

St Aloysius Catholic Primary School



Mission Statement

*Together with Jesus we Love,
Learn and Believe*

Religious Education Policy

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Mission Statement

‘Together with Jesus we Love, Learn and Believe’

FAITH

AIM

To promote Christian values through the daily life of our school community.

Objectives

- ✚ Teach the Come and See programme and share daily collective worship.
- ✚ Be a positive role model by demonstrating Gospel values.
- ✚ Provide a safe welcoming and nurturing school where all are valued and welcomed.
- ✚ Encourage praise and success, while treating failure with compassion.
- ✚ Promote acts of love and friendship towards one another.
- ✚ Celebrate and share success through assemblies, displays and rewards.

EDUCATION

AIM

To develop a lifelong love of learning using a holistic approach which promotes self-esteem, excellence and enjoyment for all.

Objectives

- ✚ Deliver a curriculum that is varied, relevant, interesting and creative.
- ✚ Provide opportunities for children and staff to believe in their talents and skills.
- ✚ Use a variety of teaching approaches that show respect and acceptance of each child's needs.

- ✚ Create a stimulating environment which nurtures learning opportunities, success and enjoyment for all.
- ✚ Ensure that inspirational learning encourages awe and wonder.

COMMUNITY

AIM

To strengthen relationships between home, school, parish and the wider community by working together.

- ✚ Welcoming and involving the wider community in the life of the school.
- ✚ Supporting parents in their vital role as primary educators.
- ✚ Using our talents to enrich the lives of others.
- ✚ Enhancing links between the school and parish community.
- ✚ As members of the global community, we will demonstrate the importance of supporting charitable causes.

Introduction

The policies and planned curriculum, ethos and climate of St Aloysius School are reflected in the mission statement that expresses the philosophy of education and community living in our Catholic school. We believe that,

‘Pupils have a right to receive an overall religious education that will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope that is within them (1 Peter 3:15) Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process.’ (Expectations of Religious Education in Catholic Schools, Bishops’ Conference of England and Wales, January 2000.)

St Aloysius School promotes religious education for all its pupils considering their needs and backgrounds. These include:

Those who come from supportive Catholic homes.

Those for whom the school will be their first point of contact and experience of the Church.

Those who belong to other Christian traditions.

Those from other faith backgrounds.

The governors and staff believe R.E. to be a collaborative activity that respects and promotes the child’s innate capacity for wonder, awe, reverence and imagination for the spiritual.

Aims of Religious Education in St Aloysius School

The aim of religious education in St Aloysius School is to lead the children in knowledge and understanding of the Catholic faith and to support them in living it in their daily lives.

This includes:

Enabling pupils to recognise and appreciate the religious and spiritual dimension of life appropriate to their age and ability.

enabling pupils to acquire a set of moral values and the confidence to make and hold moral judgements, thus enabling children to develop a sense of awareness of self and sensitivity to others.

Helping pupils to explore the beliefs, values and way of life of the Catholic tradition 'in a manner that encourages investigation and reflection.

Deepening and enriching the understanding and living faith of children from committed Catholic homes.

Recognising and respecting other faith traditions.

Objectives

To provide opportunities for pupils to question and reflect upon their own and others life experiences, sharing their thoughts and feelings with others in a spirit of mutual respect.

To provide opportunities for children to begin to establish their own set of moral values and begin to make moral decisions.

To enable children to explore and begin to understand the beliefs, values and way of life of the Catholic tradition, thus deepening and enriching the faith of those from committed Catholic homes.

To provide opportunities where pupils can make an active response in life and worship through activities which evoke such a response enabling them to express their feelings freely.

To enable children to respect and recognise the diversity of human life and beliefs of other faith traditions.

A cohesive community is one where:

There is a common vision and a sense of belonging for all communities

The diversity of people's different backgrounds and circumstances is appreciated and positively valued

Those from different backgrounds have similar life opportunities

Strong and positive relationships are being developed between people from different backgrounds

At St Aloysius School we develop community cohesion through:

- Links with other schools e.g., through creative partnerships
- Developing and understanding of rights and responsibilities in the children
- Extended schools e.g., 'wrap around care'
- Working and learning together e.g., making links with other schools via e-mail etc.
- Caring and learning in the community e.g., local charity work e.g., Nugent
- Global community e.g., our work with CAFOD.
- Caring for the environment – e.g., Live Simply Award

At St Aloysius School we endeavour to:

- Contribute positively to local parish, deanery and wider diocesan life and worship
- Ensure that pupils have the opportunity to be involved in all appropriate school activities
- Teach about the challenges to society where community cohesion is lacking
- Collaborate with other Catholic schools and schools of other denominations, faith traditions and schools of no religious character
- Contribute to the life of the local community and to national and international events/ initiatives and opportunities
- Work in partnership with parents and carers
- Make the provision of prayer, collective worship and the liturgical life of the school inclusive
- Include all staff, teaching and non-teaching and pupils in its corporate life of worship
- Ensure that the curriculum promotes community cohesion
- Demonstrate in planning and practice that the RE curriculum teaches Christian concern for all, irrespective of e.g., gender, ethnicity and faith
- Ensure that the breadth and balance of the school's curriculum enhances teaching about the benefits of community cohesion.

Religious Education in the Catholic School

Religious Education plays a central role in the curriculum, ethos and community of the school. Expectations for excellence in religious education are achieved by:

- Clarity of succinct religious learning objectives,
- Key content,
- By appropriate methodologies,
- Rigour,
- Richness of resources,
- Achievement of identified outcomes
- Accurate methods of assessment

The objective of religious education requires:

- Analysis and reflection and critical appreciation of sources.
- Marked progression through the different stages of education,
- The unequivocal support of the management of every Catholic school,
- 10% of the taught week for each Key stage of education,
- The encouragement of investigation and reflection,
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life.
- The use of skills in other areas of the curriculum.

At St Aloysius we provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to follow it as active citizens in service to the world.

Relationship of R.E. to the Whole Curriculum

Whilst making links with other areas of learning it is important that teachers remain focused on the learning outcomes of the religious education topic. For example, delivering Scripture and using the skills developed in Literacy to present a passage several times in order to enhance, deepen and extend children's awareness of the message.

English: In R.E. written work reflects a wide range of writing styles and genres as recommended in the literacy strategy. Work however is not assessed based upon the same standards in English.

PSHE: The inter-personal values taught and encouraged in PHSE are supported through the Catholic ethos of the school and in the 'Come and See' programme.

Science- Several topics throughout the school encourage respect for God's creation.

Supporting those with Additional Educational Needs

We support all those children with additional or special educational needs. All class teachers differentiate their teaching so that all children can achieve their potential in Religious Education. (See school inclusion policy.) Teachers make use of the SEND support provided on the Come and See website.

We strive to ensure all children have access to learning in Religious Education curriculum.

The Religious Education Programme

To fulfil our aims and objectives, we use the 'Come and See programme of religious education as recommended by the Liverpool Archdiocese.

Overview of Content

Central to the programme are three basic human 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

Come and See is developed through three themes based on documents from the Second Vatican Council. They are Church, Sacrament and Christian living.

The basic question belief for each season time is explored through three kinds of themes.

The Community of Faith

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

The Celebration of Ritual

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

The Way of Life

The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

Each year group has its own set of topics within the programme. The process of each topic is opened up through Explore, Reveal and Respond.

Explore helps children to begin to look at and focus on the experience within their own lives- concerning themselves, their relationships and their world.

Explore will take one week of Religious Education time to complete.

Reveal is the heart of the process. The children discover the Christian understanding of the mystery of the Trinity, Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Reveal will take two weeks of Religious Education time to complete.

Respond has three parts; **Remember**, **Rejoice** and **Renew**.

There is no new learning during this week. This week consolidates what the children have been taught. Children are also given the chance to plan a Collective Worship to celebrate their learning during this week.

Respond will take **one week** of Religious Education time to complete.

Planning

Long Term planning.

The themes and topics framework sets out the programme for the year.

The topics are set out on a yearlong plan to ensure all will be taught and learning intentions can be met.

Medium Term Planning

Medium term planning is the responsibility of the R.E. co-ordinator. Who will:

- Use the overview to note the basic question of Christian doctrine for the term. This can also be found on the **Come and See** website so teachers may adapt it to the needs of their class.

Short Term Planning

Short term planning is the responsibility of the class teacher.

Each class teacher will complete planning on an individual basis for their class. They will use the most up to date planner provided by the Christian Education Team within the Archdiocese of Liverpool. The plans should be kept and annotated and should show evidence of a range of teaching styles, grouping, and clear differentiation. The current planner sets out clear expectations for assessment.

Marking

Using the school's marking policy, the marking of pupil's work is approached positively and constructively so that it affirms success. Marking incorporates the driver words and teachers provide next steps to consolidate learning or extend it.

Assessment

In Come and See assessment is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess spirituality or faith practice.

Formal Assessments

Formal assessments will take place once a term. The school follows the assessment process as recommended by the Archdiocesan team. This work will also be moderated with other staff members.

An electronic assessment system is currently being used by staff to use and grade children against the new RE Standards. This will be completed termly.

Informal Assessments

Assessment takes place on an informal basis continually as this ensures that planning and teaching is reflective, thus allowing children to achieve their full potential. This may take

place through displays, discussions, marking and observation.

Expectations

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 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.

RE assessment for Foundation stage takes place within the Learning areas of Communication, Language and Literacy, Personal, Social and Emotional Development and Creative Development using the Foundation Stage profile. Evidence of this is kept in the children's learning journey and floor books.

RECORDING

Informal

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

- Notes from observations
- Written comments on children's work
- Visual evidence (photographs, displays, etc.)
- Dance, drama and celebrations
- Class/ school portfolios
- Pupils self-assessment

Formal

The Archdiocese of Liverpool has introduced three formal assessments which take place once a term. These are formally recorded on pro-formas provided by the Archdiocesan education team. After each formal assessment there is a staff meeting for moderation purposes. Each year group provides 3 samples of a high, middle and low piece of work with a completed context sheet attached. These are then discussed and when agreed they are countersigned. These are kept in files by RE co-ordinator but are available to all staff.

Each class teacher inputs assessment data into an electronic assessment tracker

called 'OTrack'. These are completed at end of each term throughout the year to track the continual progress of each child.

These records can then be monitored, and achievement analysed to establish that pupils are progressing and reaching the standard in religious education that they are reaching in other core subjects.

Evaluation of teaching

In St Aloysius school teachers are encouraged to reflect and evaluate their teaching consistently to ensure good practice. These evaluations feed into future planning and teaching. This is done through annotating plans and constant ongoing assessment. All teachers use the new planning proforma which offers space to evaluate lessons.

Evaluation of learning

In our school children evaluate their own learning through the 'Rejoice, Remember and Renew' section of the programme. Children will celebrate their learning of each topic and have evidence in floor books to show for this.

Staff Development

All relevant courses are advertised and made available to staff members.

R.E. co-ordinator attends all subject leader meetings and courses.

Teaching staff attend other relevant courses provided by the Archdiocese and disseminate information accordingly.

Staff Induction

New members of staff are offered support by the R.E. Leader in planning, teaching, assessing and evaluating.

They will be sent on the courses available for new teachers in Catholic Schools. 'New to Come and See' and 'New to Collective Worship.'

The whole staff is involved in upholding the Catholic Ethos of the school.

The R.E. policy is shared with all members of staff and reviewed every two years by the RE Lead, Senior Management and Governors.

Staff Communication

Information from R.E. co-ordinators' meetings is disseminated at regular staff meeting and through emails.

Planning and assessment pro-formas are distributed before each topic. The R.E. Leader always available for advice and discussion.

Termly newsletters are created to communicate with parents the curriculum content for the coming term.

Resources

Each teacher has their own resources for a prayer focus and a display wall in class. These are updated to reflect the church calendar. Other resources are to be found in RE cupboard. Staff have their own password for the Come and See website. Staff have copies of the relevant God's Story and Church's Story books.

Equal Opportunities and Inclusion

At St Aloysius, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential.

Policy Links:

Collective Worship Policy

Spiritual Development Policy

Moral Development Policy

RSHE Policy

