

# **St. Monica's RC Primary School**

## **RE Policy**

### **Mission Statement**

Here at St. Monica's, we recognise that we are all cherished members of God's Family. We love and care for one another, and trust God to guide us in all we do and say. By learning together, we aim to achieve and working together, we will succeed.

### **Intent**

The purpose of Religious Education at St. Monica's School is to nurture the Catholic Faith, and its teachings, in our children. By helping them to live this faith, we hope to encourage our children to develop a better relationship with God and others around them.

Central to our ethos are the opportunities for prayer and worship which lie at the heart of our faith. We will endeavour to promote and encourage these at every level, together with the skills and attitudes necessary to live out the Christian message in the modern world.

Religious Education (R.E) and the teaching of the Word of God is at the centre of the Catholic life of our school. It also promotes pupils' cultural, mental, emotional, spiritual and physical development and prepares children for the opportunities and responsibilities that are to come. This should be in the context of a moral and ethical Christian framework.

R.E is a core subject at St Monica's School. It is delivered mainly through the religious education programme '*Come and See*' supplemented by Caritas in Action, Building the Kingdom and Big Questions. We believe that all aspects of R.E should be woven into the whole fabric of school life. We also encourage links with home, the Parish Church, the local community and other subject areas, especially PSHE and SMSC.

We recognise that everyone at St Monica's School: staff, children and parents are on their own personal journey of faith.

- To provide staff and children with the knowledge, understanding and awareness of the Catholic faith and its beliefs.
- To ensure that religious education is integrated into all aspects of school life.
- To enable staff and children to communicate with God through prayer and scripture.
- To enable staff and children to develop their spirituality.
- To help staff and children to explore and express their sense of awe and wonder at the world God has created.
- To help staff and children grow in awareness of themselves and to develop a positive attitude to their own emotions, life, and learning.
- To enable staff and children to grow in their awareness and respect of others and to develop relationships in a secure and supportive environment.
- To become aware of issues involving justice and the rights of the individual.
- To encourage staff and children to respect those holding different beliefs.
- Develop the staff and children's involvement in the preparation of Catholic celebrations as they progress through the school.
- To recognise the important contribution that everybody in the school makes.
- Maintain strong links with the parish of St. Monica, Flixton and the Diocese of Salford.

## **Implementation**

R.E is a core subject and should cover 10% of the curriculum. This can be carried out in several shorter sessions throughout the week or in longer sessions. Dependent on age and ability, children should be given frequent opportunities to produce longer pieces of written work. The time spent on curriculum RE does not include time spent in collective worship.

All aspects of the Religious Education Curriculum Directory (2012 edition) are covered by the use of Salford Diocese's recommended scheme of work The Way, The Truth and The Life. (Appendix 2)

## **Teaching and Learning**

Teaching and learning of religious education is central to all aspects of school life and learning. The pupils will have opportunities to expand their knowledge, understanding, and skills through a wide range of teaching methods, including, but not limited to, direct teaching, collaboration, and discussion.

## **The Curriculum**

To ensure all aspects (Revelation, The Church, Celebration, The Life of Christ) of the RECD are covered by all children throughout the school, the curriculum is planned over a two year cycle. When modules are taught out of sequence, planning and activities are adapted to suit the needs of the class. (Appendix 1)

## **Other Faiths**

We will develop the children's knowledge of other faiths and willingness to empathise with people who hold beliefs that are different to our own. During Foundation Stage and Key Stage One pupils are given the opportunity to experience major festivals of other faiths. In Key Stage Two pupils will have the opportunity to study the faiths of Judaism, Islam, Sikhism, Hinduism and Buddhism in more detail and celebrate similarities with the Catholic Faith.

## **Cross Curricular Links**

Our RE curriculum is an inclusive and wide ranging programme of study which enables the teaching of R.E. through all other aspects of the curriculum. Curriculum maps indicate where cross-curriculum links are made.

## **Inclusion**

We believe that all children are entitled to equal access to the R.E Curriculum. Children with special educational needs, those that require extra support to achieve national targets and those with exceptional ability, will be identified through assessment and tracking. All children should be allowed to express themselves according to their ability. All work should be valued. Staff should be aware of children's various cultural, social, and ethnic backgrounds and be sensitive in their approach and the use of materials.

## **Equal Opportunities**

We believe that all children are entitled to equal access to all areas of the curriculum regardless of gender, race or disability. All children are encouraged to express themselves according to their ability.

## **The Role of the Subject Leader**

It is the subject leader's responsibility to ensure:

- Development, monitoring and evaluation of whole-school policy.
- Colleagues are supported in the teaching of Religious Education.
- Continued professional development is available for all colleagues of all faiths.
- Appropriate systems are in place for the assessment of RE.
- The school is aware of developments, through establishing links with fellow RE co-ordinators, schools and the Diocese.
- Resources are developed and maintained.
- Smooth organisation of the programme for Collective Acts of Worship, including assemblies, prayer services and Masses.
- To liaise with the Governing Body regarding developments in R.E.

## **The Role of Governors**

- To ensure that there is a named linked governor for RE.
- To liaise with the coordinator.
- To monitor the policy and provision for Religious Education.
- For a nominated link Governor to access appropriate training.

## **The Role of the Class Teacher**

- To ensure that planning is in place.
- To differentiate teaching/lessons as is appropriate.
- To take responsibility for proper respectful use of religious resources and artefacts.
- To take initiative in regards their CPD in this area of the curriculum.

## **Involvement of Parents**

Our school recognises parents and carers as the first educators of their children and sees the involvement of the school as being an ongoing partnership with parents. They are made to feel that they have an important part to play in teaching their children about the beliefs and traditions of the Catholic faith as well as helping their children to develop a personal faith. We encourage parents and carers to be involved by inviting them into school and church for special celebrations, assemblies etc. We also encourage parents to support faith life of our school through joining in whole school initiatives and events.

## **Impact**

Assessment in Come and See is related to the concepts, skills and attitudes developed through the exploration of themes and learning outcomes for each unit of study. Assessment establishes what the pupils know, understands and can do, through observation and tasks. It does not assess faith or the practice of faith.

Assessment takes place on a termly basis based on the units covered in each term. Attainment data is recorded on the school online tracking system. RE attainment is reported to parents at the end of the school year.

Updated and reviewed April 2021

Policy to be reviewed: April 2023