

RELIGIOUS EDUCATION POLICY

MISSION STATEMENT

Growing and Learning with the Guidance of God

With God at the heart of all we do, we aim to provide a loving and caring Catholic community, where everyone is precious.

We nurture each other with kindness to create treasured memories and values that stay with us for life.

'You, Lord, are all I have and you give me all I need; my future is in your hands.'

PRINCIPLES

Scheme of Work:

The school follows the Come and See programme.

'Come and See' explores the question of the mystery of Life, its dignity and its purpose, these being the basic questions asked by everyone.

'Come and See' has as its foundation, three key dimensions of religion:

- **Explore**
- **Reveal**
- **Respond**

'Come and See' presents these three key dimensions of religion in ways suited to the age and development of Early Years and Foundation Stage and primary age children.

Special Needs:

- Provide a positive and creative experience in the teaching of Religious Education whatever the individual needs of the children.
- Independent work should be differentiated by task, support or by outcome to promote learning within the subject.

GOOD PRACTICE

Teaching and learning:

- In **Explore** the teacher helps children to begin to look at and focus on an aspect of life experiences.
- In **Reveal** the children reach the heart of the process with the presentation of the Christian understanding of life experiences.
- In **Respond** the teacher enables the children to celebrate, through worship, the aspect of life experiences and to hold on to, and make their own, what they have understood.
- In the Universal Church topic, the school teaches discretely, the work of CAFOD through the Explore, Reveal, Respond aspects of "Come and See."

SPECIFIC STRATEGIES

Monitoring

It is the role of the subject co-ordinator and head teacher to monitor:

- The quality of teaching and learning in RE with specific reference to the Come and See scheme.
- The completion of mid-term planning sheets with records for specified assessment tasks.
- The delivery of ten per cent of the curriculum time to be spent on Religious Education each week.
- To lead in-house assessments of children's work relevant to Attainment Targets designated by the Diocesan Education Service.
- The standards of attainment and progress within RE.
- The quality of collective worship across the school.
- Children's involvement in the Catholic Life of the school.

Assessment

- To assess pupils' progress for each topic with specific reference to three topics in line with the Diocesan requirements.
- Samples of children's work, which are moderated each term in staff meetings and additionally through work scrutiny.
- The annual reporting to parents which will reflect and evaluate a child's progress.
- Annual report to the diocese upon levels of attainment and progress.

Resources

'Come and See' is the scheme of work for the whole school.

- Religious Education resources are available in school.
- Reference books for the subject are available in the RE resource area.
- Come and See provide a range of interactive online resources.
- CAFOD resources are used in promoting children's understanding and awareness of the Universal Church.
- There are specific resources for Islam, Hinduism, Sikhism and Judaism to provide support for the annual World Faith Topic.

Personal, Social, Health and Citizenship

By the end of KS1 all pupils will have had the opportunity to:

- Talk and think about the special things in the world around them
- Begin to understand that everyone is special through story and the example of special people

By the end of KS2 all pupils will have had the opportunity to:

- Understand how people express their beliefs
- Learn about the beliefs of others and show respect for those beliefs.
- Identify personal qualities and values found in people and themselves.

Homework

Homework will be set when appropriate to the topic being covered ranging from:

- Written tasks
- Research tasks i.e. bringing in of an object or photograph.
- Prayer tasks.