



# **St. Francis Catholic Primary School Bradford**

## **Curriculum Policy No.1 - RE**

**Together we are exploring our special gifts; together  
we are growing closer to God.**

### **Background:**

This policy was drawn up in January 2011 and confirmed at the Governors Meeting in March 2011.

### **Rationale:**

This policy was agreed in order to:

- ensure that the teaching of Religious Education is in accordance with our Mission Statement
- ensure that Religious Education is never simply one subject among many, but the foundation of the entire educational process
- ensure that Religious Education is one of the core subjects in St Francis Catholic school
- ensure Religious Education is planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

## **Policy Statement:**

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.

## **Aims / Purposes**

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

## **Organisation / Planning:**

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

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 throughout the school. Teachers are now encouraged to teach more creatively, use ideas from the RE today training and CAFOD training to make lessons more exciting and relevant to the children.

### **AT2**

In every unit teachers will incorporate a 'wonder lesson' into planning which will help to assess levels in AT2, this should be assessed and taught through discussion. Each classroom will have a wonder wall or box to show evidence of certain work.

### **Other Faiths**

Every term one whole week's RE teaching time will be spent studying another World Faith (including Judaism, Islam and Sikhism). Each class has been given a faith to study so that children will leave school with a good knowledge of the six main faiths. These will be taught in a cross curricular approach including other subjects such as creative development, Literacy and PSHCE.

### Mini Vinnies

A small group of children meet each week as part of the mini vinnies group. The children share prayer and responses to scripture. They also discuss how they can make a positive difference and develop their faith together.

## Early Years Foundation Stage (EYFS):

In the Foundation Stage our aim is to help children grow in the awareness that God loves each one of us, that we need to learn to love him and that we show our love for him by helping one another. Children will need constant help to relate what they are learning to their own lives. There will be opportunities to help them understand what it means to be part of a family and that we all belong to God's family. Incidents in the daily life of the classroom and playground will provide opportunities for children to experience the love and care of adults. They will then be able to help children to understand that God is our Father in heaven and to think about what this means for us. We will start with the children's experience, explore it, build on it and then connect it to the religious content.

The Syllabus used incorporates two attainment targets: learning about the Catholic faith (AT1) and learning from Catholic faith (AT2). These are set out in the form of Early Learning Goals and Stepping Stones.

## Key Stage One and Two

In both Key Stage One and Two we seek to provide a religious education, which is a comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of the church, the central beliefs that Catholics hold and the relationship between faith and life; in a way which encourages investigation and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to Gods call in everyday life.

In the words of the Curriculum Directory, the outcome of Catholic 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'.

The Syllabus used, again incorporates two attainment targets: learning about the Catholic faith (AT1) and learning from Catholic faith (AT2).

## Links to other Subjects:

Links to other subjects are made wherever possible, using cross curricular ideas as much as possible. ICT should be incorporated wherever possible in the syllabus.

## **Homework:**

RE homework will be set by the class teacher when appropriate. Refer to the homework policy for further details.

## **Resources:**

All teachers will have appropriate resources for good teaching and learning. Some resources will be centrally located. The resources found in the RE programme may be used and added to by staff.

## **Assessment and Record Keeping:**

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops Conference.
- Each teacher uses the driver words to gain assessment of the different levels in RE.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities.
- An in - house moderation meeting is held regularly.
- The school portfolio of assessed samples of work is available for inspection.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

## **Inclusion :**

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

Children with special educational needs are addressed in accordance with the Local Offer/SEND policy. Children with learning difficulties work at their own level and are integrated as far as possible into whole class work through differentiation and targeted support. All children have access to quality first teaching.

Children who show particular interest and ability are encouraged to develop their own lines of enquiry.

## **Equal Opportunities:**

The teaching of Religious Education will support equal opportunities as expressed in our Mission Statement.

Children from backgrounds of other faiths are included in Religious Education lessons and their beliefs are respected and explored through Religious Education teaching.

## **Health and Safety:**

In Religious Education lessons Health and Safety procedures are followed, especially if leaving the school for educational visits and to join in worship at church.

## **Roles and Responsibilities:**

The RE subject manager is responsible for:

### **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 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. Team.
- 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 will be carried out annually by the subject manager as part of the process of subject review. Information from the review will be fed back to SLT, teaching staff and the School Improvement Committee.

## **Review Record:**

<b>Date of Review:</b>	<b>Action:</b>	<b>Initials:</b>
<b>January 2011</b>	<b>SK updated policy</b>	<b>SK</b>
<b>May 2012</b>	<b>SK updated policy</b>	<b>SK</b>
<b>March 2013</b>	<b>DC updated policy</b>	<b>DC</b>
<b>February 2014</b>	<b>JT updated policy</b>	<b>JT</b>
<b>January 2015</b>	<b>JT updated policy</b>	<b>JT</b>
<b>January 2016</b>	<b>JT updated policy</b>	<b>JT</b>

## Appendix 1 RE Overview of Foundation and KS1 syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	F1 God's World	F2 God's Family	F3 Getting to know Jesus	F4 Sorrow & Joy	F5 New Life	F6 Church
Year 1	1.1 God's Great Plan	1.2 Mary, Mother of God	1.3 Families & Celebrations	1.4 Following Jesus	1.5 Resurrection	1.6 Miracles
Year 2	2.1 Chosen People	2.2 Mysteries	2.3 The Good News	2.4 The Mass	2.5 Eastertide	2.6 Birth of the Church

### Appendix 2 RE Overview of KS2 syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	3.1 The Christian Family	3.2 Mary, Our Mother	3.3 Called to change	3.4 Eucharist	3.5 Celebrating Easter & Pentecost	3.6 Being a Christian
Year 4	4.1 The Bible	4.2 Trust in God	4.3 Jesus, the Teacher	4.4 Jesus, the Saviour	4.5 The Mission of the Church	4.6 Belonging to the Church
Year 5	5.1 Gifts from God	5.2 The Commandments	5.3 Inspiration al People	5.4 Reconciliation	5.5 Life in the Risen Jesus	5.6 People of Other Faiths
Year 6	6.1 The Kingdom of God	6.2 Justice	6.3 Jesus, the Bread of Life	6.4 Jesus, Son of God	6.5 The Work of the Apostles	6.6 Called to Serve