



**Christ the King R.C. School**  
**Religious Education Policy - March 2018**

**Rationale:**

Our Mission Statement tells us that Christ the King Roman Catholic Primary School believes in providing an education through a curriculum that caters for all pupils. Therefore it is our aim to ensure that the school meets the needs of all children, taking account of gender, ethnicity, culture, language, sexual orientation, age, ability, disability and social circumstances. In a Catholic school Religious Education is central in the curriculum. It marks out a way of life distinctive to our school because it is based on the life and teachings of Jesus. We believe that the whole process of education, teaching and learning is a Holy Act - we are involved in God's work. Religious growth and development lie at the heart of our work. It is a life-long process: we are one part of the journey. It is a community process: we grow through our relationships with others.

***This Policy Links to our Child Protection Policy:***

*In our school we believe that our work should reflect our Mission Statement. The health, safety and well-being of all our children are of paramount importance to all adults who work in our community. Our children have the right to protection, regardless of age, ability, gender, ethnicity, culture, language, sexual orientation, disability and social circumstances. They have a right to be safe in our school and to be respected. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. Our teaching of personal, social and health education and citizenship, as part of the RE programme and National Curriculum helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach how to recognise different risks in different situations, and how to behave in response to them.*

**Principles of Religious Education:**

Religious Education is the core subject in our school. It requires 10% of the total teaching time available in addition to time given for collective worship. This means about half an hour in K.S.2 and about twenty five minutes in F.S. and K.S.1. daily. It can also be completed as an extended sessions if not done daily. It should have a clear place on the timetable of each class, showing either a morning or afternoon slot, depending on the age of the children. Religious Education is the specific professional task of each class teacher. It takes place within the ethos of our Catholic school. It shows concern for the truth and recognises the importance of worship in our school and of Catholic values, especially the need for love, prayer and forgiveness in our daily lives. Religious Education in our school promotes freedom, justice and respect.

It must be:

- as professionally prepared and delivered as other National Curriculum subjects;
- rooted in sound educational principles and using the best teaching methods;
- based on the experiences and needs of the children.

Partnership is vital - parents are the first and most important educators of their children. Our Parish families affirm our work and support our work in the Community. Our school is a vital support of the local community - it should be an asset both through education and pastoral care and provide opportunities for Spiritual and Moral development.

Each classroom has a specific area designated as a focus for worship and prayer.

**The chief tasks of R.E. are to:**

- *know, understand and appreciate* our Christian beliefs at their age, ability and stage of development;
- have a growing awareness of the spiritual, moral and religious dimension of life as expressed in the Christian tradition;
- develop a growing awareness and understanding of other people's faith;

- let Gospel Values deepen their personal faith and commitment and to respect the views of others;
- experience a living community of prayer and worship;
- have the opportunity to participate in a Catholic way of life.
- In FS and KS1 there is a **Prayer Council** and in KS2 there is a **Chaplaincy Team**. Both help to develop and run the prayer life, spirituality and Catholic ethos of the school.

### Aims of Religious Education

Our Catholic school operates from a philosophy that all people are gifts from God. We aim to create a community where each child feels loved, confident and secure - a basic religious need that helps their belief in God to grow.

### R.E. should:

- help children develop knowledge and understanding of our Catholic way of life so that they can come to their own beliefs while respecting the beliefs of others;
- be systematic, allowing progression and continuity through the primary years;
- address the needs of all children in our school;
- be suited to the age and development of the children;
- be sensitive to the religious background and experience of each child;
- help children in their own search for meaning and purpose in life;
- help us to look at aspects of life, which provoke fundamental questions about beliefs and values;
- be made known and discussed with parents, governors and clergy;
- be reviewed and evaluated regularly.
- support disadvantaged pupils through Chaplaincy

### Concepts, skills and attitudes in R.E. should:

- foster feelings of awe, delight, joy, mystery and a sense of ritual;
- develop the awareness of the whole child, enhancing skills and feelings that in turn help us to understand religious ideas;
- provide knowledge through stories of the lives of important and holy people as well as through the use of sacred and secular stories that can also sometimes be related to their own lives and experience;
- give opportunities to experience Celebration in a range of ways, which helps children to raise questions about life.
- be able to retell, explain, make links and analyse scripture and relate the meaning to their own lives

### Spiritual, Moral, Social and Cultural Development:

Children encounter spiritual experiences through work in R.E. in a variety of ways:

- by giving children opportunities to experience awe and wonder;
- by encountering stillness in a special place or religious building;
- through the stillness of **Christian Meditation**. This happens in every classroom after lunch and children have the opportunity to meditate as a class. The length of the meditation is suited to the age and development of the children;
- by exploring their own thoughts, feelings and responses.

R.E. offers many opportunities for examining moral issues:

- by exploring the moral codes which underpin social behaviour;
- by examining the motives for actions and exploring the basis of decision making;
- by using Bible stories with strong moral themes.

R.E. provides opportunities for social development through:

- enabling children to recognise differences and learn to apply this understanding to social situations;
- fostering tolerance, fairness, respect, self-understanding and enquiry;

- children learning to see themselves as members of a Community and putting behaviour patterns into perspective. This is further developed through the use of the Chaplaincy team and Prayer council

Children learn through R.E. that religious belief is an integral part of culture:

- that Harvest, Christmas, Easter are a major part of British culture;
- that through exploring a variety of Religious festivals, children can build an understanding of cultural diversity.

### The R.E. Programme

We approach the teaching of Religious Education through the themes presented in the 'Come and See' Scheme of Work, a national programme promoted by the Bishops of England and Wales. Each block of work lasts for 4-5 weeks and there are different elements to cover each week. We also use the themes from 'Come and See' for collective worship. We have a whole school plan which means we all focus on the same themes. When we come together as a worshipping community we can then celebrate a theme as a whole school or as a Key Stage. Each year we cover nine themes from 'Come and See' in our R.E. lessons and our collective worship. Each theme begins with the life experience of the children. It develops into appropriate religious concepts leading us to deepen our knowledge and understanding of our Christian faith. It is rooted firmly in good catechesis and covers the doctrinal elements of the Catholic faith tradition that is important for children.

### The Organisation and Planning of R.E.:

Our whole school approach sets out the themes to be covered each term. In each Key Stage there are planning meetings when the programme for the next term is planned in detail.

### Assessment, Recording and Reporting

Assessment in R.E. is concerned with the learning objectives of each theme in relation to knowledge, concepts, skills and attitudes. We use What, Why and How, as well as 'I can' statements, in lessons to make clear to the children their learning objectives. We use the "Hexham and Newcastle I can' grids to help with this. Marking of the children's work is positive and encouraging, and we use a formal quality marking procedure, where time is given for quality feedback with the child to ensure next steps. Work Scrutiny takes place on a Friday where SLT monitor the books and marking of children's work, as well as take learning walks, lesson observations and give targeted feedback. The Chaplaincy Team are often involved in this and give their own feedback through their own staff meetings to teachers.

We do not assess personal faith, feelings, beliefs and values. As teachers, we make judgements only on what has been taught in R.E. lessons. We can give concrete examples of what children have achieved and experienced.

| <u>Objectives</u> | <u>Concepts</u>  | <u>Skills</u> | <u>Knowledge</u>   | <u>Attitudes</u>               |
|-------------------|------------------|---------------|--|--------------------------------|
|                   |                  |               | <b>Can the children</b>  | <b>self-worth</b>              |
| To develop        | an understanding | communicating | answer/ask questions   | <b>awareness</b>               |
| To explore        | awe and wonder   | imagining     | retell story/ situation  | <b>sensitivity</b>             |
| To deepen         | creation         | organising    | use resources to aid understanding   | <b>appreciation</b>            |
| To learn          | family/community | studying      | share knowledge<br>investigating in<br>assemblies/class<br>liturgies/discussions etc | <b>willingness<br/>empathy</b> |
| To enable         | symbol           | reflecting    | apply knowledge in different situations  | <b>respect</b>                 |
| To discover       | gospel           | Observing     | relate knowledge to everyday life  | <b>co-operation</b>            |
|                   |                  | Interpreting  | see the relevance for today  | <b>curiosity</b>               |

|  |  |            |   |  |
|--|--|------------|---|--|
|  |  | evaluating | use art/drama/music<br>dance/prayer/<br>literacy skills to share<br>knowledge |  |
|  |  |            | reflect on the knowledge<br>they have gained in end<br>of theme assessments   |  |

**Assessment procedures should:**

- recognise the unique contribution of each child;
- recognise and evaluate skills and capabilities;
- celebrate the success of each child;
- encourage active learning;
- recognise our aims for R.E. and assess the effectiveness of teaching styles and strategies;
- promote collaborative learning and good communication.
- Challenge each child

Throughout each theme we review, through written and oral assessments, what has been taught and what children have learned- We use the "Hexham and Newcastle I can' grids to help with this. Both teachers and children comment on the learning. At the end of each theme, class teachers complete an assessment of each child, assessing both AT1 (learning about RE) and AT2 (learning from RE). These are given to the R.E. subject leader and copies are placed on the network. Teachers are also asked to complete 1 levelled piece of extended writing/example of work for each topic, which is then added to the RE subject leader's writing portfolio. At the end of each academic year, class teachers give the levels of each child for each R.E. theme studied during the year (9 themes) to the subject leader and copies are given to the children's next teacher.

In the academic year 2015/2016 we introduced a new assessment tool (classroom monitor) to enhance assessment of RE. The teachers use this to give an overall RE level and these are passed onto the RE Subject Leader.

Annual reports to parents include an assessment of their work covered in R.E. The Governors receive an annual update on R.E. in the school.

**Collective Worship:**

Liturgy and worship are powerful means of teaching and learning about God and our Catholic/Christian way of life. It is a whole school responsibility as collective worship is at the centre of our school's daily life. It is the gathering together of our school community to learn about and praise God. It enables us to express feelings of respect and concern for ourselves, for others, for our local community and our world as a gift from God. Collective worship has the potential to unite the whole school community and to promote the spiritual, moral, social and cultural development of every child. It is a gradual process which must take account of their stage of personal, social and religious development.

Worship is organised as a class, a Key Stage and on a whole school basis and it is led by children, staff and visitors. Chaplaincy team take an active part (with prayer council) in preparing and taking part in Worship. The spiritual, social, moral and cultural welfare of all our children is important to us as a school community.

**Aims:**

We aim through worship

- to educate our children about the Catholic way of life;
- to raise awareness of belonging to a community committed to serving and caring for each other, God and our environment;
- to create an atmosphere in which all children are invited to explore issues for themselves;
- to reflect and learn from their own experiences and the experiences of others;
- to develop sensitivity and a sense of awe, wonder and mystery for God's world;
- to share what is meaningful and significant in our lives;
- to share common concerns and responsibilities;
- to develop positive attitudes and values;

- to acknowledge the equality of all people in God's sight.
- to hear and share the good news of the Gospel

### **Our Daily Act of Worship:**

**Monday**- Class Liturgy or Gospel Worship Assembly on **Wednesday**, based on the Gospel of the previous Sunday in Foundation Stage, Key Stages 1 and 2. Followed up by the Wednesday Word. RB children will often access in the Resource Base instead of Assembly setting, as and when appropriate.

**Tuesday to Friday** - Key Stage Acts of Worship, including a celebration Golden Assembly on a Friday

We use a variety of media to support our worship - prayer, silence, song, story, mime, drama, music, poetry, art, PowerPoint's and DVDs. It takes place through class assemblies as well as adult-led worship time. Collective worship is timetabled and is usually held in the morning. The children take responsibility for preparing the space, arranging the seating, mats etc, looking after the music and the overhead projector. They act as ministers of welcome, showing children to their place and are involved in the worship. We use quiet music as a sign that God's people are gathering to have a time to think and to pray. We encourage peace to mark this as a special time for all in our day. We plan and record our worship on planning sheets, which are kept in the F.S./K.S. 1 and 2 Worship files. We have our chapel which is always open for private or group prayer- the profile of the Chapel is raised particularly during Lent, when the Chaplaincy Team use it to lead Christian meditation.. We also have Christian Meditation 3 times a week as well as the opportunity to spend time with the Blessed Sacrament in the chapel on a termly basis. Our previous Parish Priest and Chaplaincy team helped to monitor this and we will now work on this with the new Parish priest (joined Sept 17). We also had Termly Breakfast Masses (with previous Parish priest) where parents, parishioners and children are invited to a condensed Mass before school. This will now be developed with the new Parish Priest. Each class also has set times each day for prayer - at the start of the day, at lunch time and at the end of the day

### **R.E. links with other subjects:**

**British Values:** At Christ the King, we are fully committed to promoting British values in line with the Department of Education (DfE) recommendations and the requirements of the Equalities Act 2010 to keep children safe and prepare them for life in modern Britain. We welcome the DfE's focus on strengthening the 'spiritual, moral, social and cultural (SMSC) standard' by actively promoting the 'fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010' (Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of Different Faiths and Beliefs). We have a British Values Statement on our Website.

**Literacy:** R.E. contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Bible stories and other texts used in R.E. lessons encourage discussion and promote the skills of speaking and listening as well as reading comprehension. The children record their responses to work in R.E. in a variety of ways to develop their writing ability. We are developing high standards of presentation across the school through the introduction of cursive handwriting and this is also promoted in the children's R.E. work.

### **Education for Personal Relationships (E.P.R.) and P.S.H.E**

There are close links between R.E, E.P.R and P.S.H.E There is a focus in E.P.R. lessons on the teaching in The Good News and there are specific links in the Programme of Work used in E.P.R. As a School a new programme of work was introduced in the academic year of 15/16 called 'Journey in Love'. An aspect of the mystery of love is treated in each year group; children and young people are encouraged to marvel at the wonder and beauty of God's creative love. This is reflected through a series of suggested, progressive and developmental tasks, activities and reflections which focus on physical, social, emotional, intellectual and spiritual development. This SOW should be used as a springboard to aid planning, and does not have to be followed rigidly. The teacher must think about making it appropriate to the needs of the class as would be done with any other topic e.g. RE-Come and See. This E.P.R Scheme of Work takes place for Two weeks in term 6 with a parents evening (delivered by the RE and PSHE subject leaders) in Term 5 to ensure all parents understand

the aim of the programme. There is separate E.P.R policy outlining the aims in more detail. P.S.H.E also has a separate policy.

### **Computing**

The use of computing can enhance R.E., where appropriate, in both key stages. For some of the themes covered, the children can select and analyse information, using the Internet and CD-ROMs, for example, if studying the life of a Saint or investigating the meaning of certain symbols. In each classroom there is a Smartboard which teachers can use in a variety of ways in the teaching of R.E. Each classroom has a digital camera which is used to record drama, dance, artwork, music in R.E. lessons as well as class and school liturgies.

### **Special Needs Provision (SEND)**

R.E. is taught to all our children, regardless of ability. Teachers provide learning opportunities matched to the individual needs of children, taking into account the targets in each child's individual learning plan. When assessing each child's progress in R.E., a range of factors is used - classroom organisation, teaching materials, teaching style, ways of recording work, differentiation - to ensure teaching is matched to the needs of each child.

### **Resources**

Each classroom has R.E. resources to help with lessons, class liturgies, assemblies and other occasions. Each classroom has a special place for their prayer table and the special basket which has a statue or icon of Our Lady, cloth for class liturgies and special services, candles and class prayer books. There is also a collection of videos, DVDs and RE resources in the teacher's cupboard and mop up room.

### **Monitoring and Evaluating:**

- we observe children's general attitude to Worship, their level of interest and involvement;
- we take note of classroom feedback and follow up from children through quality marking;
- we look for the effect on the quality of relationships within our school;
- we monitor the effect on our school ethos.

In each academic year there are various workshare sessions during which the children's work, teachers' planning and assessment files are viewed. Every Friday is a Monitoring and Scrutiny day, where books as well as planning and assessment are looked at. Work of the week (introduced Feb 18) is also displayed for parents to see. A parents are invited to the weekly celebration assembly.

Each class has a Class Learning Journey Book which shows progress during the year in each subject. Lesson observations and classroom visits are undertaken by the Head Teacher/ SLT and the R.E. subject leader. The RE subject leader collects in data after each topic as mentioned previously in 'Assessment Procedures'. This is used to assess progression across the school and implement relevant training for staff.

|  |                   |                          |                   |
|--|-------------------|--------------------------|-------------------|
| Update in consultation with teaching staff:        | November 2016     | Next Review Date:        | November 2018     |
| Discussed by Governing Body:                       | November 2016     |                          |                   |
| <b>Update in consultation with teaching staff:</b> | <b>March 2018</b> | <b>Next Review Date:</b> | <b>March 2020</b> |
| <b>Discussed by Governing Body:</b>                | <b>_____ 2018</b> |                          |                   |

*I am the Lord, your God,  
the Holy One of Israel, your Saviour.  
You are precious in my eyes.  
You are honoured and I love you. (Isaiah)*