



**DIOCESE OF MIDDLESBROUGH
DIOCESAN SCHOOLS' SERVICE**



**RELIGIOUS
EDUCATION**
A Model Policy
for
Primary Schools

2019/2020

A Model Policy for Religious Education

You are offered this model for your consideration. Please discuss and adapt the document according to your own unique local circumstances.

Mission Statement

(Insert School Mission Statement here)

Rationale of Religious Education:

- We believe Religious Education to be ‘the core of the core curriculum.’
- We believe Religious Education is central to the educative mission of the Church.
- Aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects. We acknowledge and concur with the Bishops’ view of the importance of high quality religious education: *“Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material.”*¹
- We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

*‘At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which 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 which is within them. Religious Education is, then, the core subject in a Catholic school.’*²

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines*³. As such it is to be taught, developed and resourced with the same commitment as any other subject.’

Classroom Religious Education has as its outcome:

“religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually,

¹ Religious Education in Catholic Schools, Bishops’ Conference of England and Wales, 2000, para. 7

²ibid, para. 4

³ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.3

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 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*

Religious Education in the Classroom and Curriculum Time Allocation:

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

- (a) Implicit, or unstructured Religious Education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- (b) Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of this school to allocate 10 % of curriculum time 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 Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the ‘Come and See’ programme is used as recommended by the Diocese.

⁴ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.10

⁵ Ibid p.6

Process

We teach Religious Education 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. As the Directory states: *'Teaching in Religious Educationshould help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'*⁶

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

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

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 taught in the Autumn and *Islam*, which is taught either in the Spring or Summer. One week's teaching and learning time per year is given to each. *If you are teaching two weeks of each of the Other Religions or if you are covering a different World Religion please amend to show this. Islam is the recommended second World Faith to be studied. In exceptional circumstances schools may choose to study an alternative world religion in response to local need (eg. A high proportion of pupils are Hindu).*

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. *(Pilot schools may be using the Age-Related Standards in RE Document)*
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in - house moderation of pupils' books is held every... *(insert school's pattern/schedule) Suggested schedule is termly.*

⁶ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

- A range of annotated pupils' books are presented for Diocesan Moderation at RE Coordinators' Moderation meetings in the summer term, as directed by the Diocesan Schools' Service.
- Monitoring of teaching and learning.....(*insert here school's arrangements for monitoring performance of staff and pupils e.g. lesson observations, work scrutiny etc*)
- Progress and achievement is recorded and tracked.....(*insert school's arrangements*)
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors ... (*insert school's arrangements for reporting to Governors*)

Management of the Subject.

(Insert name), the Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. *(The job description of the Co-ordinator should be attached)*

Policy Monitoring and Review.

This policy will be monitored, evaluated and reviewed by... *(insert people responsible – governors and whole staff)* and updated every 2 years.

APPENDIX 1

The Role of the Co-ordinator for Religious Education

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Schools' Service particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To collect and keep pupil books showing pupils working at expected from at least Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books every *(insert school's pattern/schedule) Suggested schedule is termly.*
- To attend annual diocesan moderation meetings with the required pupil books.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:
 1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.

3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in RE.
 5. A record of Staff Professional Development in RE
 6. Data and current targets in RE.
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
 - To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's DSEF document.
 - To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).
 - To organise and lead in-house staff training and development.
 - To identify training needs of staff to ensure their suitability to teach effective Religious Education.
 - To audit, manage and develop resources within a given budget.