

# SACRED HEART CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

## RELIGIOUS EDUCATION POLICY



APPROVED BY  
THE LOCAL GOVERNING BODY  
JANUARY 2024 – JANUARY 2025

REVIEW DATE – JANUARY 2025

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B. Monaghan



## **RE Policy**

The principles underpinning the spiritual development of our children are based on the Catholic Values of friendship, kindness, forgiveness, confidence, patience, compassion and love of learning. Children learn to appreciate the love of God in their everyday lives and in the world about them.

The life of the school is underpinned by the school's Mission Statement, which is celebrated every week in our Praise Assembly, and is explored at the beginning of every academic year with an RE lesson dedicated to the meaning of the Mission Statement alone.

The School Mission statement is;

'Live, Learn, Love.'

The intent of this policy for Religious Education is to guide school practice to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development and moral development.

### **1 Rationale**

1.1 Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject 'The outcome of excellent Religious Education is 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.'

Religious Education Curriculum directory for Catholic Schools (CES 2012)

### **2 Our aims and objectives**

2.1 At Sacred Heart, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Catholic Values of friendship, kindness, forgiveness, confidence, patience, compassion and love of learning.
- A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive and compassionate behaviour and worship.
- A sense of belonging to and participating in a community.
- A real understanding and practise of the Catholic Faith.
- Opportunities to develop understanding, respect and appreciation of other faiths.

- Familiarity with religious language, symbols, signs and gestures of worship and prayer.
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional and physiological growth.

### **3 The Religious Education Curriculum**

3.1 Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (CES 2012).

“Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic Religious education inspire and draw together every aspect of the life of a Catholic school.”

Catholic Bishops ‘Conference of England and Wales (May 2000)

### **4 The ‘Come and See’ Programme**

4.1 This programme of study forms the basis of our scheme of work and teaching. It is developed through three themes; the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups.

4.2 During the Advent Term, a week is set aside each to learn more about Judaism, which is another Abrahamic faith, a further week is set aside to learn about another world faith, such as Islam, Hinduism, Sikhism on a rota basis.

4.3 In addition to the timetabled RE sessions and daily collective worship, Sacred Heart celebrates holy days, special feast days, key stage assemblies, class liturgies, hymn practice, liturgies, Adoration, Lectio Divinas, Visio Divinas, meditation and whole school Masses.

4.4 RED is the new RE programmes which will be officially in place in September 2026. Updates will be announced in the future- this date has been put back a year.

### **5 The Structure of Religious Education Teaching**

5.1 This is delivered through a process recognised in the Catechism of the Catholic Church:

- By exploring their life experience to discover value and significance: EXPLORE (approx. 1/2 week)
- By hearing, understanding and reflecting on the Christian message: REVEAL (approx. 5/6 sessions, 3 weeks)
- By bringing it to mind, by celebrating and applying it: RESPOND (approx. 1/2 week)

## **6 Planning**

6.1 We carry out the curriculum planning in RE in two phases; long-term and short-term. The long-term planning maps the RE topics studied in each term by each year group. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group, using the Come and See primary map. Class teachers write short-term topic plans using the template provided in addition to planning guidance from the RE Advisor at Nottingham Diocese Education Service. Class teachers are provided with support from the RE subject leader. Planning must outline specific learning objectives and expected outcomes linked to the 'driver words' suitable for each year group (Nottingham Diocese Education Service End of Year Expectations Document, 2019). Teachers must plan the facilitation of Next Step stickers that also refer to the End of Year Expectations. Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

## **7 Time allocation**

7.1 The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (May, 2000). Therefore, children in Years Reception to Year 6 will receive two and a half hours per week.

This allocated curriculum time does not include forms of collective worship as outlined above.

## **8 Early Years Foundation Stage**

8.1 In Reception classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Children complete a baseline assessment in recognising religious words, actions and objects at the beginning of EYFS and at the end. This information is submitted to the Diocese.

## **9 Assessment**

9.1 Sacred Heart use the Nottingham Diocese Education Service End of Year Expectations Document (July, 2019) to assess children according to their year group expectations. Children are assessed against the 'driver words' applicable to their year group and are assessed in three strands; learning about religion, learning from religion, and forming an opinion about religion. (AT1, AT2 and AT3.) Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements. The Education Service also set assessment tasks once per term to aid moderation.

9.2 Pupil Progress meetings are held termly for each class with the Head Teacher.

Children may be identified and targeted thereafter to ensure at least expected progress is made in RE.

Summative assessment are recorded and monitored using Arbor. This data may also be accessed by St Thomas Aquinas Multi-Academy Trust (CMAT). Children deemed to be making less-than-expected progress will be monitored more closely.

## **10 Marking and Feedback**

10.1 When written work has been completed, exercise books are handed in at the end of the lesson and the teacher then analyses each child's work. In Reception the teacher completes an assessment list to state which pupils achieved the emerging standard, which pupils achieved the expected standard and which children achieved the exceeded standard. KS1 teachers will carry out a minimum of two in-depth markings per topic where they will highlight each time the pupil achieves the focus driver phrase for that Learning Objective and they will provide a Next Steps sticker that will further develop one of the 'AT' areas for each child. In KS2 the minimum in depth marking is also two pieces of work. In other lessons the teacher simply assesses the standard achieved by the child by highlighting the relevant standard in the Task Box. Pupils and class teachers also complete the 'I Can Statements' box throughout the topic. The 'I Can Statements' in Sacred Heart refer specifically to the Learning Objectives from each topic.

### **10.2 Self-Assessment**

Pupils will now tick (with a purple pen) the standard they think they've achieved in each Learning Focus. They will use their knowledge of End of Year Expectations to aid their self-assessment. Children also set themselves a termly RE target based on the Driver phrases for their Year Group.

### **10.3 Feedback Expectations**

Children complete the Big Question in the Explore lesson and then in the Respond lesson to showcase the progress they have made throughout a topic.

Pupils complete 4 in KS1, 4-6 pieces of written work per topic in KS2, , two of which are extended pieces. These pieces of work are self-assessed by the child, making reference to the 'Driver words' using purple pen. Including Art Appreciation and Scripture Detectives.

Key religious words such as Jesus, Mary and God should be spelt correctly and with a capital letter. Teachers ensure these words are corrected.

Ongoing verbal feedback from class teacher to redress common misconceptions and to highlight excellent examples of RE work.

## **11 Leadership, Monitoring and Review**

11.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching by keeping them informed about current developments in RE and providing a strategic lead and direction for this subject. The RE subject leader will provide CPD opportunities for all staff where necessary, and will lead RE staff meetings to ensure teachers are provided with current information and support in the planning, teaching and assessment of the subject.

11.2 The RE leader is to work closely with the Head Teacher and the Catholic Life Committee to evaluate the strengths and areas of development in RE which is then used to form an action plan for the next academic year. The quality of teaching and learning in RE is monitored and evaluated by the RE leader and Head teacher as part of the school's agreed monitoring cycle.

## **12 Other World Faiths**

During the academic year, two other faiths are also taught; during the autumn term we learn about Judaism and we also discover more about another world religion such as: Islam, Sikhism or Hinduism. We teach both of these religions in the Advent Term because in Leicester schools the Advent Term is much longer than the Lent or Pentecost Terms. This allows the RE Curriculum to follow the Liturgical Calendar as much as possible. (Please see Appendix 1 – Dates for RE Units.)

## RE Policy

This policy will be reviewed each year.

Name: Mrs Cefai-Azzopardi

Role: RE Subject Leader/Assistant Head

Signature:

Date: 22/1/24

Head Teacher: Mrs Lisa Atkins

Signature:



Date: 22/1/24

Chair of Governors: Mr Bernard Monaghan

Signature:



Date: 22/1/24

Date of next review: January 2024

**APPENDIX 1 – RE UNIT DATES 2022 – 2023**

<b><u>Advent Term</u></b>	<b><u>Unit</u></b>	<b><u>Dates</u></b>	<b><u>Assessment Unit</u></b>
<b><u>1</u></b>	Domestic Church - Family	29.8.22 – 23.9.22 (4 weeks)	Church Theme AT1 (i) Domestic Church Family
	Other faith – Judaism	26.9.22 – 30.9.22 (1 week)	
<b><u>2</u></b>	Baptism & Confirmation	3.10.22 – 14.10.22 (2 weeks)	
Half-term			
<b><u>2 Continued</u></b>	Baptism & Confirmation	24.10.22 – 4.11.22 (2 weeks)	
	Other faith – Hinduism	7.11.22 – 11.11.22 (1 week)	
<b><u>3</u></b>	Advent/Christmas	14.11.22 – 9.12.22 (4 weeks)	

<b><u>Lent Term</u></b>	<b><u>Unit</u></b>	<b><u>Dates</u></b>	<b><u>Assessment Unit</u></b>
<b><u>1</u></b>	Local Church - Community	12.12.22 – 16.12.22 (1 week)	
Christmas Holiday			
<b><u>1 Continued</u></b>	Local Church - Community	3.1.23 – 27.1.23 (3 weeks)	
<b><u>2</u></b>	Eucharist	30.1.23 – 17.2.23 (3 weeks)	Sacramental Theme AT1 (ii) Eucharist Relating



Half-term			
<b><u>2 Continued</u></b>	Eucharist	27.2.23 – 3.3.23 (1 week)	
<b><u>3</u></b>	Lent/Easter	6.3.23 – 31.3.23 (4 weeks)	Assessment task
Easter Holidays			

<b><u>Pentecost Term</u></b>	<b><u>Unit</u></b>	<b><u>Dates</u></b>	<b><u>Assessment Unit</u></b>
<b><u>1</u></b>	Pentecost	17.4.23 – 12.5.23 (4 weeks)	Christian Living Theme AT1 (iii) Pentecost Serving
<b><u>2</u></b>	Reconciliation	15.5.23 – 26.5.23 (2 weeks)	
Halfterm			
<b><u>2 Continued</u></b>	Universal Church – World - CAFOD	19.6.23 – 13.7.23 (4 weeks)	
<b><u>3</u></b>	Reconciliation	5.6.23 – 16.6.23 (2 weeks)	Assessment Task