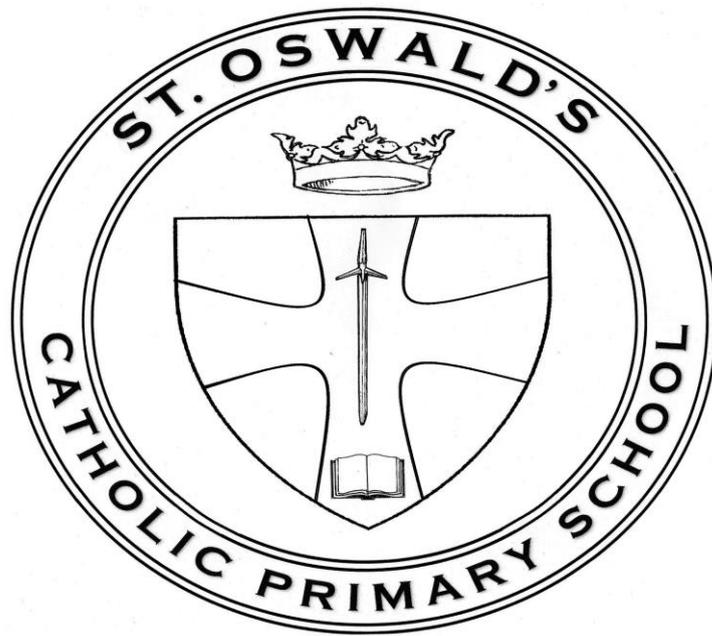


St. Oswald's Catholic Primary School



Religious Education Policy

2019-2021

St Oswald's Catholic Primary School

RE Policy

This is the policy for Religious Education in St Oswald's Catholic Primary School and is set within the context of the whole school aims and Mission Statement:

'Together with Jesus, We will learn and Grow in Faith'

Policy Formation and Consultation Period

This policy was written by the RE Coordinator in accordance with the guidelines set out by Liverpool Catholic Archdiocese.

Background Information:

St Oswald's Catholic Primary School has approximately 650 boys and girls, aged 3-11 on roll who come from the residential area of Old Swan. Within each year group, there are an identified number of pupils with special educational needs. This policy is inclusive and applies to everyone in St Oswald's Catholic Primary School.

Aims

The aim of Religious Education at St Oswald's Catholic Primary School is the comprehensive systematic study of the Mystery of God, of the life and teaching of Jesus Christ, the teaching of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life, in a manner which encourages investigation and reflection by pupils, develops the appropriate skills and attitudes and promotes free, informed and full responses to God's call in every day life.

"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 on the journey of faith, religious education will be catechesis, and for some children religious education will be evangelisation, the first opportunity to hear the Good News of the Gospel." (RECD pg. 10)

The Religious Education Programme

To fulfil our aims we use the 'Come and See' programme as recommended by Liverpool Archdiocese.

Overview of Content

Central to the *Come and See* 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

themselves, their relationships, and their world – in order that they acknowledge and become aware. The teacher then enables the children to explore this aspect of life experience.

Next, the teacher leads the children to deeper understanding, clearer vision, the discovery of significance and value, and enables them to grasp the richer meaning of this life experience.

This part of the process will take one week to complete.

Reveal

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

The teacher introduces the children to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.

Through six different 'learning focuses' the children will hear the Word of God through Scripture and will be asked to respond to the teachings of this scripture.

This part of the process will take two weeks to complete.

Respond

This is where the learning is assimilated, celebrated and responded to in daily life.

The teacher enables the children to recall and review the work done in the topic. The children will then have the opportunity to celebrate in worship all that has been taught and learned.

Next, the teacher helps the children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community.

This part of the process will take one week to complete.

Planning

Long Term Planning

This is the responsibility of the RE Coordinator – following Come and See programme.

Medium Term Planning

This is the responsibility of the RE Coordinator – following Come and See programme.

Short Term Planning

This is the responsibility of the class teacher – following Come and See programme.

Assessment: During the academic year 2018-2019 Interim expected standards will be used following guidance from the Archdiocese of Liverpool.

These standards are part of the new document *Age-Related Standards (3-19) in Religious Education*. It was piloted in the Autumn and Spring terms of the Academic year 2017-2018 by a selection of schools from across England and the *Standards* represent a welcome step forward for schools. Schools will trial the use of these interim standards during this year, and a full revised version of the *Religious Education Curriculum Directory* is expected to be published in September 2020.

- The standards show the END OF PHASE and the END OF YEAR expected standards. From EYFS TO 'A' Level.
- The standards framework focuses on key Religious Education skills.
- The framework does not cover all the content of Religious Education Curriculum Directory.
- Pupils meeting the different standards within the framework will have a broader range of knowledge and skills than those being assessed against in the framework.
- We should continue to report to parents on the broader range of Knowledge and Skills from the Come and See Programme.
- The Standards are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers should assess individual pieces of pupils' work in line with their Archdiocesan and school's own assessment policy and not against the frameworks.
- At the end of the year and phase teachers should make a judgement against the Standards based on their own assessments of pupils' work.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This could include Religious Education work evidenced in other areas of the curriculum.
- Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. Pupil's work which demonstrates that they are consistently meeting a standard, shows that they are working above preceding standards.

Making Judgements

- Further guidance about making consistent judgements will be available within the next academic year through national and Archdiocesan exemplification material.
- Exemplars will not dictate the evidence required but show only how that statement might be met.
- Teachers should refer to the exemplars for school, cluster, Archdiocesan and National moderation.

Reporting

Achievements in RE are reported to parents in the end of year reports

The Policy is to be reviewed bi-annually.

Reviewed by governors February

