



St John Fisher Catholic Voluntary Academy

Religious Education Policy



**Guided by Jesus' love and example, we use our
gifts to grow, pray and learn as a community;
united in faith.**

For I know the plans I have for you; plans to give you hope and a future – Jeremiah 29:11



The Gospel values of justice, compassion, forgiveness and reconciliation underpin the spiritual development of our children. Through their learning and everyday experiences, our children learn to appreciate the love God has for each and every one of us and the world around us. We are seeking for our children to walk hand in hand with God, and to live out their faith every day by following our Mission Statement. We want our children to learn more about and appreciate the Catholic faith regardless of gender, cultural background or ability.

Our Aims

To develop the children's

- Knowledge and understanding of Catholic faith and life
- Knowledge and understanding of the response of faith to questions about human life, its origin and purpose.
- Skills to enable them to ponder, question, understand and reflect on religious beliefs and practice
- A spiritual and personal relationship with God, through learning and their experiences of prayer
- Develop positive attitudes of respect for themselves and our wider multicultural, multi-faith society and the world God has given stewardship of.
- Develop an awareness of their own spiritual and moral responsibility and how this guides them in everyday life.

Learning and Teaching

Curriculum Religious Education has as its outcome:

“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.”

Bishops Conference of England and Wales

Religious Education is at the heart of the school's curriculum. The broad areas it covers are God's self-revelation, Church, Celebration and Life in Christ. It is accorded the same status and taught with the same rigour as the core subjects of the National Curriculum.

Religious Education is developed and resourced with the same commitment as any other subject. In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

The content of the RE Curriculum derives from the Come and See Programme, the church's liturgical year, local, national and international events and children's personal interests.



Starting each topic with the “**Big Question**”, the learning is led by a question for each lesson. These questions are thematic and written to support the children’s cumulative learning within the topic and to previous learning, to enable to answer the Big Question. Each question has a response, which clearly states the Driver Words that children need to apply to their learning to achieve the learning outcomes. Teachers introduce new concepts, model, support guided work, facilitate challenge within lessons to build upon knowledge, skills and experiences which enable children to make connections and link ideas and areas of learning.

Each lesson begins with a reflective moment through prayer, song or scripture. At the end of each lesson, children are asked to reflect on their own learning and the content of the lesson- we do this using head, hear, cloud. Head, heart cloud is a strategy that enables children to reflect on AT1, AT2 and AT3 driver words. At the end of each topic, children prepare a Collective Worship, linked to their topic, which is celebrated as a class or shared with their key stage group.

Expectations are high. Children are encouraged to develop as resilient, reflective, resourceful learners who have strong, positive relationships with others.

Feedback is ongoing verbally during each lesson. Teachers write feedback each week. This feedback reflects on how children have responded to the lesson question, highlighting the driver words that have been applied and encouraging children to reflect through head, heart, cloud.

Planning

The Curriculum Directory for Catholic schools is used to guide and inform the teaching of Religious Education. It guides the structure of the Come and See programme, used for planning and informs the process of each topic, opened up through; Explore, Reveal and Respond.

With the **Big Question**, as a starting point, teachers prepare a sequence of questions. Each lesson is planned using **Driver Words** which match end of year expectations for that class. Lessons are then planned to equip all our children to respond personally to the **Big Question** at the end of the topic. These include a variety of learning and teaching strategies, including Scripture Detectives, modelling, guided work adapted appropriately to the needs and learning styles of pupils.

RE and Inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language through appropriate differentiation. We enable all children to have access to the full range of activities involved in religious education.



Assessment

Religious Education is assessed in accordance with the newly revised Levels of Attainment in Religious Education in Catholic Schools and Colleges approved by the Bishops' Conference of England and Wales. We use the Primary Religious Education- End of Year Expectations document published in July 2019.

Children are encouraged to evaluate their own progress at the end of each unit of work using Topic Response sheets, children record their new knowledge, ideas, thoughts and further wonders where thoughts, ideas and answers to the 'Big Question' for each topic are recorded.

End of Year Expectations are recorded at the front of each pupils' book and displayed in classrooms. These are separated into three main themes: AT1 (learning about religion, 'the head,'); AT2 (learning from religion, 'the heart,'); and AT3 (the thought bubble; wonderment, further questions, opportunities to ponder).

Termly assessment takes place using the Assessment Task set by the Diocese as a guide which is recorded in RE Assessment books. These are assessed by the class teacher and moderated both as a whole school team and by the RE subject leader. Assessment books remain with the children throughout their time in school. The RE Subject Leader also attends Diocesan moderation events to support, strengthen and verify assessments at a wider Diocesan level. Records of the work moderation and discussion notes are kept and filed.

Termly summative data is collected and recorded on the online assessment system Insight, in line with all assessment information in SRSCMAT.

On entry to school, all children in Reception are assessed using a baseline, this assessment is recorded on Insight. The baseline is reassessed each term and data entered. From September 2020, all children new to school in other year groups will also be assessed using a baseline. This baseline will help us ensure that children have key knowledge to access learning within their year group.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the School Leadership Team, supported by the RE Subject Leader. The role of the RE Subject Leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The RE Subject Leader informs the wider Leadership Team of an evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement.

The RE Subject Leader has regular management time in order to review evidence of the children's work, update development plans and work alongside teachers to support and evaluate learning and teaching across the school.



Pupil progress meetings are held three times a year. These discussions are between class teachers, RE Subject Leader and a member of SLT.

Book Looks are carried out on a termly basis. All members of staff are part of this process. This enables judgements to be made both about standards and children's ability to access and relate learning to everyday life.

Children, staff and parents are also asked to complete questionnaires and feedback forms regularly regarding various elements of RE in the school. The outcomes of these are analysed and used to drive standards in RE forward. Lesson observations of religious education teaching across the school are made by members of the Senior Leadership Team.

Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year. News about school life and related events are communicated regularly through parental newsletters.

Staff training ensures this process of monitoring and review is effective, therefore maintaining high standards in learning and teaching. A CPD plan in line with the School Improvement Plan is put into place annually according to the school, staff and children's needs.

Encounter, Discipleship and Missionary Discipleship

As outlined in the Bishops letter in November 2018, a spiritual foundation for the school put firmly in place from this date and beyond is three-fold: ENCOUNTER, DISCIPLESHIP and MISSIONARY DISCIPLESHIP.

ENCOUNTER: The school aims to endeavour to allow people of all ages in our parishes and schools to discover, or discover more deeply, the importance of a personal ENCOUNTER with Christ; so that they can become convinced that they are each loved by God and are invited to grow in their relationship with him. Opportunities are also sought and utilised to weave this in naturally into the teachings of the Come and See programme. All Assessment Booklet and classroom and school displays feature this three-fold vision.

DISCIPLESHIP: Due to the personal encounter with Christ, the school community is encouraged to hear and respond to His invitation to be DISCIPLES, to follow Him more closely, and to seek to serve Him generously in our daily lives. This is achieved by emphasising the opportunity for discipleship within the Come and See programme and in everyday life in all we see, do, act, feel, hear and say.

MISSIONARY DISCIPLESHIP: The school encourages faith-filled, joyful and outward-looking Christians who are growing in confidence to speak humbly of the difference that knowing Christ makes to our lives, and who bear witness to His love in our service of our brothers and sisters, especially those most in need. Opportunities to 'put our faith into action' are provided frequently during the school



year in line with the school's fundraising calendar along with other opportunities which may naturally arise.

The themes of 'Encounter' will be explored during Advent and Christmas, 'Discipleship' during Lent, and 'Missionary Discipleship' from Easter to Pentecost. These themes are woven meaningfully into Come and See curriculum topics, liturgies, school events and Catholic Life of the school.

The God Who Speaks

"We declare to you what was from the beginning, what we have heard, what we have seen with our eyes, what we have looked at and touched with our hands, concerning the word of life." 1 John 1:1

The hard launch of the celebration of the God Who Speaks was launched in St John Fisher for the whole school, following its official launch on the first Sunday of Advent. During the year, school will be further celebrating, living and sharing God's word with his new scripture initiative. It will be used in school as an opportunity to enrich current practice further and to develop and explore new ways of responding to 'The God Who Speaks.' The Bible shows us how to understand the world, how we are called to live and relate to each other and all Reception children received a free Bible which will be distributed donated by NRCDES.

World Faiths

The school recognises that children live in a multi-cultural, multi-faith society. In this context children are introduced to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome, children grow in appreciation and tolerance of different convictions and beliefs and develop into global citizens of respect and acceptance of diversity.

When the Christian understanding of a topic has been explored, the experience of another major world faith tradition is considered as and when it is appropriate. One week within the Advent term each year is dedicated to the teaching of Judaism. This occurs after the second Come and See topic. A further week is dedicated to the teaching of another religion in the Pentecost term, namely, Islam or Sikhism.

World Faith teaching at SJF							
All year groups teaching the same World Faith on a rolling programme							
Year Group	R	1	2	3	4	5	6
Advent Term	Judaism	Judaism	Judaism	Judaism	Judaism	Judaism	Judaism



Pentecost Term 2021	Islam	Islam	Islam	Islam	Islam	Islam	Islam
Pentecost Term 2022	Sikhism	Sikhism	Sikhism	Sikhism	Sikhism	Sikhism	Sikhism

Personal, social and health education (PHSE), Citizenship and Sex Education.

Through our Mission Statement and our Religious Education lessons, along with other areas of the curriculum, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, the children engage with issues such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multi-cultural and multi-faith society. RHSE is taught throughout the school using the Journey in Love scheme and additional resources. (see RHSE Policy)

Prayers

Prayer is used throughout the day in all classes and are part of every RE lesson. Children learn traditional prayers which are printed the children's home diary in order that parent can support their children in learning these prayers. The children also experience different forms of prayer. Further details can be found in St John Fisher's Collective Worship policy.

Policy review

This policy is reviewed every three years by the RE Subject Leader and the Head Teacher. The scheduled review date for this policy is July 2022.

Signed by:

Angelina Brett

May 2021

Headteacher

Date:

Patricia Hurd

**Chair of
Governors**

May 2021

Date: