



# St Paul's Catholic Primary School

## RELIGIOUS EDUCATION POLICY

**Mission:**

*Our pupils and all members of our school community encompass, celebrate and live our values by:*

*Journeying together, The St Paul's Way.*

**Our Vision**

*An exceptional community where acceptance, compassion and diversity is valued. We will encourage and inspire our children to serve God for the good of all, to excel in their learning and be resilient and caring. Our community will recognise, celebrate and protect God's gift of the world through the provision of a creative, relevant and ambitious curriculum which enables our children to be confident and prepared for modern life.*

**Our Values:**

*Respect, Friendship, Perseverance, Honesty, Caring, Thankfulness and Confidence which are rooted in the Gospels of Jesus Christ and we support and encourage those values which form our modern British Society – Democracy, Rule of Law, Individual liberty, mutual respect and tolerance (value) of those of different faiths and beliefs.*

|                                                              |                            |                             |
|--------------------------------------------------------------|----------------------------|-----------------------------|
| Signed (chair):<br><br><i>C Lawler.</i>                      | Name:<br><br>Carol Lawler  | Date:<br><br>4/07/2023      |
| Signed (Head):                                               | Name:<br><br>Maxine Sewell | Date:<br><br>4/07/2023      |
| Ratified by:<br>Governing Body on: 4 <sup>th</sup> July 2023 |                            | Next Review:<br>Summer 2025 |

# Equality Impact Assessment (EIA) Part 1: EIA Screening

|                                          |               |                         |               |
|------------------------------------------|---------------|-------------------------|---------------|
| <b>Policies, Procedures or Practices</b> |               | <b>Date</b>             | July 2023     |
| <b>EIA CARRIED OUT BY:</b>               | Claire Rogers | <b>EIA APPROVED BY:</b> | Maxine Sewell |

Groups that may be affected:

| Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)     | Existing or potential adverse impact | Existing or potential for positive impact |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------|
| Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)                         |                                      | YES                                       |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication). |                                      | YES                                       |
| Gender Reassignment (transsexual)                                                                                                         |                                      | YES                                       |
| Marriage and civil partnership                                                                                                            |                                      | YES                                       |
| Pregnancy and maternity                                                                                                                   |                                      | YES                                       |
| Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)                                |                                      | YES                                       |
| Religion or belief (practices of worship, religious or cultural observance, including non-belief)                                         |                                      | YES                                       |
| Gender (male, female)                                                                                                                     |                                      | YES                                       |
| Sexual orientation (gay, lesbian, bisexual; actual or perceived)                                                                          |                                      | YES                                       |

Any adverse impacts are explored in a Full Impact Assessment.

## **1 Aims and Objectives**

- 1.1** St. Paul's Catholic Primary School provides an education that realises the full potential of each child in accordance with Gospel Values and the teaching of our faith. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At St. Paul's Catholic Primary School, we develop the children's knowledge and understanding of Christianity as well as introducing the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of God. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.
- 1.2** The objectives of teaching religious education in our school are to help children:
- develop an awareness of spirituality in themselves as well as spiritual and moral issues arising in their lives;
  - develop an understanding of religious experience through the teachings of the Catholic faith;
  - develop an understanding of Catholic Social Teaching and an awareness of actions they could do to fulfil its intention;
  - develop knowledge and understanding of Christianity and other major world religions;
  - be able to reflect on their own experiences in relation to the teaching of our faith and to develop a personal response to the fundamental questions of life;
  - develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
  - develop investigative and research skills, and make reasoned judgements about religious issues;
  - have respect for other people's views, and celebrate the diversity in society

## **2 The legal position of religious education**

- 2.1** Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. All teachers are obliged in our school to teach religious education under their contractual agreements. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Catholic Curriculum Directory approved syllabus passed by the Bishop's Conference of England and Wales. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

### **3 Teaching and learning style**

- 3.1** We base our teaching and learning style in RE on the key principle that Quality First teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2** Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences of Liturgical events such as Advent, Lent Easter to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and take regular assemblies.
- 3.3** We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
- setting tasks which are open-ended and can have a variety of responses;
  - setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
  - grouping the children by ability in the room, and setting different tasks for each ability group;
  - providing resources of different complexity, adapted to the ability of the child;
  - using classroom assistants to support the work of individuals or groups of children

### **4 Curriculum**

- 4.1** We plan our religious education curriculum in accordance with the Religious Curriculum Directory as set by the Bishops of England and Wales and in accordance with Clifton Diocesan guidance. To incorporate Attainment Target 3 the school is using the adapted "God Matters" materials from the Clifton Diocese. We ensure that the topics studied in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2.1** We produce detailed, personalised Unit plans. We use the agreed RE planning template and amend planning in line with Assessment for Learning. Each teacher uses the 'Trigger' words to set the tasks in RE lessons which are level appropriate. RE is taught as a discrete subject and where possible, additional links are made in other areas of the Curriculum and are evidenced on planning.
- 4.2.2** The RE subject leader keeps and reviews Unit plans on a regular basis.
- 4.2.3** The current scheme allows provision for teaching Other Faiths and opportunities are planned for children to explore and understand World Faiths.

**4.2.4** Through events such as “One World Week”, other Faiths are valued and respected by all. We have chosen as our third faith to study Sikhism as we have pupils of this faith in our school.

## **5 The Foundation Stage**

**5.1** We teach religious education to all children in the school, including those in the reception class.

**5.2** In reception classes, religious education is taught as a discrete subject as well as being an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children’s work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

## **6 Contribution of RE to the Teaching in Other Curriculum Areas**

### **6.1 Relationship and Sex Education**

Relationship and Sex Education is taught in line with National guidelines and guidance from the Bishops of England and Wales and we use the Jigsaw scheme of work to deliver our programme of learning for RSE and we supplement this with the Journey in Love scheme.

### **6.2 Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

### **6.3 Spiritual, moral, social and cultural development**

Through religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the religious and cultural context of their own lives.

## **7 RE and Computing**

**7.1** The use of ICT can enhance Religious Education, in all key stages. The children select and analyse information, using the Internet and Google Classroom and other programmes. They also use ICT to review, modify and evaluate their work, and to improve its presentation.

## **8 RE and inclusion**

- 8.1** At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children.
- 8.2** We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a Jewish synagogue or Sikh temple, for example, which involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **9 Assessment and Work**

- 9.1** Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a Power Point presentation based on their investigations. Teachers will assess children's work in religious education by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. The teacher will record the attainment grades awarded at the end of a unit of work. These are moderated against levels of Age-Related Expectations. This information is used to assess the progress of each child and for passing information on to the next teacher at the end of the year.
- 9.2** The RE subject leader keeps samples of moderated and levelled children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

## **10 Resources**

- 10.1** We have sufficient resources in our school to be able to teach all our religious education units. We keep resources for religious education in a central store. Each child from Year 2 and up is gifted a Bible via the Rainbow Bibles scheme which they take with them through the school. There are additional sets of Bibles for use at both Key Stages, and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

## **11 Monitoring and review**

- 11.1** The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The Subject Leader presents the head teacher and Governors with an annual report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The Subject

Lead has specially allocated time for carrying out the tasks linked to the School Development Plan and the RE Action Plan.

The Governing Body have appointed one governor with specific responsibility for the monitoring of Religious Education provision and this monitoring takes place regularly throughout the year, through school visits to meet with the Subject Lead, pupil conferencing and discussion with staff and other stakeholders.

This policy is monitored by the RE Subject Lead and RE Link Governor and is evaluated and reviewed by the FGB every 2 years.

- 11.2** This policy will be reviewed at least every two years by the RE Lead, RE Link Governor and Learning and Leadership Committee. It will be ratified by the Full Governing Body.