture, write prayers and choose hymns. The children are included and involved in the whole process of planning and delivery of the worship.
- At the end of each 'Come and See' topic the children in each class prepare a liturgy as part of the respond element and to share and celebrate their new found learning. The children follow the format of: Gather, Word, Response, Mission and Go forth.
See appendix 5 Liturgy planning.
- The pupil chaplaincy team regularly lead assemblies and lead initiatives that develop pupils' knowledge of issues of social justice.
- Chaplains lead a 'Bible club' for Key Stage 1 each week.
- Chaplains support prayer and reflection within 'Prayer club' each week
- Pupil views are obtained annually by questionnaire. These views are used to inform and plan for future developments.
- At St Elizabeth's we encourage children to value 'service', one of our school values, and take an active role in the leadership of the Catholic Life of the school. We do this by giving opportunities for pupils to take on roles of responsibility in the school community such as: School Chaplains, School Councillor, Assembly monitors, Altar servers, Class monitors, Charity officers, Health and safety Officers, Junior Travel Officers, Pupil parliament representatives, Bible class leaders, Schola – liturgical singers and Sports ambassadors

12. STAFF DEVELOPMENT

Staff receive regular RE CPD in staff meetings where the RE lead shares resources, ideas and strategies for learning and monitoring outcomes. Staff who may need additional support or updating, are enrolled on the various Diocesan courses – Newly qualified, new to teaching in a Catholic Primary School, new to year groups etc. They also receive one to one support in planning and implementation of the curriculum from the RE lead.

All teaching staff attend termly joint schools' RE INSET and the annual Richmond Catholic Schools' RE INSET Day

As a staff (or in personal reflection time), we use the Come and See for yourself aspects of the planning to help focus on the teaching about to be covered and what that learning means on a personal and professional level.

Staff views are obtained annually. These views are used to inform and plan for future developments and future CPD.

13. STAFF/STUDENT INDUCTION

New teaching staff, TAs and students are asked to read this policy in order to become familiar with the expectations of a teacher in a Catholic School. The subject lead/Head teacher will give support and guidance to all new staff/students but especially to those who are not Catholic. Volunteers, who are predominantly parents and parishioners, during the induction process, are made aware of the importance of enhancing the Catholic ethos of the school.

14. STAFF COMMUNICATION

Staff meetings are used to distribute information, share Diocesan updates, discuss and evaluate planning, organize diary dates for new topics and whole school celebrations and collective worship. These meetings provide a forum to discuss concerns and share ideas, particularly those gained through in-service training. Dates for celebrations, Collective Worship and class assemblies are timetabled in at the beginning of each year by the subject leader and forwarded through email to all staff. The subject leader is always available to support any member of staff in relation to aspects of RE teaching, collective worship and the wider Catholic life of the school.

15. RESOURCES – TEACHING

General Resources are in the staff room/hall/corridor cupboards and are maintained by the subject leader. These include:

- Other faith boxes of artefacts – Judaism, Hinduism, Sikhism and Islam.
- A variety of posters.
- A Collective Worship box.
- Cloths and candles for worship.
- Class sets of Bibles that are age appropriate.
- Prayer books.
- Music CDs and PowerPoints of lyrics.
- Resources for assemblies

Resources for each class

These are stored in each class and are maintained by the class teacher. This includes a Collective Worship box for each class with a variety of resources/artefacts, age appropriate Bibles, a variety of prayer books and Old/New Testament Bible story books.

16. RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

- See policies and guidelines for Collective Worship and Relationship, Health and Sex Education.
- The Catholic nature of our school is interwoven into each curriculum area. Our school values and the RE curriculum drive our approaches to learning in all areas and particularly in the RSE and Health Education curriculum.

16. Links with Parents

Communication is important, as, for some children, school will provide their only experience of Church and Catholicism in practice. To involve and inform parents we incorporate the following methods:

- A weekly newsletter is sent out which includes a summary of the story and themes for the whole school collective worship. This contains details of dates for upcoming whole school celebrations, Parish/School events, charitable work or fundraising initiatives as well as celebrating the children who have received Values Awards.
- Class Curriculum overviews are emailed out at the start of each term and contain the RE topic overviews for parents to see.

- At all parents' meetings, each child's RE progress is discussed and shared.
- There is a Class Information Session held in early September for parents in each class when information about the RE curriculum for each year group is shared. An annual report to parents communicates priorities for RE for the year ahead and highlights of the previous year.
- An invitation to all Class Assemblies, Whole School Celebrations and School / parish Masses.
- There is a special meeting for the new intake parents in the Summer term during which the RE Subject Leader gives a brief description of the RE curriculum and Collective Worship.
- Parentmail online questionnaires survey parental views about RE and Catholic life
- Our wonderful and thriving PTA is involved in many aspects of the Catholic life of the school.

17. Links with the Parish

- St Elizabeth's School serves 4 parishes: St Elizabeth's in Richmond, Our Lady Queen of Peace in East Sheen, Our Lady of Loreto and St Winefride's in Kew and St Thomas Aquinas in Ham.
- There is excellent communication between school and the Parish Priests, who are regular visitors to celebrate Mass at school and attend community events.
- The parish priests support the RE curriculum by visiting classes to talk about the sacraments and vocation.
- The children visit the churches as part of the RE curriculum.
- The schools attends Masses in the parishes on holy days of obligation.
- The school staff supports the sacramental preparation of our pupils, assisting with communications and attending First Holy Communion Masses in the parishes.
- Children in school are regular altar servers at the weekend or special Masses.
- Children participate in the organisation of parish events such as a charity cinema night.
- The parish teams support the training and development of altar servers for school Masses.
- The school takes part in the annual Deanery Mass which involves all four parishes.
- The parish priests support staff CPD through staff INSET and regular advice and consultation.

18. SELF EVALUATION FORM (S.E.F)

See Appendix 4

19. RELIGIOUS EDUCATION DEVELOPMENT/ IMPROVEMENT PLAN 2019/2020– see Appendix 5

Our priority for Religious Education is for staff to become confident and familiar with using the End of Year descriptors when planning and assessing children's learning. A further priority is to make use of DRIVER words to direct learning and activities on the short term planning of the R.E. scheme and to incorporate these into everyday use with R.E. lessons.

Pupil leadership in Collective Worship is a focus for continued development this academic year – We aim to give more opportunities for the children in all year groups to plan and carry out Collective Worship in the forms of class liturgies and class assemblies.

20. EVALUATION OF RELIGIOUS EDUCATION POLICY

The Subject Leader will review this policy each year to ensure that it is current and reflective of our practice in school and submit the RE policy to the Curriculum, Standards and Pupil Progress Committee for agreement.

