



St Cecilia's Catholic Infant and Nursery School

RELIGIOUS EDUCATION POLICY

1. Mission Statement

St Cecilia's Infant and Nursery School strives to be a family community inspired by the teachings of Christ in which each individual is valued, nurtured and encouraged to reach their full potential.

2. (a) Rationale of Religious Education

"Catholics believe that Religious Education is not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life." (*Bishops' Conference of England and Wales, 1988*)

We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this.

(b) Aims and Objectives

The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school. Within this vision, religious education is very much a journey of formation involving every member of the school community, together with a pupil's family and parish community.

It is in this context that the three elements of religious education, catechesis and evangelisation, co-exist, providing mutual support and reinforcement.

For all children religious education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith religious education will be catechesis, and for some children and young people religious education will be evangelisation, the first opportunity to hear the good news of the gospel.

Curriculum religious education in Catholic schools aims to promote:

- knowledge and understanding of Catholic faith and life;*
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;*
- the skills required to engage in examination of and reflection upon religious belief and practice.*

The objectives of curriculum religious education in Catholic schools are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;*
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;*
- to encourage study, investigation and reflection by the pupils;*
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;*
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multifaith society.*

The outcome of religious education is religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

Religious Education Curriculum Directory for Catholic Schools

3. Religious Education in the Classroom

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

- (a) Implicit, or unstructured Religious Education - those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- (b) Explicit, or Curriculum Religious Education - those time -tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of this school to give 10% of the timetable.

4. Programmes of Study

To fulfil our Aims and Objectives we use the 'Come and See' programme. We are currently using the 'Come and See' topic Planning Sheets provided in the 'Come and See' manuals which are annotated by teachers.

5. The Process of Teaching

We adhere to the process recommended by the **Curriculum Directory** of Search, Revelation and Response, and use 'Come and See' to do this. 'Search' is contained in the Explore part of the process; 'Revelation' is in the Reveal section, and 'Response' in the Respond section.

6. Teaching Other Faiths

We adhere to recommendations made in 'Come and See' regarding the teaching of Other Faiths and Religions. Every Autumn term one week RE teaching time will be spent studying Judaism and either in the Spring or Summer term, whichever is the longest, one week RE teaching time will be focused on studying Islam or Hinduism.

Assessment, Recording and Reporting Religious Education

"The purpose of assessment, recording and reporting in religious education is to ensure effective learning, to celebrate growth and achievement and enable further progress."

Rationale

We recognise that assessment, recording and reporting are a natural part of teaching and are integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils, and the involvement of others as appropriate. They are the responsibility of all teachers.

We believe that assessment is at the heart of good teaching and does not require highly complex procedures. We further believe that the unnecessary recording of assessments can stifle the creativity of the teacher and thereby hamper the learning process.

We therefore acknowledge that our approach to the assessment, recording and reporting of religious education will be broad in character and will recognise the innate dignity and worth of each individual and follow Archdiocesan guidelines.

Practice

'The main purpose of assessment is to ensure effective learning, to celebrate growth and achievement and enable further progress.' NBRIA

Good assessment strategies will be rooted in effective planning. Evaluation of planning will inform informal and formal assessment. All planning will take account of the concepts, attitudes, skills and knowledge highlighted in the 'Religious Education Curriculum Directory for Catholic Schools' 2012.

When planning, the Driver words from the level descriptors will help structure tasks.

Teachers should plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. Every term children are assessed formally in AT1 – Learning about Religion with assessment tasks identified by the Archdiocese. Children are assessed in AT2 – Learning from Religion in an ongoing way.

Assessment also takes place through general observation, end of lesson reviews, and end of task reviews, marking and commenting on work.

Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning.

Moderation meetings should be held after each assessed theme to agree levels and ensure they are consistent across the school. Two examples of HA/AA/LA levelled work should be given to the Co-ordinator to build up a range of exemplars.

The Record of attainment should be updated after each formal assessment. Information gained from discussions, observations, class work and assessments should be used to find a 'best fit' level for the child. Recording will recognise the distinct nature of religious education.

Reports sent to parents should indicate progress and achievement against the theme using the language of the level descriptors from the Levels of Attainment. As it is the core subject in Catholic Schools, RE should appear as the first subject on the report.

The Role of the R.E. Co-ordinator

1. CURRICULUM DESIGN

- 1.1. Formulating a scheme of work and written Policy for the curriculum area.
- 1.2. Ensuring that the curriculum area reflects cross-curricular concerns such as multi-cultural issues, equal opportunity and personal and social education.
- 1.3. Organising the integration of information technology and computer assisted learning within the curriculum area.
- 1.4. Devising teaching and learning activities appropriate to the full ability range.
- 1.5. Fostering curriculum continuity, consistency, balance, match and progression.
- 1.6. Stimulating cross-curricular approaches.
- 1.7. Organising whole school themes/activities.
- 1.8. Contributing to the formation of the School Development Plan.

2. COMMUNICATION

- 2.1. Communicating effectively within the school.
- 2.2. Acting as consultant to colleagues.
- 2.3. Encouraging positive attitudes towards the curriculum area.
- 2.4. Informing newly appointed colleagues of school policy in the curriculum area.
- 2.5. Communicating with parents, governors and the parish community.
- 2.6. Liaising with the Diocesan R.E. Centre.
- 2.7. Liaising with other phases.

3. ASSESSMENT AND MONITORING

- 3.1. Assessment and evaluation of the curriculum area, ensuring consistency with the school's policy.
- 3.2. Monitoring standards with the curriculum area - with the help of the Portfolio.
- 3.3. Observing, on occasions, the teaching of the agreed curriculum.
- 3.4. Having oversight of and developing record keeping in liaison with the Assessment/Recording/Pupil Profiling co-ordinator.
- 3.5. Informing the Headteacher of standards and developments within the curriculum area.

4. RESOURCES

- 4.1. Evaluating existing resources
- 4.2. Managing the purchase and deployment of resources.

4.3. Budgeting efficiently.

5 PROFESSIONAL DEVELOPMENT

5.1. Arranging and organising school-based in-service activities.

5.2. Keeping up to date by personal reading.

5.3. Attending appropriate in-service courses and reporting back.

Policy Monitoring and Review

This policy is monitored by the Religious Education Co-ordinator, and is evaluated and reviewed by the governors and whole staff every two years.