



St. Patrick's Catholic Primary School

Religious Education Policy

*'Belonging, caring and sharing,
safe in the arms of God's love.'*

| Written by | Updated |
|--|---------------|
| Senior leadership team and Curriculum leader for RE | November 2024 |



Intent

As a Catholic Academy, Religious Education and faith formation are at the heart of our school curriculum.

At St. Patrick's School, developing the Catholicism and spirituality of our pupils is central to all we do and Religious Education is a vital part of this journey. We are members of the Body of Christ and members of a Christian Community and recognise that we are all at different stages of our faith journey. Therefore, through our Religious Education program and the way we use Christ's teaching within every aspect of our school and lives, we can develop a deep understanding of our faith which will help us to love and serve God in our daily lives, both now and in the future.

Our aims for Religious Education will be to enrich the lives of the children in the;

- Love of God for everyone and everything He has created.
- Understanding of the Good News of the Lord, to enable them to respond to His love.
- Teaching of the Catholic faith and how their lives should be shaped by their beliefs and values.
- Growth of faith by relating the Gospels to their lives and levels of understanding.
- Development of worship and prayer, allowing children to take a leading role.
- Awareness and respect of other Christian faiths, world faiths and cultures.
- Standards to be high and children to be challenged in their understanding so that they can deepen this.

We feel that the best way to achieve these aims is a three way process involving the Home, School and Parish. We endeavour to make these links wherever possible, acknowledging that the foundation of Religious Education is presented to children from a very wide range of backgrounds and commitment to the faith.

Based upon the varied backgrounds and experience of Church and Religious Education, we tailor our programme to meet the needs of all pupils.

Whilst we are first and foremost a Catholic School with a strong mission and vision statement, we do support other religious backgrounds within our school, focussing on the similarities within the beliefs and celebrating the differences.



Implementation

To ensure continuity and progression within St. Patrick's School, we have adopted the 'Come and See' Religious Education programme for primary schools. This is published by Rejoice Publications with the authority of the Department for Catholic Education.

This programme is used throughout school from The Foundation Stage to Year Six, and we ensure 2.25 hours in KS1 and 2.5 hours in KS2 of our curriculum time is spent teaching R.E, fulfilling the Bishop's requirement (minimum 10% of total teaching time). Within each topic, there should be:

- In KS1 – at least 4 recorded pieces of work
- In KS2 – at least 6 recorded pieces of work

As stipulated, this time does not include time for collective worship and hymn practice.

For full details of the programme, please refer to the 'Come and See' folders, what follows is a brief summary as described in the programme.

Central to the programme are three basic questions and the three Christian beliefs that are the Church's response in faith.

- Where do I come from? Life- Creation
- Who am I? Dignity- Incarnation
- Why am I here? Purpose – Redemption

These three doctrines of Creation, Incarnation and Redemption express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (Creation); who makes all holy (Incarnation) and whose purpose is to draw all man and women into one, universal family of God (Redemption). These questions concern the mystery of life, its dignity and purpose and are part of the Christian person's search for meaning in life which finds its response in the life of faith. In 'Come and See' these big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church (CCC) which drew its strength and inspiration from that council.

Come and See is developed through three themes, based on the documents of the Second Vatican Council, which are gradually explored each time in greater depth. They are **Church**, **Sacrament** and **Christian Living**.

The basic question-belief for each season time is explored through three kinds of themes:

- Community of faith – Church
- Celebration and ritual – Sacraments



- Way of life – Christian living

The themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

Church

- Autumn – Domestic Church
- Spring – Local Church
- Summer – Universal Church

Sacramental

- Autumn – Baptism, Confirmation, Ordination and Marriage
- Spring – Eucharist
- Summer – Reconciliation and Anointing of the Sick

Christian Living

- Autumn – Advent and Christmas
- Spring – Lent and Easter
- Summer- Pentecost

Each theme is explored through different topics in each age group. The programme takes account of the ages and stages of development of pupils and allows the teachers to deliver the lessons at a level appropriate to the development and understanding of the children.

During each of the topics, the threefold process of Come and See is used; that of Explore, Reveal and Respond.

Other world faiths

Throughout the year other world faiths are taught. In Advent term 2, **Judaism** is taught across the whole school. The whole school teach the other world faith at the same time.

In Pentecost 2 there is a rolling three-year programme

Year A – Islam Year B – Hinduism Year C – Sikhism. Throughout each year group a different aspect of the world faith is taught (see below)

| | |
|--------|-----------------------------|
| EYFS | Special days/ritual objects |
| Year 1 | Stories |
| Year 2 | Prayer/home |
| Year 3 | Place for worship |



| | |
|--------|-----------------------|
| Year 4 | Holy Books |
| Year 5 | Beliefs and festivals |
| Year 6 | Belonging and values |

A Typical RE Lesson

At St Patricks, RE lessons are treated with reverence. There is a consistent lesson structure used across the school. All lessons begin in prayer and then with a wonder moment. This is to something to help the children 'wonder': a quote, image, a painting or piece of Scripture. Teacher support this through asking questions using the 5 W's (Who, what, where, when, why) and How.

During the Explore lesson, a Pre Learning takes place and the Big Question for that topic shared and discussed. In Key Stage One and two a knowledge organiser is provided to all pupils, which they will explore and refer to throughout the topic. Key vocab and scripture from this is displayed in class.

In each Reveal lesson, the children are reminded of the current RE topic and the Big Question. This provides teachers with the opportunity to recap on the previous lesson/lessons. When recapping, teachers should encourage children to refer to the head, heart and/or cloud. Children record the date and learning intention. The main body of the lesson follows. In order to support pupils to achieve the task independently, Steps to Success are shared. At the end of the lesson, pupils have an opportunity to reflect on their learning by sharing or recording what they know, think or feel, referring back to the topic's Big Question.

In Response to the topic, pupils will complete a Post Learning in which they will demonstrate their further understanding of the topic and how this relates to their own lives and the lives of fellow Christians. This is in the format of the head, heart and cloud.

Assessment, Recording and Reporting

St Patrick's uses the "Levels of Attainment in R.E. for Catholic Schools" by the National Board of Religious Inspectors and Advisers and the "End of Year Expectations" produced by The Diocese of Nottingham (Appendix 1)

To assess teachers use driver words in learning intentions and assess the general ability of the child throughout the term, as a teacher judgement. Teachers must submit levels for each child at the end of Advent and Pentecost term as part of their data submission. This will clearly identify if children are emerging, developing, expected or at greater depth within a year group. This must demonstrate the ability the child is working at within the two identified attainment targets:



- AT1 – Knowledge and Understanding of Religion (learning about Religion- content.)
- AT2 – Reflection and meaning (learning from Religion- skills.)

On a yearly basis, work is moderated within school to ensure that levelling is accurate across all classes. In addition to this, work is also moderated with other schools of the Diocese to ensure that our levels match those of all schools and that our expectations of the children are the same across the Diocese.

Other aspects of Religious Education during the year

At St. Patrick's School, we do take into account the different seasons celebrated in the Church's Liturgical Year. This partly takes place in lessons, but it also focussed on in our liturgies, collective worship, assemblies and other activities during the year.

Areas covered in the academic year:

- Harvest Celebration
- Advent preparation for Christmas
- Lenten preparation for Easter (including a Lenten service which the parents and parishioners are invited to attend)
- Important feast day celebrations, including that of our school Patron Saint, Saint Patrick, and our CMAT Patron Saint, Our Lady of Lourdes

Quite a number of the topics within the 'Come and See' lend themselves to some of the above and can and are incorporated at the appropriate times.

Home- School-Parish links.

We warmly welcome opportunities for parents to be involved with the Religious Education we provide for the children, and for us to assist parents in the difficult responsibility they have in encouragement and guidance, through their example, for their children to nurture and grown on their faith journey.

All parents receive a letter at the start of the term informing them of the topics their child will be learning about in Religious Education. In addition to this, they are also invited to celebrate their child's learning in R.E. as part of our 'Celebration of Learning' assemblies and at 'Come and See' assemblies.

We also welcome opportunities where we can join with parishioners and other groups and where we can invite them to join us. We work hard to foster such links and organise a number of opportunities throughout the year:



- Masses in school
- Celebration of the word
- Come and see assemblies
- Lent and Advent services
- Parents and Grandparents help in School
- Parents help on educational visits
- Christmas concerts and Nativities
- Sports Days
- Harvest auctions and fundraisers
- Mini Markets and Summer Fair
- Word of the Week events and activities
- Parish Ambassadors

Displays and Prayer areas

Within each classroom, there is a display of the current R.E topic. This should include a range of children's work as well as key words and questions to promote thought. These displays are monitored by the R.E Subject Leader, the Headteacher and the Chaplaincy Team. As part of this display, each class has the big question displayed, this is used within each topic to display key ideas, vocabulary, questions of wonder and any additional teaching or learning required to enhance the topic.

In the hall and throughout school, there are many religious displays to which the children across the school contribute. One of these is the central spiritual theme for the school year, which shapes the school's vision for the academic and liturgical year and culminates in a banner for the departing year six class.

Impact

Our curriculum has ambition for high achievement of all pupils, irrespective of background and starting point.

The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress.

Progress is measured through the use of post learning challenges at the end of each unit of learning.

Outcomes at the end of both Key Stage One and Two are a useful indicator of pupils' learning and one which supports staff in measuring the impact of the school's curriculum. However,



at St. Patrick's School, we continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and the use of internal assessments.

SEND Provision

Religious Education is an integral part of our lives at St. Patrick's School. We are all members of the Body of Christ and members of a Christian Community and recognise that we are all at different stages of our faith journey. Therefore, wherever necessary, we ensure that Religious Education is differentiated or supported, so that all can access the curriculum. Careful consideration is taken to remove any barriers to learning. The Religious content should therefore be at the core of all lessons, ensuring that all children can access the religious content at an appropriate level.

Roles and Responsibilities

The Headteacher and RE Subject Leader share the responsibility for the leadership of the Religious Education curriculum and delegates responsibility to key staff:

The R.E. Subject Leader should:

- Keep informed of religious issues and inform and support colleagues
- Maintain resources - update and order when appropriate
- Ensure delivery of R.E. is taking place in line with the school policy through lesson observations, monitoring planning, monitoring the Catholic life of the school and monitoring children's work.
- Attend termly Diocesan R.E Subject Leader days, as well as other related courses and training
- Lead INSET and staff meetings
- Ensure the Diocesan termly newsletter is sent to parents
- Moderate work within school and with other schools to ensure assessment and levelling is accurate
- Monitor displays in classes and around school
- Support staff in the planning and delivery of the 'Come and See' programme, providing and booking relevant and regular CPD to enrich and consolidate this.

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. Where possible, and supported by the R.E. Subject Leader, they plan collaboratively, to ensure parity across the year group.

The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.

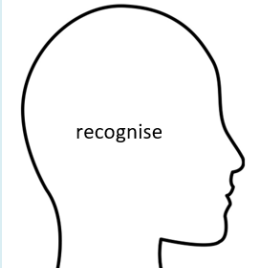


Governors monitor the success of the curriculum at whole Governing Body meetings through the Headteacher's report and reports from subject leaders.

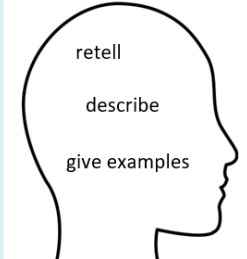

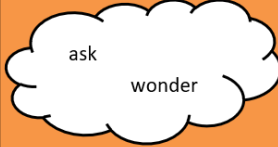
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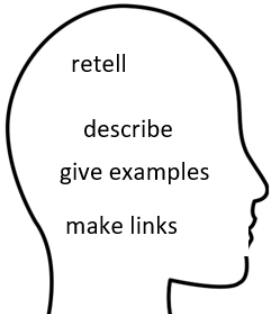

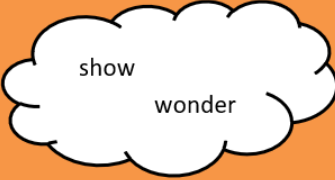
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Appendix 1

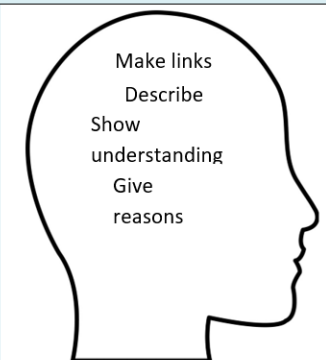
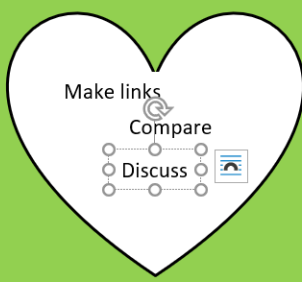
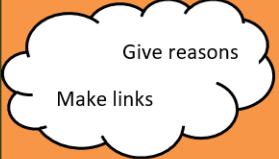
| Year Group | AT1 | AT2 |
|------------------|---|--|
| End of FS2 (ELG) | <ul style="list-style-type: none"> The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs. (C&L) (i) They are also able to demonstrate understanding when talking with others about what they have read. (L) (ii) They are able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories. (EAD) (iii) | <ul style="list-style-type: none"> The pupil is able to talk about how they and others show feelings, talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable. (PSED)(i) They can also know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW)(ii) |
| FS1 (30-50 mths) | <ul style="list-style-type: none"> The pupil is able to listen to religious stories with increasing attention and recall. (L) (i) In relation to RE topics, they can recognise and describe special times or events for family and friends. (UTW) (ii) They can capture religious experiences and respond by using a range of media. (EAD) (iii) | <ul style="list-style-type: none"> The pupil is aware of their own feelings and knows that some actions and words can hurt others. (PSED) (i) They learn new religious vocabulary, reflecting the breadth of their experiences. (C&L) (ii) |

| Year Group | AT1 | AT2 | AT3 |
|-------------------------|---|--|---|
| In Year 1 this means... | <ul style="list-style-type: none"> The pupil is able to recognise some key elements of religious stories and the people in them. Children are also beginning to recognise many religious signs and symbols and use some religious words and phrases. The children are able to recognise that people act in a certain way because of their religion. | <ul style="list-style-type: none"> The child is able to talk about many of the things that they have done and how these made them feel. The children can also reflect upon some things they wonder about and talk about these. | <ul style="list-style-type: none"> Listen to a point of view. Wonder and Talk about some prayers and hymns. |
| Driver Words |  |  |  |

| Year Group | AT1 | AT2 | AT3 |
|-------------------------|--|--|--|
| In Year 2 this means... | <ul style="list-style-type: none"> The pupil is able to <i>retell accurately</i> many <u>key elements</u> from stories within the Old and New Testament using their own words about special people, places and events. (i) The pupil is able to <i>describe</i> <u>many</u> religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. during Baptism – anointing with oil, white shawl, candle) The pupil is able to <i>describe</i> and give <u>many</u> examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities) <p>Live it out</p> | <ul style="list-style-type: none"> The pupil is able to ask and answer <u>some</u> questions about how certain experiences make them and others feel <u>and say why they feel that way</u>. (i) The pupil can ask somebody why they are wondering about something. <u>They can also say what they wonder about God and Jesus</u>. (ii) | <ul style="list-style-type: none"> <u>Listen and respond</u> to a point of view. <u>Ask and respond</u> to questions about sources (prayers, hymns and scripture stories). |
| Driver Words |  |  |  |

| Year Group | AT1 | AT2 | AT3 |
|-------------------------|--|---|---|
| In Year 3 this means... | <ul style="list-style-type: none"> The pupil is able to use their own words to accurately <i>retell</i> stories about religious events and people and has begun to <i>link</i> some of these religious beliefs. (i) <p>Make links</p> <ul style="list-style-type: none"> They are also able to <i>describe</i> most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) <p>Give reasons</p> <ul style="list-style-type: none"> They are able to <i>describe</i> and <i>give examples</i> of many ways that people with religious beliefs behave in their everyday lives and <i>give some reasons</i> for their actions. (iii) <p>Live it out</p> | <ul style="list-style-type: none"> The pupil is able to share with and question others about the things that have happened to them and <i>talk about</i> how their and others' behaviour is influenced by what they feel or believe (i) They can speak to and question others about things that cause them to <i>wonder</i>, knowing that some questions have no clear answers and they can also <i>compare some</i> of their own and other people's ideas about such questions. (ii) | <ul style="list-style-type: none"> Express a point of view and begin to <i>give reason</i> for it. <u>Make a link</u> to a source that supports a point of view. Begin to express a preference |
| Driver Words |  |  |  |

| Year Group | AT1 | AT2 | AT3 |
|-------------------------|--|--|---|
| In Year 4 this means... | <ul style="list-style-type: none"> The pupil can <i>make links</i> between <u>many</u> religious stories and people they have shared/learned about and beliefs. (i) <p>Make links</p> <ul style="list-style-type: none"> The pupil can use a developing religious vocabulary to <i>give reasons</i> for <u>many</u> religious actions and symbols. (ii) <p>Give reasons</p> <ul style="list-style-type: none"> <i>Give religious reasons</i> for <u>many</u> actions by believers (iii) <p>Live it out</p> | <ul style="list-style-type: none"> The pupil can <i>make some links</i> to show how feelings and beliefs affect their behaviour and that of others. (i) The pupil is able to <i>compare most</i> of their own and other people's ideas about questions that are difficult to answer (ii) | <ul style="list-style-type: none"> Express a point of view and <i>give</i> some reasons for it. <u>Make a link</u> to some sources that support a point of view. <u>Express a preference</u> and give some reasons for it. |

| Year Group | AT1 | AT2 | AT3 |
|-------------------------|--|---|---|
| In Year 5 this means... | <ul style="list-style-type: none"> The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to <i>describe</i> them to <i>show understanding</i>. <p>Make links</p> <ul style="list-style-type: none"> The pupil can use a developing religious vocabulary to <i>give reasons</i> for most religious actions and symbols, within different liturgies. <p>Give reasons</p> <ul style="list-style-type: none"> The pupil can <i>give religious reasons</i> for most actions by believers and begin to show how they shape <u>believers</u> lives. <p>Live it out</p> | <ul style="list-style-type: none"> The pupil can make many links to show how feelings and beliefs affect their behaviour and that of others and begin to <i>show how</i> own and others' decisions are informed by beliefs and values. The pupil is able to <i>compare most</i> of their own and other people's ideas about questions that are difficult to answer. The pupil begins to <i>engage in discussion</i> about questions of life, in light of religious teaching. | <ul style="list-style-type: none"> Express a point of view and give many reasons for it. Make a link to many sources that support a point of view. Begin to arrive at judgements. |
| Driver Words |  |  |  |

| Year Group | AT1 | AT2 | AT3 |
|-------------------------|---|---|---|
| In Year 6 this means... | <ul style="list-style-type: none"> The pupil can describe & show understanding of <u>some religious sources</u> beliefs, ideas, feelings & experiences, making links between them. (i) | <ul style="list-style-type: none"> The pupil can confidently <i>show how their own and others' decisions are</i> | <ul style="list-style-type: none"> Express different points of view. Use sources to support |