

# **St Anne's Catholic Primary School**

## **RE Policy**

### **1 INTRODUCTION**

- 1.1 We, the school community at St Anne's, believe that it is important to help each person develop a loving relationship with Jesus Christ. We will reflect the gospel values, and we will uphold the worth and value of each individual.
- 1.2 Prayer and liturgy are an inherent part of school life and a real expression of the partnership of the wider community, especially the home and the parish, where the development of the whole child is nurtured.
- 1.3 It is our wish and aim to educate the whole child through the integration of the intellectual, spiritual, moral, emotional, psychological, social and physical development.

### **2 HOME – SCHOOL - PARISH PARTNERSHIP**

- 2.1 The school works in partnership with parents and carers, and we recognise that parents are the first and best educators of the children entrusted to them.
- 2.2 We want to encourage links between the home, school and parish. Parents/carers are informed of special events, and their presence is always welcomed on these occasions. We encourage parents to attend and participate in whole school masses and year group masses in church. This invitation is extended to parishioners. Parents/carers are also invited to attend assemblies throughout the year.
- 2.3 During the academic year we meet parents/carers each term. Targets are set and any issues are discussed. We make ourselves available at other times should parents want to discuss any concerns they may have. Parents/carers are kept informed by half termly curriculum letters from the class teacher, the 'Friday update' newsletter, and messages on Twitter, Instagram and Class Dojo.
- 2.4 Our school supports parish events and fund raising e.g. CAFOD, Advent appeals, Lenten appeals, harvest collection of goods for charity, Southwark Diocesan Crisis Fund collections, Mission Together, etc.  
  
Children are encouraged to consider who benefits from their fundraising efforts and make suggestions of charities they would like to support and how they could collect money for these causes.
- 2.5 FOSA (PTA) organise a range of events throughout the year which bring us together as a Christian community.
- 2.6 Each week, children in KS1 and KS2 take home a Liturgy challenge, linked to the Gospel reading for the following Sunday's Mass. This homework is to be discussed and completed

with their families or carers and returned to school the following week. Liturgy challenge winners are selected and celebrated in our celebration assemblies each week.

2.7 During Advent, each KS1 class has a travelling Posada and each KS2 class has a travelling Posada or Jesse Tree. These are taken home and scripture linked to the Christmas story is shared with parents/carers.

### **3 AIMS OF RELIGIOUS EDUCATION**

3.1 The aim of Religious Education (RE) is to endeavour to help children become aware of God's presence and action in their lives, and to have a personal relationship with Him. The religious education of our children in St Anne's aims to promote:

3.1.2 Knowledge and understanding of Catholic faith and life;

3.1.3 Knowledge and understanding of the response of faith to the ultimate questions about human life, its origins and purpose;

3.1.4 The skills required to engage in examination of reflection upon religious belief and practice.

### **4 THE OBJECTIVES OF THE CURRICULUM IN RELIGIOUS EDUCATION**

4.1 To encourage the development of a personal relationship with God, through reflection and prayer.

4.2 To develop understanding of the mystery of God and Jesus, of the Church and of the central beliefs that Catholics hold, from scripture and doctrine.

4.3 To develop an awareness and appreciation of Catholic religious belief, attitudes and activities, develop understanding of the impact of this on personal and social behaviour, and to be able to express this.

4.4 To encourage in each child the recognition of his/her own value and importance as individuals, to encourage social development so he/she can give as well as receive.

4.5 To foster pupils' feelings of awe, wonder and mystery and to help them order and pattern their experience.

4.6 To encourage study, investigation and reflection by the children.

4.7 To develop appropriate skills (e.g. ability to listen, to think critically, spiritually, ethically and theologically and to make informed judgements).

4.8 To foster appropriate attributes (respect for truth, respect for the views of others, awareness of the spiritual or moral responsibility and of the demands of religious commitment in everyday life).

4.9 To help pupils to consider their personal response to moral issues and to help them face and learn from any joyful or painful experiences they encounter.

4.10 To familiarise children with stories that are an authentic part of our religious tradition.

4.11 To provide opportunities for children to share in memorable and festive experiences.

## **5 EXPECTATIONS**

5.1 We want pupils to understand implicit religious education objectives that include:

5.1.1 Understanding of self and others

5.1.2 Awe and wonder

5.1.3 Pleasure, sorrow, integrity (right and wrong, consistency)

5.1.4 Representation (Expression and Performing Arts, Symbol and writing).

## **6 WHAT WE EXPECT PUPILS TO UNDERSTAND**

6.1 We expect pupils to understand explicit religious objectives that include:

6.1.1 Understanding of activities (ritual, worship)

6.1.2 Beliefs and Ideas (what is true, what is right)

6.1.3 Experiences (commitment, relationship, attitude)

6.1.4 History (events, people and places.)

6.1.5 Organisation (authority, scripture, traditions, buildings, people)

6.1.6 People (founders, figures and followers)

6.1.7 Writing (books, stories and symbols).

## **7 “Come and See”**

7.1 The staff at St Anne’s follow the ‘Come and See’ scheme, as adopted by the diocese, to deliver the RE curriculum. Each topic last approximately 4 weeks. The content of this programme is based on questions central to the Christian belief in Jesus. Each term we will pose a basic question about the mystery of life and explore it.

7.1.1 Autumn - Where did I come from? (Life, Creation)

7.1.2 Spring - Who am I? (Dignity, Incarnation)

### 7.1.3 Summer - Why am I here? (Purpose, Redemption)

7.2 These questions are explored through three kinds of themes:

- The community of faith - Church
- Celebration in ritual - Sacraments
- Way of life - Christian living

7.3 The Community of faith - Church themes:

- Autumn - family, domestic church
- Spring - community, local church
- Summer - world, universal church

7.4 The Celebration in ritual - Sacrament themes:

- Autumn - belonging, Baptism, Confirmation
- Spring - relating, Eucharist
- Summer - inter relating, Reconciliation

7.5 The Way of life - Christian living themes:

- Autumn – loving, Advent, Christmas
- Spring - giving, Lent, Easter
- Summer - serving, Pentecost

7.6 Each topic takes account of the ages and stages and development of the pupils. There are clearly stated learning outcomes and a variety of experiences and activities for each learning objective. Teachers can select appropriate work for each child. Each topic has eight lessons, which can be grouped together into longer lessons, as appropriate for the age and experience of the children.

7.7 Within each topic there is one lesson focusing on exploring children's prior knowledge and understanding. There are then six lessons for revealing new information and ideas to the children. At the end of the unit, the last lesson is to allow children to respond to and celebrate the new knowledge and understanding they have gained throughout the topic.

7.8 The use of the Come and See Programme is being reviewed and adapted in light of the new Religious Education Directory.

7.9 RE lessons are timetabled weekly in KS1 and KS2. In EYFS each RE topic is delivered in a one-week block to support the children's understanding at this stage in their learning. This process reflects Early Years practice and is divided into:

- Whole class core Input (Teacher led)
- Adult Directed activities (Teacher or TA works with children 1:1 or in small groups)

-Continuous Provision (child-centred learning across the areas of learning in the EYFS).

7.10 **10%** of the curriculum time is given to Religious Education teaching across all key stages.

7.11 The archdiocese of Southwark has chosen a new scheme of work called Lighting the Path published by Oxford University Press to be implemented in all Catholic schools by September 2026. We are currently implementing this new RE scheme alongside

the training provided by the diocese. We will be using a phased approach beginning with KS1, early years and finally KS2.

## **8 PLANNING**

8.1 At St Anne's we use the Hexham and Newcastle planning templates throughout the school. These clearly identify the skills to be taught in each lesson, and the content of each topic is planned using the 'Come and See' scheme and adapted to reflect the experience and needs of particular classes.

## **9 TEACHING AND LEARNING**

9.1 A range of teaching and learning strategies will be employed depending on the needs and achievement levels of the children and the nature of the activities being undertaken, these may include:

- exploring scripture
- visiting a place of worship, including St Anne's Church
- visitors to the school
- Godly play sessions
- handling religious artefacts/ritual objects
- art, music and drama
- literacy techniques

9.2 Learning tasks will be differentiated in terms of activity or outcome according to the needs and achievement levels of the children.

9.3 Approaches will include whole class teaching, group activities and individual work. Children will have the opportunity to work individually as well as collaboratively, developing their own knowledge and expertise as well as sharing their experience with others.

9.4 Work will involve thought provoking reflection and discussion, encouraging children to develop their moral and spiritual consciences.

9.5 Teachers are encouraged to make cross-curricular links when planning RE, incorporating opportunities for ICT and extended writing where appropriate.

## **10 ASSESSMENT AND RECORDING KEEPING**

10.1 Marking will be undertaken in line with the school marking policy, written comments should relate to the learning objective and should be affirming, encouraging, thought provoking and challenging, above all be sensitive to the children's needs.

10.2 Feedback to pupils indicates where they can improve their work. Pupils are given opportunities to reflect and respond to marking. Once learning has been assessed in books/lessons, teachers record the date of the skill that has been met on a "Skills Descriptor Sheet" at the front of RE books.

10.2 Comments relating to RE will be made for each pupil on their annual report.

- 10.3 It is impossible to assess the level of a child's personal faith, and it should not be attempted. However, we are able to assess a child's knowledge, skills, concepts and attitudes that have been taught in RE. These can be demonstrated through discussion with the child, written work, artwork, role play and drama.
- 10.4 Termly, teachers will record pupil's attainment for the topics taught that term on SIMS. This is reviewed by the RE leader and discussed with class teachers at Pupil Progress Meetings. This information is used to inform future planning and strategies to ensure the individual needs of all pupils are met.
- 10.5 Once a term, teachers add annotated samples of work to the "Moderation Portfolio" as evidence of the children's level of knowledge, understanding and skills in relation to the topic.
- 10.6 At the end of each academic year class teachers assess how pupils engage with and respond to religion - learning from religion. Evidence is collected throughout the year to assess this. This may be through observations, comments made in discussion, entries in the reflection journal and elements of recorded work in their RE books.
- 10.7 Teacher assessment of children's understanding may be based on discussion with the child, written work, artwork, role play and drama, dependent on the ages, needs and achievement levels of the children.

## **11 MONITORING**

- 11.1 In order to monitor RE teaching and learning, RE subject leaders will monitor planning throughout the school. Criteria for monitoring and any resulting targets for improvement will be shared with staff, as necessary.
- 11.2 Pupil work scrutiny and/or pupil conferencing will be carried out termly. Feedback and any resulting targets will be RAG rated and shared with staff, as necessary. Teachers will be supported when concerns arise, and areas revisited to ensure issues are addressed.
- 11.3 RE teaching will be observed and feedback provided to individual teachers relating to this.

## **12 OTHER FAITHS**

- 12.1 For two weeks of each school year, pupils will study other faiths. The whole school will focus on one particular faith for one week during each of the longer terms.
- 12.2 The other faith topics will wherever possible take place after the end of a Come and See topic.
- 12.3 All children will study Judaism at their own level. The other faith children study will rotate around the other major world religions.
- 12.4 The study of other faiths gives pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews are different from their own.

12.4 Where possible, visitors from other faiths will be invited into school to talk to the children and visits to places of worship will be arranged related to other faith topics.

### **13 DISPLAY AND PRAYER FOCUS AREAS**

13.1 RE displays should relate to the topic being studied to stimulate further work or to celebrate the work that has been undertaken. They should include a “Big Question” and key vocabulary linked to the topic. Where appropriate they should be interactive and encourage children to question and apply what they are learning to their everyday lives.

13.2 Each class has a prayer area to stimulate and facilitate reflection and prayer, linked to the liturgical season and/or topic being studied.

### **14 SCRIPTURE**

14.1 God speaks to us in the Bible. Story, songs, statements and letters are used to pass on God's message. It is through these that the Scripture writers express how they understand and experience God, how they relate to God and how God relates to them. When Jesus told his stories in the Bible, He rooted them in the everyday experiences of His listeners. It is important that our children understand the context in which these stories are set.

### **15 THE TEACHER NEEDS:**

15.1 To be familiar with the text, what comes before and what comes after

15.2 To be aware of the theological implications of the text

15.3 To be creative in using the text so that the children will understand

15.4 Remain faithful to the meaning of the passage (don't distort it to bring it down to pupil level)

15.5 To ensure all lessons are taught for adequate cover and understanding

15.6 To teach lessons at the correct time to reflect the Liturgical Year.

### **16 EQUAL OPPORTUNITIES AND INCLUSION**

16.1 A Central message in the Catholic faith is that although we are all different, God loves each one of us equally, regardless of background, gender or ability. It is therefore vital that we recognise and cater for the individual needs of children, acknowledging that all children have different gifts and talents and that these should be celebrated.

16.2 Learning tasks should be matched to the children to enable them to achieve success, helping them develop to their full potential and to develop a positive self-image.

- 16.3 At St Anne's we recognise that it is important for the children to be provided with images, which reflect the multi-cultural society and community in which we live. We shall endeavour to ensure that we provided children with a diverse and rich range of images.
- 16.4 We aim to ensure that resources do not reinforce any kind of stereotypes and that they do reflect our own school community.
- 16.5 We are very aware of the rich cultural diversity of our children. We will continue to celebrate this richness. We will use stories, pictures and music to support the teaching of religious education. We seek the support of parents when we have specific projects throughout the year.
- 16.6 Staff will familiarise ourselves with our Special Needs and Inclusion Policies. We will continue to try our best to ensure that each child develops his/her special gifts. We will always try to ensure that all children have the support they need to succeed.

<b>Date agreed by governing body on</b> December 25	<b>Signature of Chair or Vice Chair</b>
<b>Date agreed for review</b> November 2028	<b>Frequency of Review</b> Three Years
<b>Responsibility for Review</b> A&C Committee	