



“Religious education is more than a subject to be taught - it is an invitation to a way of life. ”

Mission Statement

Together with Christ we grow in faith and knowledge.

Rationale of Religious Education

Religious Education is central to the mission of the Church. Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.

Religious Education is 'the core of the core curriculum.'

Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. ² As such it is to be taught, developed and resourced with the same commitment as any other subject.

We define successful and meaningful Religious education as

“Religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life”⁴

The Aims of Religious Education as stated in the RE Curriculum Directory are:

- *To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;*
- *To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;*
- *To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;*
- *To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;*
- *To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;*
- *To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;*
- *To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;*
- *To bring clarity to the relationship between faith and life, and between faith and culture.⁵*

These aims will be met because every child will experience best quality teaching. We recognise that we are all learners and learning is for life. Every child has the right to learning opportunities which will enable them to become 21st Century evangelists of the Catholic faith.

This will ensure that children grow into tolerant, independent and positive citizens, strong in faith with a deep and confident appreciation of the Catholic Church. Excellent RE teaching will foster children's self-esteem. At St. Bede's we feel that gospel values and British Values complement one another and help them build positive relationships with other people by showing respect for all cultures and faiths and, in so doing, promote positive attitudes towards other people.

Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 - Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese. We adapt the delivery of the programme of study to create innovative and engaging learning opportunities. We use outside agencies to support the delivery of the curriculum and a range of pedagogical approaches in lessons.

Process

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

We see the following as the fundamental to good and outstanding RE teaching which allows us to deliver "Come and See" effectively

What is good RE teaching and how do we recognise it?

We recognise that good and outstanding teaching is to be nurturing and developing of each child's individual learning needs, skills and talents in order for them to reach their full potential, regardless of their home circumstances.

Engaging, supportive and challenging teaching will ensure high expectations, excellent progress and the ability for every child to succeed in all aspects of future life.

We expect that all teachers have good subject knowledge and deliver engaging, stimulating and fast paced lessons.

Our teaching is based on the knowledge of children's level of attainment without compromising high expectations. Children's progression will be monitored and assessed throughout lessons and children will act upon feedback accordingly.

Our teachers have the confidence to adapt planning and teaching when necessary.

Teachers will link learning to the world to give a purposeful context.

Where possible we will accommodate the learning styles of individual children using V.A.K.

Our teachers will be organised through effective preparation and planning. As a result, our lessons will be planned with clear objectives that offer differentiation, challenge and support.

Support staff will be part of the planning process in order to effectively support children's learning most appropriately.

Our Creative Curriculum ensures, where possible, the learning is cross curricula. We recognise that learning is most effective when children can make links.

Methodology

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Inclusion and Equality

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Right of withdrawal from RE

Parents have the right of withdrawal from RE for their children. The school has a separate Policy for the Withdrawal from RE.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least one week's teaching and learning time per year is given to each.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- The school portfolio of pupils' work contains three samples of work from each teacher for the Diocesan agreed task each term, covering a range of abilities.
- An in-house moderation meeting is held every term.

- Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE Coordinators' Moderation meetings in the summer term.
- Monitoring of teaching and learning takes place in the form of a lesson observation annually for each teacher, and planning and work scrutinies termly.
- Pupils are sublevelled at the end of each term and this information is used to ensure progress and achievement is recorded and tracked. This data is entered into SIMS and the Trust data manager produces a comprehensive data analysis. This allows the RE Co-ordinator and Head Teacher to closely monitor progress of individual groups and classes.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Governors receive a termly report with regard to the RE curriculum and Catholic Life of the School.

What is good learning in RE and how do we recognise it?

Children respond effectively to the teachers astute questioning which enables them to discuss and further develop their learning.

Children are able to ask questions about the world and themselves, they begin to show a wonderment of the world God created.

Children are active partners in their learning. They are aware of their targets and next steps for learning.

They are enthusiastic about developing their skills in order to become independent learners.

Learning builds on previous knowledge and it is relevant, fun and purposeful. It is thought-provoking and allows the child to acquire and develop new skills.

Where possible, learning is cross-curricular, and links to the wider world and other faiths are identified.

Children are able to demonstrate their learning and articulate it through discussion with adults and peers. They are able to ask questions to clarify their understanding and extend their learning.

Children are encouraged to take risks in their learning and try new ideas.

What does a high quality RE learning environment look like?

A good and high quality learning environment is a safe place to be that includes a variety of well-chosen resources that all children can access. It will be engaging, challenging and enable all children to make progress. It will celebrate and be an example of what children can achieve. We ensure that all children have the opportunity to display their work at some time during the year.

The classroom environment will become the third teacher through well-resourced and well-maintained RE displays and holy spaces. The children will show responsibility and ownership in the maintenance of the holy spaces. We expect the following to be part of each holy table:

- Statue
- Crucifix
- Candle
- Bible
- Prayers of the school
- School vision

Staff may wish to add other items at various times of the year, for example rosary beads during May and October, but keep we do not encourage an overly cluttered holy table.

The classroom environment at St Bede's will be interactive, multi-sensory and thought-provoking.

Teaching prompts are displayed which help to consolidate and extend learning. All classrooms have a range of religious texts and artefacts reflecting the weekly Gospel, the liturgical year and Catholic feast days.

Management of the Subject

The Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. She will report to the Head of School and be supported by the school Chaplain.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by RE Co-ordinator, head and whole staff. Approval of a new or amended policy will be presented to governors.

The policy will be updated every 2 years.

Next review Sept 2019