



St Anne's RC Primary

'We Grow Together in God's Love'

Religious Education Policy

Mission Statement:

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.
We Grow Together in God's Love.

Rationale of Religious Education:

- Religious Education is central to the educative mission of the Church. *'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*¹
- Religious Education is a core subject at St Anne's RC Primary 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

The Aims of Religious Education:

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

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

- 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;
- To raise pupils' awareness of the faith and traditions of other religious communities to develop respect and understanding;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- 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. This equates to 60 minutes in Nursery, 2 ¼ hours in Reception and KS1 and 2 ½ hours in KS2.

Implementation:

As the Directory states:

'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.'⁵

At St Anne's to fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ – '**The Way, The Truth and The Life**' programme is used as recommended by the Diocese.

The Way, the Truth and the Life programme incorporates the attainment targets determined by the Bishops' Conference.

Lessons are structured to cover:

- Attainment Target 1 (Learning ABOUT the Catholic faith) Beliefs & Teachings (what people believe), Practices and Lifestyles (what people do) and Expression & Language (how people express themselves)
- Attainment Target 2 (Learning FROM the Catholic faith) Identity & Experience (making sense of who we are), Meaning & Purpose (making sense of life) and Values & Commitments (making sense of right and wrong)
- Attainment Target 3 (Analysis and Evaluate) Be able to use sources, recognise diversity and make judgements

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

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

In each topic, pupils will cover elements from AT1, AT2 and AT3. These are set out in the form of specific WALTs and are listed at the start of each topic on the pupils' knowledge organisers.

There are six topics to be covered in each year group and each topic lasts for half a term.

TWTL overview.	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Nursery	God's Wonderful World	My Family	The Holy Family	Good Friends	New Life	Our Church Family
Reception	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	Our Church Family
Year One	God's Great Plan	Mary our Mother	Families and Celebrations	Following Jesus	The Resurrection	Miracles
Year Two	The Chosen People	Mysteries (The Trinity)	The Good News	The Mass	Eastertide	The Church is Born
Year Three	The Christian Family	Mary, Mother of God	Sacrament of Reconciliation	Celebrating the Mass	Celebrating Easter and Pentecost	Being a Christian
Year Four	The Bible	Trust in God	Jesus, the Teacher	Jesus, the Saviour	The Early Christians	The Church
Year Five	Creation	God's Covenants	Inspirational People	Reconciliation	Life in the Risen Jesus	Other Faiths
Year Six	The Kingdom of God	Justice	Exploring the Mass	Jesus, the Messiah	The Transforming Spirit	Called to Serve

Deeper Learning:

Lessons in 'The Way, the Truth and the Life' programme is specifically adapted at St Anne's to enable all pupils the opportunity to respond to a concept in a deeper way. Each lesson has a piece of scripture carefully selected to support the lesson and allow the pupils to personally reflect on words taken directly from the Bible thus emerging children in scripture. Each WALT includes a driver word which focus the children's learning and allows the children to reflect on their knowledge and beliefs. St Anne's curriculum has been sequenced to revisit previous learning and by using different skills (driver words) deepens the children understanding of a concept. For example: In year 1 children recognise the story of Pentecost whilst year 6 evaluate the contrasting beliefs about Jesus' Resurrection. The skills (driver words – taken from the Skills Guide in the Age Related Expectations Document) which are used are as follows:

Recognise
Retell
Describe
Making links/ connections
Understand
Explain
Construct Arguments
Making 'reasoned' judgements
Recognising diversity
Analyse
Interpret
Evaluate

Methodology:

A variety of creative lessons which draw on all areas of the curriculum allow children to reflect on their religious understanding and refine their skills.

Assessment:

Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference.

Formative Assessment is achieved through:

- Oral questioning in class
- Assessment of children's written work
- Teacher observations
- At the beginning of each new topic, pupils will complete a check-in task which assesses what knowledge the pupils already have about the topic; they will complete the same task at the end of the topic (checking out task) showing what knowledge they have attained.
- RE questions are included in our weekly and half-termly low-stakes retrieval quizzes.

Summative Assessment

- Children in EYFS are assessed through continual observation, recorded in their foundation Stage Profile.
- Each term the pupils will complete an assessment task that will inform the teacher's judgement and assessment within RE.

At the end of each unit, evidence collected from observations of lessons, assessment of pupil's books, formative assessment and summative assessments will be assessed to assist staff in forming an overall summative judgement in RE. This assessment will relate to the following school standards for each year group and are recorded on our INSIGHT tracking system each term:

- Working **well below** age related standards
- Working **below** age related standards
- **On track** to achieve age related standards
- Working **above** age related standards

This data is fed back to the RE lead who analyses both attainment and progress in Religion, as in other core subjects.

Monitoring and Reporting:

- Regular in-school book moderation
- Book moderation is also held with other Catholic schools at least once a year.
- Monitoring of teaching and learning in RE takes the form of one formal lesson observation per year and informal learning walks.
- Progress and achievement in Religious Education is reported to parents/carers at parents evening and in one written school report.

- The RE leader reports to governors, at least once a year, communicating highlights in RE data as well as other achievements in the subject throughout the year. Any barriers to achievement are also noted as well as points for development in subsequent years.

Inclusion and Equality:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background will have appropriate access to the Religious Education programme.

Additional support for the RE curriculum

Caritas in action and Caritas Ambassadors

St Anne's supports the RE curriculum with the teachings of social justice and the Universal Church via the Caritas in Action. We incorporate it into a relevant topic, theme week or RE. For example, Stewardship will be taught in the Plant Science topic in Nursery and Year 1; Family and the Community will be incorporated in the RE topic - The Christian Family in Year 3; Option for the Poor and Vulnerable will be delivered during Lent, when raising money for charities. Please refer to Appendix 1 for further information on how Caritas in Action has been timetabled through the year.

The various pupil groups and classes will promote catholic social teaching through whole school and class prayer and liturgies. Children who go above and beyond in their catholic social teaching are awarded the Caritas in action award.

World Religions:

All year groups, in St Anne's, will learn about one of the main world religions. By the time the children leave St Anne's, they will have learnt about Christianity, Judaism, Islam, Hinduism and Sikhism. (*See World Religions/Other faiths appendix 2*). There will be one week every term dedicated to the world religion each class is studying.

All the classes will have a chance to share some their learning experiences in an assembly, which will coincide with an important festival/celebration from the world faith which they are learning about.

Judaism and Islam are studied in greater depth in Year 5, Key Stage 2 as part of some of the topics covered in 'The Way, The Truth and the Life'.

Sacramental Programme:

There is a parish-school programme of preparation of children for their celebration of the Sacrament Reconciliation and the Eucharist. Home, school and parish work closely together to support the children in their journey in Faith.

Faith Community:

We aim to raise the awareness of the needs of others as well as provide support, enrich the curriculum, and broaden the experiences of our children. This is ongoing through:

- Fundraising for a range of charities
- Carol concerts for the elderly
- Food parcels for the community
- Christmas present appeal for our vulnerable families
- Hampers at Christmas and during Harvest for the vulnerable families in the community
- Assemblies and masses based on different themes throughout the year, which all parents and members of our Faith Community are invited
- Lenten and advent prayer bags which are taken home and shared with our families

Celebration of the human person

We take every opportunity to implement implicit and unstructured Religious Education as and when the opportunities arise, through leading by example and upholding Gospel values such as justice, dignity, honesty, forgiveness, tolerance and respect always.

We celebrate British values linked to Gospel values weekly as well as celebrating our stars of the week, culture champions, marvellous manners and friendship awards. Children are also encouraged to respond to Pope Francis message: "Dear young people, do not bury your talents, the gifts that God has given you. Do not be afraid to dream of great things." By sending in achievements outside of school for the St Anne's wall of fame.

Class Saints

Each class has a saint assigned to them. They find out about these Saints and what made them so special. If we are in school, they celebrate the Saint's Feast Day and do an assembly around their Saint, aiming to live their lives like this special person.

Class Charities

Each class has been assigned a class charity where the pupils must work together to think of ways in which they can raise awareness, money or goods for their charity.

Roles and Responsibilities:

Governors Role

It is the Governors' role to agree, monitor and review the policy. Monitoring takes place through;

- ❑ Visits to school by Governors. Also, annual monitoring visit to classrooms by curriculum committee, focus dependent on SDP priorities.
- ❑ Committee Meetings with regular reports to full governing body
- ❑ Headteacher Reports to Governing Body and presentations by subject leaders.

Headteacher's Role

- ❑ The Headteacher will take lead responsibility for the development, monitoring and implementation of the policy and reporting to the Governing Body.

- ❑ Monitoring will take place through classroom observation, scrutiny of books, discussion with staff and children and implementation of the Performance Management Policy.

Subject Leaders Role

- ❑ With the Head teacher, to share a role in the monitoring and evaluation of this policy throughout the school.
- ❑ To encourage, support and advise colleagues in the delivery of Religious Education.
- ❑ To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings, inform the Headteacher and colleagues of current standards and developments within Religious Education.
- ❑ To evaluate and update the Policy and Scheme and resources on a regular basis.
- ❑ To assist the Head teacher and Governors in the development of the School Improvement Plan.
- ❑ To work with the Headteacher to facilitate in-house moderation of pupils' books.
- ❑ To feedback to Governors on implementation and impact of RE
- ❑ To manage a budget to purchase in line with the school's needs.
- ❑ To support members of staff in the use of effective planning, assessment and recording systems.
- ❑ To maintain a high standard of RE teaching in their own classroom and ensure that RE keeps a high profile within the school.
- ❑ In consultation with the Headteacher, to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- ❑ Working with the Headteacher and colleagues, to undertake a regular review of Religious Education in line with the school development plan.
- ❑ To be familiar with the current inspection framework and to consult with the SLT to complete the CSED document.
- ❑ Promote the Catholic Life of the school.
- ❑ To keep up to date with changes to the Religious Education Curriculum Directory.

Role of Teachers and Teaching Assistants

- ❑ To work alongside subject leaders to implement this policy

Role of Laudato Si Group

- ❑ It is the role of the Laudato Si group to promote the message that Pope Francis explained in his encyclical 'Laudato Si' in 2015. In his letter Pope Francis implores us to work together to create a better world for future generations and asks us to make the necessary changes in our lives to take care of, respect and value our 'common home'. The Laudato Si group will aim to work together to educate all pupils and staff on how the actions of human being affect the 'common home' and work together to look after our home.

Role of St Anne's Ambassadors

- ❑ Help our school prepare for the celebration of Mass
- ❑ Lead the school in prayer and liturgy
- ❑ Ensure prayer areas around the school always look their best

- ❑ Be involved with planning celebration connected to the Liturgical Year.
- ❑ Lead liturgies during governors' meetings

Review

This policy is a working document and will be reviewed regularly in line with the SDP priorities.

Next review: Summer 2026

Appendix 1:

Caritas in Action overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Family and Community (RE: God's Family) Stewardship (Science: Plants)		Option for the Poor and Vulnerable (RE: Joy and Sorrow)		The Dignity of Work
Reception	Dignity of the Human Person (Science: Animals Including Humans)	Solidarity and the Common Good (RE: God's World)		Rights and Responsibilities (RE: Joy and Sorrow)		
Year 1	Dignity of the Human Person (RE: God's Great Plan)	Stewardship (Science: Plants)	Family and Community (RE: Families and Celebrations)			Solidarity and the Common Good (RE: Miracles)
Year 2	The Dignity of Work (The Big Green Week (25.9.23))		Rights and Responsibilities (mental Health Week)	Option for the Poor and Vulnerable (Do during Lent, when raising money for charities)		
Year 3	Family and the Community (RE: The Christian Family)		Rights and Responsibilities (mental Health Week)			
Year 4	Solidarity and the Common Good (Anti-bullying week)					
Year 5	Dignity of the Human person (RE: Gifts from God)				Stewardship (To coincide with Earth Day – 24 th April)	
Year 6	Solidarity and the Common Good (Anti-bullying week)	The Dignity of Work (RE: Justice)				

Appendix 2

World Religions

Year Group	World Faith Studied
Foundation Stage	Hinduism
Year 1	Islam
Year 2	Judaism
Year 3	Hinduism
Year 4	Islam
Year 5	Judaism/Islam
Year 6	Sikhism/Judaism

<u>St Anne's Other Faiths Curriculum</u>							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religion	Hinduism	Islam	Judaism	Hinduism	Islam	Islam/Judaism	Judaism/Sikhism
<u>Autumn Term</u> Week beginning - 13th November 2023	Divali (Hindu Festival) Diwali – festival of lights Sweets, rangoli patterns, Divas – lights show us the way 17/11/23	Place of worship : The Mosque – Friday call to prayer, how Muslims Worship WALT: To explain the key features in a Muslim's place of worship	Hanukkah (Jewish Festival) The Story of the Oil Lamp Potato latkes, Hanukkah lamps, Gather – God Always Cares for us BBC Schools 8/12/23 WALT: To name and explain a key Jewish festival.	Navaratri (Hindu Festival) (needs to be done week beginning 16th October) 20/10/23 WALT: To name and explain a key Hindu festival.	Holy Book: Qur'an – 99 beautiful names of God; the importance of the Qur'an for Muslims. WALT: To explain what the Muslim holy book is and how it is used.	Judaism - Place of worship: The Synagogue WALT: To recognise the features of a synagogue Holy Book: Torah WALT: To explain what the Jewish holy book is and how it is used.	Sikhism - Place of worship: Gurdwara - Langar, Amritsar WALT: To understand the significance of the Gurdwara. Holy Book: Guru Granth Sahib – the Guru's guide and teach the Sikhs. WALT: To recognise the importance of the Guru Granth

							Sahib for Sikhs
Spring Term Week beginning - 29 th January 2024	Place of worship: The Mandir – how Hindus worship	Own Special Objects Prayer Mat and Qur'an WALT: To describe the artefacts used in Islamic prayer.	Family Stories – Read God's Story 2 p18-21 God led the Jewish people to freedom WALT: Recognise how God helped his people (The Exodus) (Recap on Autumn 1 WALT)	Praying at home: Hindu home shrine, 5 daily duties WALT: To explain how Hindu's worship.	Ramadan (Muslim "Festival") Ramadan and Pilgrimage – Mecca and the Hajj 15/3/24 WALT: To understand the importance of Ramadan and Hajj.	5 Pillars of Islam; Zakat – Religious dues; Allah and creation. WALT: To recognise and explain the five pillars of Islam	Sikhism: Hola Mahalla (Sikhism Festival) 22/3/24 To name and explain a key Sikh festival.

<u>Summer Term</u> Week beginning - 1 st July 2024	Story of Ganesh/ Birth of Krishna/Rakhi 3622	Eid al-Fitr (Needs to be done the week beginning 10th June) 14/6/24 WALT: To name and explain a key Muslim festival.	Shabbat - God's special day; Shabbat blessings WALT: To understand the importance of the Sabbath to Jewish people.	Holy Books: Vedas and Bhagavad-Gita WALT: To know that Hindus have holy scriptures.	How Muslims Worship. What happens at birth? WALT: To describe how Muslims pray.	Passover (Jewish Festival) (Needs to be done the week beginning 22nd April) 26/4/24 WALT: To know about the celebration of Passover and what happens at this festival.	Sikhism - Baisakhi – 5Ks- symbols of faith. 4803, 672, 674, WALT: To understand the symbolism of the Five Ks Guidelines for living; Sikhs concern for the Earth; service to others. WALT: To describe some of the ways Sikhs show their religion is important to them Judaism - Yom Kippur – new start, atonement. Rosh Hashanah WALT: To understand the importance of Yom Kippur and Rosh Hashanah
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