

Sacred Heart Catholic Voluntary Academy

*“We believe that God’s spirit is at work in everyone in our community. We will provide an environment of hope, joy and fulfilment in which skills to fulfil God’s desires for us, as unique individuals, are cultivated.”*

*Religious Education Policy*

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| *Policy date* | *24/1/23* |  | *Kate Hayles, Headteacher* |  |
| *Policy review date* | *24/1/25* | *Edward Hayes, Chair of Governors* |  |



The principles underpinning the spiritual development of our children are based on the Gospel Values of justice, compassion, forgiveness, and reconciliation. Children learn to appreciate the love of God in their everyday lives and in the world about them. The life of the school is underpinned by the school’s Mission Statement, which is displayed in every classroom and is explored more deeply at the beginning of each new academic year. The school Mission statement is:

*“We believe that God’s spirit is at work in everyone in our community. We will provide an environment of hope, joy, and fulfilment in which the skills to fulfil God’s desires for us, as unique individuals, are cultivated.”*

The intent of this policy for Religious Education is to guide school practice to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development, and moral development.

1 Rationale

Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject; ‘The outcome of excellent 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.’ Religious Education Curriculum directory for Catholic Schools (CES 2012)

2 Our aims and objectives

At Sacred Heart, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

• An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation

• A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive discipline and worship

• A sense of belonging to and participating in a community

• A real understanding and practise of the Catholic Faith

Opportunities to develop understanding, respect and appreciation of other faiths.

• Familiarity with religious language, symbols, signs and gestures of worship and prayer

• A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional, and physiological growth.

3 The Religious Education Curriculum

Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (CES 2012). “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.” Catholic Bishops ‘Conference of England and Wales (May 2000)

4 The ‘Come and See’ Programme

This programme of study forms the basis of our scheme of work and teaching. It is developed through three themes: the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups.

During the Advent Term, a week is set aside to learn more about Judaism, which is another Abrahamic faith, and during the Pentecost Term, a further week is set aside to learn about another world faith, such as Islam, Hinduism, Sikhism and Buddhism. (In 2022 the second world faith was studied during the lengthy advent term).

In addition to the timetabled RE sessions and daily collective worship, Sacred Heart celebrates holy days, special feast days, key stage assemblies, class assemblies, hymn practice, liturgies, Adoration, class Masses and whole school Masses (with the exception of EYFS due to seating restrictions in church).

5 The Structure of Religious Education Teaching

This is delivered through a process recognised in the Catechism of the Catholic Church:

• By exploring their life experience to discover value and significance: EXPLORE (approx. 1 week)

• By hearing, understanding, and reflecting on the Christian message: REVEAL (approx. 2 weeks)

• By bringing it to mind, by celebrating and applying it: RESPOND (approx. 1 week)

6 Planning

We carry out the curriculum planning in RE in two phases: long-term and short-term. The long-term planning maps the RE topics studied in each term by each year group. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group, using the Come and See primary map. Weekly planning must outline specific learning objectives and expected outcomes linked to the ‘driver words’ suitable for each year group (Nottingham Diocese Education Service End of Year Expectations Document, 2019). Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

7 Time allocation

The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (May 2000). Therefore, all children will receive two and a half hours per week. This allocated curriculum time does not include forms of collective worship.

8 Early Years Foundation Stage

In EYFS classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children’s work to the objectives set out in the EYFS curriculum planning for children aged three to five. RE is included in ‘Understanding the World’ and ‘Personal, Social and Emotional Development’ areas of learning. Children complete a baseline assessment in recognising religious words, actions, and objects at the beginning of EYFS and at the end.

9 Assessment

Sacred Heart use the Nottingham Diocese Education Service End of Year Expectations Document (July, 2019) to assess children according to their year group expectations. Children are assessed against the ‘driver words’ applicable to their year group and are assessed in three strands: learning about religion, learning from religion, and forming an opinion about religion.

Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements.

The Education Service also set assessment tasks once per term to aid moderation.

Class trackers are reviewed termly by the RE subject lead and the Assistant Head for data during planning and book scrutinies and are used to inform termly pupil progress meetings with staff.

The class RE AfL book is used to record children’s achievement against the learning objective in each lesson and for each child. Next steps for the class or groups of children are identified.

Summative assessments are recorded and monitored using Target Tracker. This data may also be accessed by St Thomas Aquinas Multi-Academy Trust (CMAT). Children deemed to be making less-than-expected progress will be monitored more closely and teachers will be required to make a termly data-drop for these children.

A baseline assessment is carried out at the beginning of both Foundation 1 and 2 to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout EYFS, the teacher, and the school ‘add value’ (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of EYFS to demonstrate the gains in knowledge and understanding (value-added).

10 Marking and Feedback

When written work has been completed, exercise books are handed in at the end of the lesson and the teacher then analyses each child’s work. When reviewing work, the teacher will complete the AfL book, listing children in 3 distinct groups:

* 1 tick- children who need further help (Emerging)
* 2 ticks- children who understood the concept. (Expected)
* 3 ticks- children who performed particularly well (Exceeding)

As per the school’s marking and feedback policy, the learning objective at the top of the page receives either one, two or three ticks- see above. An area of the piece of work, which is to be celebrated is highlighted green and an area of development should be highlighted yellow. Any words related to RE or the topic which have been misspelt, should be corrected.

Pupils complete 4 to 6 pieces of work per topic. In KS 1 the expectation is 4 pieces and in KS 2 it is 4- 6. One piece is an extended write, and one is a ‘Scripture Detective’ opportunity.

In KS 2, art appreciation opportunities are created. Upper KS2 will take part in this type of activity more often.

11 Leadership, Monitoring and Review

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching by keeping them informed about current developments in RE and providing a strategic lead and direction for this subject. The RE subject leader will provide CPD opportunities for all staff where necessary and will lead RE staff meetings to ensure teachers are provided with current information and support in the planning, teaching and assessment of the subject.

The RE leader is to work closely with the Head Teacher and is to evaluate the strengths and weaknesses in RE which is then used to form an action and development plan for the next academic year. The quality of teaching and learning in RE is monitored and evaluated by the RE leader and Head teacher as part of the school’s agreed monitoring cycle.