St. Columba's Catholic Primary School

Recognising every person is precious to God, our vision is to provide an excellent Catholic Education

Religious Education Policy

Date of issue	Review date	Date ratified by LAC
1.3.22	1.3.24	

Mission Statement:
'Every person is precious to God.'

We at St Columba's Catholic Primary School believe that every person is precious to God. We strive to bring everyone in our school family closer to the heart of Jesus so that they can achieve their full potential. Through teaching, learning and personal reflection, we will encourage our school family to respect, support and co-operate with one another each and every day.

Rationale of Religious Education:

- The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ…In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.[1]

- Religious Education is a core subject in the Catholic school.

- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.[2]

- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of 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.[3]

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[1] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3
[2] Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9
[3] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

The Aims of Religious Education

1. To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. 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;
4. To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
5. To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
6. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
8. To bring clarity to the relationship between faith and life, and between faith and culture.[4]

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does ***not*** include Collective Worship.

Programme of Study:

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - *The Way the Truth and the Life programme* is used, as recommended by the Diocese of Leeds, alongside supplementary materials, to encourage our pupils to be actively involved in their learning and develop curiosity, creativity and independent thought.

The main themes from the programme are taught alongside our liturgical calendar which reflects the calendar of the Church. Teaching staff also look for further opportunities to deepen pupils' faith in all areas of the curriculum and through our Virtues.

Process

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

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[4] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.'[5]

Methodology

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'[6]

A variety of teaching and learning strategies are used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Planning is completed using the planning proforma based on the Diocesan template for each topic. Teachers use the 'New Expectations' and 'Interpreting the New Expectations' documents from the Diocese of Leeds to support planning, teaching and assessment.

Knowledge mats are given to the pupils at the start of each topic and outline the key knowledge, vocabulary and scripture that the pupils need to use in lessons in order to be successful.

'Creativity' is of high importance when delivering the RE curriculum. Creative strategies are evidenced in our pupils' books through a range of different methods such as QR codes and photographs.

Other Faiths

In order to enrich the Religious Education in the school, pupils will be given opportunities to develop an appropriate knowledge, understanding and respect for the religious beliefs of other faith communities. Every half term, a week is dedicated to learning about other faiths, for example Judaism, Hinduism, Sikhism and Islam (see appendix 1).

[5] *The Way, the Truth & the Life*, Teacher Book 4, CTS, 2004, p. 4
[6] *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.
- A pre-assessment is carried out at the beginning of each topic to establish pupils' starting points. Their progress and achievement is then reviewed at the end of a topic with the completion of a post assessment task.
- Summative assessment takes place at the end of each term. Children are deemed to be either WTS (working towards the expected standard), EXS (working at the expected standard) or GDS (working at greater depth standard). Staff arrive at these summative judgements based on formative assessment data collected during each topic. Staff record this summative assessment on Otrack each half term.
- Each teacher keeps a class RE folder which contains a sample of work which shows achievement of the RE expectations.
- The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities. The school portfolio of assessed samples of work is available for inspection.
- An in - house standardisation meeting is held every term.
- Monitoring of teaching and learning is completed through lesson observations, work scrutiny, pupil surveys, learning walks, moderation of R.E. work and analysis of assessment data.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress in Religious Education is discussed during half termly pupil progress meetings
- All written Religious Education will be marked in line with schools marking and feedback policy
- The RE leader reports to The Local Academy Council throughout the year to communicate highlights in RE data as well as other achievements in the subject. Any barriers to achievement are also noted as well as points for development in subsequent years.

Management of the subject.

Caroline Ramsden, the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

The Role of the Subject Leader for Religious Education

The Religious Education Leader will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, Parents/Carers and the Diocese of Leeds on matters relating to Religious Education
- Auditing, managing and developing resources within a given budget.

Right to Withdraw

Parents are permitted to request that their child is withdrawn from receiving all or part of religious education given at the school and any such request shall stand until such time that the parent's request is withdrawn. However, the school would hope for a dialogue with a parent who wishes to withdraw their child from religious education in order to understand the basis of the request and to explain the practical implications of such withdrawal.

Policy Review

Policy review. It is the responsibility of the Academy Council and Headteacher to ensure that this policy is implemented monitored, evaluated and reviewed regularly and updated every two years.

St Columba's Catholic Primary School – Other Faiths Overview

Appendix 1

	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Key Concept	**Special Days/ritual objects**	**Stories**	**Prayer/Home**	**Places of Worship**	**Holy Books**	**Beliefs and Festivals**	**Belongings and Values**
Autumn 1 **Buddhism**	**Wesak** **Theme:** We all celebrate **Learn about:** Wesak **Key Knowledge:** Wesak is important for Buddhist people	**The story of the Buddha - Siddhartha Gautama** **Theme:** Special stories **Learn about:** Siddhartha Gautama **Key Knowledge:** Siddhartha Gautama was Buddha.	**Shrines at home and meditation** **Theme:** prayer at home **Learn about:** meditation and shrines in the home **Key Knowledge:** Through meditation, Buddhists believe they can calm and clear the mind, making it peaceful.	**Temple** **Theme:** Special places **Learn about:** Buddhist temples **Key Knowledge:** Buddhists worship at shrines at home and in temples and in monasteries. Calm, peaceful and shady gardens are important areas in monasteries.	**The Tipitaka** **Theme:** Special books **Learn about:** The Tipitaka **Key Knowledge:** The Tipitaka contains Buddhist sayings and rules for Buddhist monks.	**The Four Noble Truths and Enlightenment** **Theme:** Key beliefs **Learn about:** The Four Noble Truths and Enlightenment **Key Knowledge:** Buddhists believe in a constant cycle of life and death, and that people will be reborn after they die unless they reach Enlightenment and reach *nirvana*	**The Eightfold Path** **Theme:** Ways of life **Learn about: The Eightfold Path** **Key Knowledge:** Siddhartha developed a way of life called **the Eightfold Path,** which meant his basic needs were catered for (food, clothing and shelter) but he did not look for any extra comforts. Buddhists still try to live according to the Eightfold Path.
Autumn 2 **Christianity/ Methodism**	**Aldersgate Sunday** **Theme:** God's love – sharing food **Learn about:** Celebrate the things God has given us. **Key Knowledge:** God loves us all and we should thank him. https://www.methodist.org.uk/our-faith/worship/singing-the-faith-	**Adam and Eve** **Theme:** important stories **Learn about:** Adam and Eve - making choices **Key Knowledge:** Adam and Eve did not listen to God and made the wrong choice.	**Prayer and Worship** **Theme:** prayer is important **Learn about:** Methodist worship **Key Knowledge:** Methodists live out their discipleship in four ways: worship, learning and caring, service and	**Methodist Church** **Theme:** special places **Learn about:** Methodist church – simple services **Key Knowledge:** Methodist churches vary in their style of worship during services. The emphasis is often on	**The Bible** **Theme:** Special books **Learn about:** The Bible **Key Knowledge:** For Methodists, the importance of the Bible is also shown by members of the church gathering in small groups during	**Importance of Salvation** **The "Four Alls"** **Theme:** Key beliefs **Learn about:** Importance of Salvation The "Four Alls" **Key Knowledge:** Methodists believe that all can be saved — no one is beyond	**Methodist Quadrilateral** **Theme:** Ways of life **Learn about:** Methodist Quadrilateral **Key Knowledge:** Methodist Quadrilateral is a fourfold approach to learning and living their faith: scripture,

St Columba's Catholic Primary School – Other Faiths Overview

Appendix 1

	plus/seasons-and-themes/special-sundays/aldersgate-sunday/		evangelism.	Bible reading and preaching.	the week to study it in an informal setting. The Bible is seen as a guide for life. Through reading and studying it Christians can mature in their faith.	God's love and all are equally made in the image of God.	tradition, reason and experience (the personal experience of God's grace in their lives).
Spring 1 **Hinduism**	**Diwali** **Theme:** We all celebrate **Learn about:** Diwali **Key Knowledge:** Diwali is important for Hindu people	**Krishna and Ganesh** **Raksha Bandan** **Theme:** Stories we enjoy **Learn about:** Krishna and Ganesh Raksha Bandan **Key Knowledge:** Shared stories bring people together	**Prayer at home** **Puja** **Theme:** Quiet times **Learn about:** Puja **Key Knowledge:** Prayer is part of Hindu life	**The Mandir** **Theme:** special places **Learn about:** The Mandir **Key Knowledge:** How Hindu people worship	**Vedas and Bhagavad-Gita** **Theme:** special books **Learn about:** The Mandir **Key Knowledge:** How Hindu people worship	**Brahman, belief in one God, pilgrimage** **Theme:** what is important to Hindus **Learn about:** Hindus belief in one God, pilgrimage **Key Knowledge:** Respect for the beliefs of Hindus	**Karma** **Theme:** Rules for life **Learn about:** Karma and Dharma **Key Knowledge:** Hindus care for creation
Spring 2 **Judaism**	**Hanukkah (Chanukah)** **The feast of the lights** **Theme:** There are special days **Learn about:** Hanukkah. The story of the oil lamp in the temple **Key Knowledge:** God cares for his people	**Abraham and Moses** **Theme:** We all have stories **Learn about:** Abraham and Moses, leaders of the Jewish people **Key Knowledge:** God led the Jewish people	**Shabbat** **Theme:** Families gather **Learn about:** Shabbat **Key Knowledge:** Shabbat is the day for God, the day of rest.	**The synagogue** **Theme:** There are special places **Learn about:** The synagogue **Key Knowledge:** The importance of the synagogue	**The Torah** **Theme:** Books are important **Learn about:** The Torah **Key Knowledge:** The importance of the Torah	**Pesach** **Theme:** There are times for remembering **Learn about:** Pesach **Key Knowledge:** God cares for his people.	**Yom Kippur** **Theme:** Making a new start **Learn about:** Yom Kippur **Key Knowledge:** The value of atonement

St Columba's Catholic Primary School – Other Faiths Overview

Appendix 1

Summer 1 **Islam**	**Prayer mats** **Theme:** Special objects **Learn about:** Prayer mats and the Qur'an **Key Knowledge:** What is special for Muslims	**Muhammed** **Theme:** Special stories **Learn about:** Muhammed **Key Knowledge:** Muhammed is special for Muslim people.	**Prayer at home** **Theme:** Quiet times **Learn about:** Prayer 5 times a day **Key Knowledge:** Prayer is important for Muslims.	**The mosque** **Theme:** Special buildings **Learn about:** Friday is a special day of prayer. Call to prayer**.** **Key Knowledge:** How Muslim people worship	**The Qur'an** **Theme:** Important books **Learn about:** The Qur'an. 99 beautiful names of God. **Key Knowledge:** The importance of the Qur'an to Muslims.	**Ramadan and Pilgrimage** **Theme:** special times. **Learn about:** Shahadah,Ramadan, Eid-ul-Fitr, Eid-ul-Adha, Hajj **Key Knowledge:** Respect for the special occasions for Muslims	**Guidance for Muslims** **Theme:** Guidance in life **Learn about:** The 5 pillars and Zakat **Key Knowledge:** What is important to Muslims
Summer 2 **Sikhism**	**Recognising Sikhs** **Theme:** special clothes and sharing **Learn about:** Sikh dress Prasad Diwali **Key Knowledge:** Sikhs share with everyone	**Guru Nanak** **Theme:** enjoying stories **Learn about:** Guru Nanak **Key Knowledge:** Guru Nanak was a wise teacher.	**Daily life** **Theme:** Our families **Learn about:** Sikh daily life **Key Knowledge:** Family life and prayer is important to Sikhs.	**Gurdwara, langar Amritsar** **Theme:** Welcoming people **Learn about:** The gurdwara **Key Knowledge:** Special places of worship for Sikhs	**Guru Granth Sahib** **Theme:** Important books **Learn about:** Guru Granth Sahib and the Gurus **Key Knowledge:** The guras guide and teach the Sikhs.	**Baisakhi, the Khalsa, Mool Mantra** **Theme:** Belonging to a group **Learn about:** The Khalsa. One God **Key Knowledge:** The Khalsa show the Sikhs commitment**.**	**Guidelines for living, sewa** **Theme:** Service to others **Learn about:** Commitment to service, sewa **Key Knowledge:** Sikh's concern for others