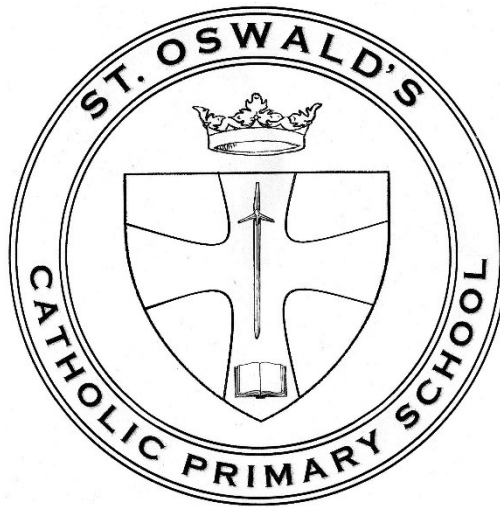


St Oswald's Catholic Primary School



Religious Education Policy

Approved by:	Approval date	Renewal date

St Oswald's Catholic Primary School

RE Policy

This Religious Education Policy 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
Who am I?	Dignity – Incarnation
Why am I here?	Purpose – Redemption

The basic question or belief for each term is explored through three kinds of themes.

Community of faith	↔	Church
Celebration in ritual	↔	Sacraments
Way of life	↔	Christian living

The community of faith church themes are:

Autumn:	Family	↔	Domestic Church
Spring:	Community	↔	Local Church
Summer:	World	↔	Universal Church

The celebration in ritual sacraments themes are:

Autumn:	Belonging	↔	Baptism/Confirmation
Spring:	Relating	↔	Eucharist
Summer:			
Inter-Relating		↔	Reconciliation

The way of life Christian Living themes are:

Autumn:	Loving celebrating life	↔	Advent & Christmas
Spring:	Giving-the cost of love	↔	Lent & Easter
Summer :	Serving in love	↔	Pentecost

When studying the themes, each year group has a different topic which they focus on. For example, when looking at the *Domestic Church* in the Autumn term, all year groups study 'Family' but they do so through different topics, such as: Myself, Families, Beginnings, Homes, People, Ourselves and Loving

THE PROCESS

Search ~ Explore

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are

wondered at, shared, investigated and their significance reflected upon.

The teacher helps the children to begin to look at and focus on an aspect of life experience – concerning 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.

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas are found within the topics. The symbol ☺ indicates the Widgit symbol supported text website which has a number of resources which are referred to in Come and See. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through web links.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart.

The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities.

When planning, attention should be given to providing:

- a range of motivating and enjoyable experiences to engage all children
- scope and provision to enable children to move through and demonstrate success at the different P levels
- strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.

(See Religious Education Curriculum Directory 2012)

The following approaches take into account a wide range of special needs. □ Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to engage with (a multisensory approach)

- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustration are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life; for example, objects named in the story or key to the theme or the use of puppet or role play. □ Reassurance and predictability are especially important. A familiar structure for each lesson builds confidence, and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

Come and See aims to provide meaningful and appropriate Religious Education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales who may be accessing Religious Education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

Special Needs resources are provided on the **Come and See** website which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross- referencing into the programme's themes.

Assessment

Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about (knowledge and understanding) and learning from (engagement and response) religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and motivation to the learner. It does not assess spirituality or the practice of faith.

At the beginning of *Explore* and *Reveal* there is an indication of the Areas of Learning and the Standard Indicators which are covered. At the end there is a summary of the standards indicators for that topic. Regular assessment, individual pupil tracking and record keeping should be carried out according to the direction (below) given by the Archdiocese, in order to ensure pupil progress.

ASSESSMENT OF RELIGIOUS EDUCATION (PRIMARY SCHOOLS Y1-Y6)

“The main purpose of assessment is to ensure effective learning, to celebrate growth and achievement and enable further progress.” NBR1A

- Evaluation of informal and formal assessment will inform future planning. □ Teachers should plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. It would be helpful if year groups could work together.
- Target Tracker will be used to track the progress and achievement of each cohort.

In St Oswald's Catholic Primary School it involves:

Informal Assessment

- General observation Drama, Art etc
- Discussion with children
- Photographs
- Marking of all work should be positive
- Observation of contributions made to classroom displays. □ 'Renew'- applying children's learning □ Review: end of task, activity, lesson, topic.

Assessment establishes what children know, understand and can do and how to progress. It offers support and motivation to the learner. It does not assess spirituality or the practise of faith. Assessment in *Come and See* emphasises a wide range of achievement.

Formal Assessment

Formal assessment is in line with the archdiocese recommendations and guidelines. Currently, we are in the process of implementing and embedding assessment of each child against the (draft) standard indicators for Religious Education.

- In the Foundation stage evidence to support assessment is found in floor books and Learning Journeys including, for example, photographic evidence. Links are made with Characteristics of Effective Learning and the Areas of Learning of the EYFS.
- In Key Stage 1 and 2 formal assessment is guided by the draft standard indicators on a three year cycle so that each theme is assessed formally once throughout the primary phases.
- Assessment tasks are identified by the Archdiocese to support teachers in their assessment and to provide consistency for moderation purposes. Assessments are undertaken during **Remember**. An activity is undertaken that enables the child to show how they have met the Learning Outcome.

- Following moderation the outcomes are added to a class tracker and then marked against the standard indicators for the particular year group. Children are assessed to be ‘working towards’ ‘expected’ or ‘above’ for Religious Education.
- In each topic teachers use the standard indicators to ascertain what children can be expected to know and understand and can do. Regular informed judgements on a wide variety of evidence against broad criteria allow learners to respond at different levels.
- While teachers will be making professional judgements about children’s performance almost continuously, tracking the children’s progress against the standard indicators will lead to a cumulative judgement about attainment. Teachers will need to make a best-fit judgement of a child’s attainment. This process of making judgements about learners’ attainments will inform decisions about future planning. When gathering evidence teachers draw on the full range of work produced by pupils in the normal everyday teaching and learning process. They should focus on the clarity of evidence collected and make brief telling annotations in relation to significant attainments.

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

Moderation

- Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable.
- Archdiocesan Formal Assessments will be readily available on the CED website for you to download. Schools are advised to use these suggested tasks for evidence of formal or informal assessments. This will enable schools to moderate; during staff meetings, cluster groups, Archdiocesan meetings, evidence for Section 48, monitoring visits and against any national exemplars.
- Schools should ensure that their teacher assessment judgements are moderated internally through Staff meetings, with the Religious Education Coordinator and, where possible, with other schools in their Cluster groups or cluster of schools. This will quality-assure their judgements and provide a valuable opportunity for professional development.
- Schools will be required to provide evidence of their moderation for monitoring visits and Section 48 Inspections. This validates judgements to ensure that they are consistent with local and national standards. It is a collaborative process between schools, Archdiocesan and National moderation.

Recording

Recording provides evidence of achievement. It involved pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children’s work
- Visual evidence, e.g. photographs, displays, videos of dance, drama, celebrations
- Class/school portfolios
- Pupils’ self-assessment
- Records of attainment
- Tracking system
- Data analysis
- Pupil interviews

- Moderation meetings

. Reporting

Reporting in Religious Education has four purposes:

- To provide feedback to pupils on their achievements and progress.
- To inform teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group.
- To inform parents of the progress and achievements of their children. □ To inform parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils. A

Archdiocesan guidelines state:

Reports sent to parents should indicate progress and achievement against each theme. The language of the end of year expectations and driver words should be used. As it is the core subject in Catholic Schools, Religious Education should appear as the first subject on the report.

Evaluation of Teaching

The criteria and procedures for reviewing and evaluating the teaching of Come and See and the monitoring of teaching, e.g. observation of class teaching, planning, children's work, displays and resources are according to Archdiocesan guidelines:

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use (Come and See);
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and are differentiated to challenge and support pupils as appropriate and meet their needs;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, efficiently and effectively;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work using Assessment for Learning strategies as appropriate;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve;
- Make effective use of teaching assistants and other support;
- Undertake appropriate in-service training and use the experience effectively; □ Inspire pupils by bringing the subject alive; □ Promote equality of opportunity.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE; □ Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive, fully engaged and work to a good pace;

- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they have done and how they can improve.
- Develop the skills and capacity to work independently and collaboratively to be active partners in their learning

Evaluation of Learning

Learning is constantly being evaluated by the children and by the teacher, when it is appropriate.. The methods used in this process are:

Careful listening: during this method there has to be opportunity for

- Teachers to listen to individual children speaking in a one-to-one situation
- Teachers to listen to whole class discussion

Effective questioning: appropriate questioning by the teacher will lead to children raising and answering their own R.E. questions ~ thus becoming effective questioners.

Recording: children's written work provides teachers with an opportunity to evaluate what pupils have learnt.

Specifically at the **Renew** stage of the topic, the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives.

Older children can be offered the opportunity to write or draw in their personal notebook.

Archdiocesan guidelines state that when looking at pupil's learning:

Judgements must be based on the extent to which pupils:

- Apply themselves productively and with interest to what they are doing;
- Show engagement in and enjoyment of RE;
- Sustain their concentration and respond to challenge;
- Form positive relationships which help their work;
- Show pride in finished work;
- Work collaboratively and independently;
- Respect others' views;
- Ask and answer questions;
- Show initiatives and take responsibility;
- Show through their actions that they know what constitutes appropriate behaviour and understand what is expected of them both by the school and by the gospel values, which they are taught;
- Have confidence and self-esteem.

Attainment and Progress

- Pupils know and understand the teachings, beliefs, values and way of life of Catholic Christianity and, where appropriate, of other faith or religious traditions; ☐ Pupils show understanding of religious concepts and ability to communicate their knowledge and understanding in appropriate forms including different forms of extended writing;
- Pupils understand the human search for meaning and purpose and are able to identify some of the questions it raises and of the answers which the church has given to those questions;
- Pupils with additional educational needs make good progress in RE;
- Pupils are developing learning skills and personal qualities e.g. the ability to think systematically, manage information, learn from and help others learn.
- The needs of pupils with special educational requirements are fully met

Mr S.Dunn

