



*At St George's, God calls us by name to love,
learn and achieve together, safe in the palm of His hands.*

'I have called you by your name; you are mine' /Isaiah 43

RE POLICY

RATIONALE

In Religious Education we present children with knowledge and the information to make informed choices. We believe that in the life, death and resurrection of Jesus we discover the revelation of God's love for us and the true significance of human life.

OUR PHILOSOPHY AND CORE VALUES

At St George's our mission statement; 'God calls us all by name to love, learn and achieve together, safe in the palm of his hands' represents our core values within our school. We recognise the uniqueness of all individuals and try to enable them to become the people God calls them to be. Our faith in God and in the dignity of human life inspires and challenges all we do in school; it forms the basis of the structures, relationships, the aims and objectives we set ourselves and the way we measure our success.

GENERAL AIMS

Our aims in R.E. are

- *to inspire our children to ask questions and have a sense of the wonder of God and the world He created;*
- *to develop within our children a trusting, loving and personal relationship with God;*
- *to enable our children to have a positive attitude towards themselves and in their relationship with others;*
- *to make pupils aware of the importance of their religious commitment in everyday life;*
- *to encourage academic achievement and increased knowledge not as a means to material success and prosperity but as a call to serve and be responsible for others;*
 - *to enrich and inform all areas of learning with the light of the Gospel, to seek the truth which is of God, in the whole of creation, in themselves and in others;*
- *to develop an informed understanding of Scripture and The Church;*
- *to explore how their learning about Jesus can inform their own lives*

to develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today;

- to grow and explore a set of beliefs, values and actions, underpinned by the Catholic tradition, and further enriched by the recognition and respect of other faith traditions celebrated in Great Britain.

OBJECTIVES

- To enable children to have opportunities to reflect on their own and others experiences, to begin to form their own beliefs, values and principles.
- To provide children with a broad religious vocabulary through stories, places, symbols, people and objects.
- To provide children with the 'Knowledge, understanding and skills to reflect spiritually, think ethically, and theologically and who are aware of the demands of religious commitment in everyday life' (RE Curriculum directory 2012)
- To develop an awareness of the needs of the wider community through Catholic social teaching, understanding and supporting the work of CAFOD and other aid groups.
- To understand and respect the diversity of beliefs and teachings in other faith groups such as Judaism and Islam.

THE CURRICULUM

We follow the 'Come and See' programme as recommended by the Diocese, using the whole school approach. Each term a basic question/belief about the mystery of life is explored within the Catholic faith tradition. Links are made with the children's own experience, with universal experience and with the experience of other faiths.

10% of our weekly timetable is devoted to the teaching of Religious education, with a weekly reflection concluding the learning for each week. Pupils have opportunities to 'go forth' and explore how their learning has influenced their lives.

In the Come and See programme, knowledge and understanding of Catholic faith and life is explored through the four key dimensions – of Revelation, Church/Community, Sacraments/Celebrations and Christian living/Way of life; Knowledge and understanding of

the response of faith to the ultimate questions about human life, its origin and purpose are explored through questions:

Life <> Where did I come from?

Dignity <> Who am I?

Purpose <> Why am I here?

Year groups study different topics throughout the year based around a central theme. For each of the topics, there are age appropriate learning objectives and scripture for children to study and wonder about.

Community of Faith -Church themes

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

Celebration in Ritual – Sacramental themes

Autumn	Belong	Baptism/Confirmation
Spring	Relating	Eucharist
Summer	Inter-Relating	Reconciliation

Way of Life – Christian Themes

Autumn	Loving	Advent/Christmas
Spring	Giving	Lent/Easter
Summer	Serving	Pentecost

Teachers are responsible for the delivery of RE lessons. Lessons are well planned, in line with the learning objectives and a variety of activities are completed, including, dance, drama, poetry, art and pupil written prayers. All classes must demonstrate coverage of the RE curriculum with at least four pieces of work per topic in their books.

Children recognise Religious education as a 'special' subject. Teachers provide a safe, calm and respectful environment by setting the scene with candles, music and pupil led prayer at the beginning of each lesson.

A fortnight per year is dedicated to the teaching of other faiths. In Autumn the whole school learns about the traditions of Judaism and in Summer the beliefs of Islam are explored.

A new Religious Education Directory (R.E.D.) is currently in development by the curriculum and is scheduled to be fully implemented into schools by September 2025. The RE Lead, Headteacher and Deputy Headteacher will arrange appropriate training for staff in preparation for the new scheme.

SKILLS

The acquisition of skills is essential as a means to increasing knowledge and understanding. The development of a skill depends on attitudes of self-respect and respect of others.

We aim to address:

*Investigation skills, Interpretation skills, Communication skills, Critical skills, Social skills
Evaluative skills, Listening skills.*

ATTITUDES

It is our intention to help children develop the following attitudes:

- A respect for oneself*
- A respect for others*
- A sense of personal dignity*
- A sense of personal responsibility*
- A clear sense of right and wrong*
- A sense of self-esteem and self-knowledge*
- A correct respect for authority*
- An openness to truth*
- An awareness of the presence of God in self, others and in the world.*
- An awareness of charitable and just responsibilities towards others.*

Religious Education is further dealt with through a range of activities and services including collective worship, class and school Masses, exploration of the Rosary, Stations of the Cross,

reconciliation services and other events in keeping with the liturgical calendar. (See Collective Worship Policy for further details.)

ASSESSMENT AND RECORD KEEPING

Recording of children's work takes many forms: pictorial, written, wall displays, assemblies, discussions, presentations etc. Each classroom has an R.E. display and a focal point. All children keep an R.E book for their work and each new topic is introduced by a topic title page.

EYFS record their work in a floor book which is shared with the whole class. Further observations of the children made during their continuous provision sessions are shared on the learning journey platform Tapestry.

Assessment identifies what children know, understand and can do. In assessing knowledge in R.E. we are testing the children's understanding of facts and their use of skills. More importantly we are assessing the growing understanding of a concept.

Assessment is NOT about faith practice, about faith development

Faith is a gift and only God can assess that.

Informal and formal assessment

Informal assessment: this is on-going throughout each topic, as opportunities arise through discussion, presentations and written activities.

Formal assessment: Each class has a 'Big Question' for each topic. This is an open ended question which the children endeavour to answer at the end of each topic. Each class from EYFS to year 6 answers their big question and this is marked, informing their unit assessment grade. Assessment tracker sheets are used for each topic with pupils achieving either, working below, working within or greater depth.

At EYFS the children are asked to illustrate their understanding of the big question and the topic. A teacher or LSA then scribes their knowledge of the topic through a learning conversation.

At Key Stage One the end of the topic assessment involves the children answering questions about the topic giving evidence of their learning about the topic. The teacher may scribe or add comments to their observations. This is retained in the individual's workbook.

At Key Stage Two the end of the topic assessment involves the completion of an assessment activity designed by the class teacher. This is retained in the individual's workbook.

SPECIAL EDUCATIONAL NEEDS

We aim to meet the needs of all the children, whatever their faith and cultural background or academic ability.

RESOURCES

Basic resources are held in each classroom: Come and See RE teachers guide, copies of Listen, Praise, prayer-books and Bibles/Bible stories.

Further resources are held in the R.E. cupboards. These include DVD/liturgy/assembly books, some artefacts and information on saints and are arranged according to topic or the relevant Sacrament or Season. Large posters and Vestments for Mass are kept in the hall cupboard.

ROLE OF THE RELIGIOUS EDUCATION LEADER

The RE Lead is responsible for supporting the staff in the delivery of the R.E. curriculum and monitoring the planning and teaching of this subject. The RE subject lead plans the termly timetables for the topics.

The leader will monitor and evaluate the teaching and learning of RE within the school through analysis of assessment data and content within the books. The co-ordinator sets out expectations for the set up of all classrooms and how an RE lesson should look. This information is provided in staff INSET sessions throughout the year.

STAFF DEVELOPMENT

At St. George's we ensure that all staff, including the RE subject lead are kept up-to-date with any changes to the teaching of RE and the delivery of the Come and See programme. Staff are given opportunities to attend INSET and the RE Lead attends the diocesan conference annually.

The responsibility for the induction of Early Career Teachers rests with their mentor though assistance and support is provided by the RE coordinator, in order to help plan topics and with reference to any specific problems.

New staff to the school are informed of curriculum and assessment practices, and are given appropriate training in Come and See. Additional help with planning is offered to non-Catholic teaching staff, including exemplar planning and the RE coordinator modelling lessons.

The RE Lead keeps up-to-date with the current assessment and teaching methods of the diocese by regularly attending conferences and liaising with schools within the MAT.

It was agreed by the Governing Body on 15th September 2023

Review date September 2024

GUIDELINES FOR CLASS ASSEMBLIES

Class assemblies must incorporate the statutory requirement for collective worship.

Collective worship means the whole community must be involved in the whole assembly at certain points eg contributing to prayers, singing a hymn.

- *Class taking the assembly should be in the hall before the rest of the school enters.*
- *Music should be played as children enter the hall to help the children realise that they are to be involved in an act of worship.*
- *Children should enter the hall in silence.*
- *All should be invited to make the Sign of the Cross at the beginning of the assembly.*
- *The assembly should have a predominantly religious theme and where possible linked to the "Come and see" programme.*
- *A candle should be lit either at the beginning of the assembly or when the Gospel is said.*
- *A scripture reading/drama should be included in all assemblies.*
- *Children should be taught to give the correct response to Bible readings as found in the Roman Missal.*
- *At some point everyone should be invited to pray and make a response.*
- *The class may want to sing a hymn/song on their own but there must be a hymn when everybody is asked to join in (this should be on the digital projector). There should be no more than two hymn/songs in an assembly.*
- *A hymn to be sung by all at some point in the assembly.*

- *At the end of the assembly the Sign of the Cross should be made.*
- *Music/or singing should accompany children as they leave the hall.*