



Policy for Teaching RELIGIOUS EDUCATION

1. Mission Statement

As a Catholic School, St Benedict's is committed to serving the local Church by being a focus of Christian joy. This joy springs from knowledge of the Good News of Jesus Christ, from the shared celebration of the Church's sacramental life and from the experience of belonging to a community inspired by love of God and neighbour. Under the patronage of St Benedict, special emphasis is placed on the centrality of this sense of belonging to a strong family. Each individual is known and loved and cared for. Parents and school share the responsibility of creating an environment, both safe and challenging, in which children can grow confidently towards human and spiritual maturity. St. Benedict's acknowledges, in particular, that this growth is often threatened by circumstances and by the realities of human existence, and places great emphasis on the role of forgiveness and encouragement in enabling children to grow into true freedom of spirit.

2. Rationale of Religious Education

"Catholics believe that Religious Education is not one subject amongst many, but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life." (*Bishops' Conference of England and Wales, 1988*) We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this.

3. Religious Education in the Classroom

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 give 10% of the timetable at Key Stage 1 and 10% at Key Stage 2.

4. Programmes of Study

To fulfil our Aims and Objectives we use the 'Here I Am' programme to adhere to the **Curriculum Directory**, as prescribed by the Diocese. In addition to this we encourage children to de-

velop both their religious knowledge and spirituality through a programme entitled 'Godly Play'. This programme, through Bible stories and parables, develops children's questioning and allows them to have a more reflective approach to religious teachings.

5. The Process of Teaching

We adhere to the process recommended by the **Curriculum Directory** of Search, Revelation and Response, and use 'Here I Am' to do this. 'Search' is contained in the Recognise, Reflect and Respect parts of the process, 'Revelation' is in the Relate section, and 'Response' in the sections involving Rejoice, Remember and Renew.

6. Assessment, Recording and Reporting

Please refer to the School Policy on this matter.

7. The Role of the Religious Education Co-ordinator

Please see appendix.

8. Policy Monitoring and Review

This policy is monitored and reviewed by the Catholic Nature Sub Committee of the Governing Body every two years.

Appendix 1

The Role of the R.E. Co-ordinator

1. CURRICULUM DESIGN

- 1.1. Formulating a scheme of work and written Policy (in consultation with the Catholic Nature Sub Committee) for the curriculum area.
- 1.2. Ensuring that the curriculum area reflects cross-curricular concerns such as multi-cultural issues, equal opportunity and personal and social education.
- 1.3. Organising the integration of information technology computer assisted learning within the curriculum area.
- 1.4. Devising teaching and learning activities appropriate to the full ability range.
- 1.5. Fostering curriculum continuity, consistency, balance, match and progression.
- 1.6. Stimulating cross-curricular approaches.
- 1.7. Organising whole school themes/activities.
- 1.8. Contributing to the formation of the School Development Plan

2. COMMUNICATION

- 2.1. Communicating effectively within the school.
- 2.2. Acting as consultant to colleagues.
- 2.3. Encouraging positive attitudes towards the curriculum area.
- 2.4. Informing newly appointed colleagues of school policy in the curriculum area.
- 2.5. Communicating with parents, governors and the parish community.
- 2.6. Liaising with the Diocesan R.E. adviser.
- 2.7. Liaising with other phases.
- 2.8. Attending regular meetings with co-ordinators from other Catholic schools

3. ASSESSMENT AND MONITORING

- 3.1. Assessment and evaluation of the curriculum area, ensuring consistency with the school's policy.
- 3.2. Monitoring standards with the curriculum area - with the help of the Portfolio.
- 3.3. Observing, on occasions, the teaching of the agreed curriculum.
- 3.4. Having oversight of and developing record keeping and pupil tracking in liaison with other teaching staff
- 3.5. Informing the headteacher and Catholic Nature Sub Committee of standards and developments within the curriculum area.

4. RESOURCES

- 4.1. Evaluating existing resources
- 4.2. Managing the purchase and deployment of resources.
- 4.3. Budgeting efficiently.

5. PROFESSIONAL DEVELOPMENT

- 5.1. Arranging and organising school-based in-service activities.
- 5.2. Keeping up to date by personal research.
- 5.3. Attending appropriate in-service courses and reporting back.
- 5.4 Attending regular meetings with co-ordinators from other Catholic schools

Appendix 2: Assessment, Recording and Reporting Policy

"The purpose of assessment, recording and reporting in religious education is to ensure effective learning, to celebrate growth and achievement and enable further progress."

NBRIA 1997

Rationale

We recognise that assessment, recording and reporting are a natural part of teaching and are integral to the learning process. However, as a school, we believe strongly that, due to its nature, all aspects of religious education cannot be assessed on a purely formal level—this is particularly true of spirituality and an adherence to Christian morals and values.

Good assessment strategies will be rooted in effective planning. All planning will take account of the concepts, attitudes, skills and knowledge highlighted in the *'Religious Education Curriculum Directory for Catholic Schools'* 1997 [p.10].

Teachers' long-, medium- and, where applicable, short-term planning will be a collaborative process which assists continuity and progression.

All teachers will use the agreed planning documents.

All planning will identify specific assessment strategies for each topic which will be integrated into our teaching. Assessment also takes place through general observation, end of lesson reviews, end of task reviews, marking and commenting on work, and through the Rejoice, Remember, Renew process of 'Here I Am'.

Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning.

Recording will recognise the distinct nature of religious education.

Records will provide evidence of what pupils have done and have achieved.

Regular use will be made of pupil evaluations.

The process of recording and pupil tracking will enable us to provide evidence of the work covered and the attainment achieved. A school portfolio containing examples of pupils' work from each year group, together with teacher's comments, will be developed and maintained by the R.E. Co-ordinator.

Reporting in Religious Education will provide feedback to pupils on their achievement and progress. It will be a means of information for parents which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in the child's education.

Review

The R.E. Co-ordinator and Catholic Nature Sub Committee will be responsible for monitoring and evaluating the success of this policy.

This policy was reviewed in December 2011

Signed:

(Chair of Governing Body)

The Catholic Nature Sub Committee will review this policy in December 2013