

Christ the King Catholic Voluntary Academy



RE Policy

The principles underpinning the spiritual development of our children are based on the Gospel Values of hope, love, service, gratitude, justice, compassion, forgiveness and reconciliation. Children learn to encounter and appreciate the love of God in their everyday lives and in the world around them.

The life of the school is underpinned by the school's Mission Slogan:

'We can and we will follow in Jesus' footsteps' which is displayed in every classroom and is celebrated every week in our mission liturgical prayer.

The intent of this policy for Religious Education is to guide school practice to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development and moral development.

1 Rationale

1.1 Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject;

'The outcome of excellent Religious Education is 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.'
Religious Education Curriculum directory for Catholic Schools (CES 2012)

2 Our aims and objectives

2.1 At Christ the King, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation
- A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive discipline and worship
- A sense of belonging to and participating in a community
- A real understanding and practise of the Catholic Faith

- Opportunities to develop understanding, respect and appreciation of other faiths
- Familiarity with religious language, symbols, signs and gestures of worship and prayer
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional and physiological growth.

3 The Religious Education Curriculum

3.1 Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (CES 2012).

“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.”

Catholic Bishops ‘Conference of England and Wales (May 2000)

4 The ‘Come and See’ Programme

4.1 This programme of study forms the basis of our scheme of work and teaching. It is developed through three themes; the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups.

4.2 During the Advent Term, a week is set aside to learn more about Judaism in KS2, which is another Abrahamic faith, and Hinduism in EYFS and KS1. During the Pentecost Term, a further week is set aside to learn about another world faith; Islam in Upper KS2, Sikhism in Lower KS2 and Judaism in EYFS and KS1.

4.3 In addition to the timetabled RE sessions and daily collective worship, Christ the King celebrates holy days, special feast days, key stage assemblies, class assemblies, hymn practice, liturgies, class Masses and whole school Masses.

4.4. A new Religious Education Directory (R.E.D.) is currently under review from the Catholic Education Service and is scheduled to be fully implemented in schools by September 2025. Christ the King are adhering to diocesan advice to use the academic year of 2022-23 as a planning year before starting to introduce the new planning after our CSI.

5 The Structure of Religious Education Teaching

5.1 This is delivered through a process recognised in the Catechism of the Catholic Church:

- By exploring their life experience to discover value and significance: **EXPLORE** (approx. 1 week)
- By hearing, understanding and reflecting on the Christian message: **REVEAL** (approx. 2 weeks)
- By bringing it to mind, by celebrating and applying it: **RESPOND** (approx. 1 week)

6 Planning

6.1 We carry out the curriculum planning in RE in two phases; long-term and short-term. The long-term planning maps the RE topics studied in each term by each year group. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group, using the Come and See primary map. Class teachers write short-term topic plans using the template provided in addition to planning guidance from the RE Advisor at Nottingham Diocese Education Service. Planning must outline specific learning objectives and expected outcomes linked to the 'driver words' suitable for each year group (*Nottingham Diocese Education Service End of Year Expectations Document, 2019*). Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

7 Time allocation

7.1 The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (*May, 2000*). Therefore, children in EYFS and KS1 will receive two hours of RE per week and children in KS2 will receive two and a half hours per week. This allocated curriculum time does not include forms of collective worship as outlined above.

8 Early Years Foundation Stage

8.1 In Reception classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the EYFS curriculum planning for children aged three to five. RE is included in 'Understanding the World' and 'Personal, Social and Emotional Development' areas of learning. Children complete a baseline assessment in recognising religious words, actions and objects at the beginning of EYFS and at the end. This information is submitted to the Diocese.

9 Assessment

9.1 Christ the King use the Nottingham Diocese Education Service End of Year Expectations Document (*July, 2019*) to assess children according to their year group expectations. Children are assessed against the 'driver words' applicable to their year group and are assessed in three strands; learning about religion, learning from religion, and forming an opinion about religion. Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements. The Education Service also set assessment tasks once per term to aid moderation.

9.2 Progress meetings are held termly for each class with the Head Teacher and RE lead. Children may be identified and targeted thereafter to ensure at least expected progress is made in RE. Summative assessment are recorded and monitored using Insight. This data may also be accessed by St Ralph Sherwin (CMAT). Children deemed to be making less-than-expected progress will be monitored more closely and teachers will be required to make a half-termly data-drop for these children.

9.3 A baseline assessment is carried out at the beginning of Reception to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout Reception, the teacher and the school 'add value' (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of Reception to demonstrate the gains in knowledge and understanding (value-added).

10 Marking and Feedback

When written work has been completed, exercise books are handed in at the end of the lesson and the teacher then analyses each child's work.

When reviewing work, pupil's exercise books are organised into 3 piles indicating:

- children who need further help,
- children who understood the concept
- and those who performed particularly well.

Those children who require further help will have a specific pre-teach session before the next lesson to enable them to keep-up; they may also be provided with additional support which is planned for in the following lesson.

Each piece of work is ticked to acknowledge that the work has been checked.

Any basic errors (e.g. mis-spelling of Mary, Jesus) may

Teachers may add house points (using stamp) or stickers to indicate work that shows particularly good effort on the part of the pupil.

10.1 Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> ☑ Includes teacher gathering feedback from teaching, including verbal responses to questioning, mini-whiteboard work, book work, etc. ☑ Takes place in lessons with individuals or small groups ☑ Often given verbally to pupils for immediate action ☑ May involve use of a teaching assistant to provide support or further challenge ☑ May re-direct the focus of teaching or the task ☑ May include annotations according to the marking code e.g VF (Verbal Feedback) 	<ul style="list-style-type: none"> ☑ Lesson observations/learning walks ☑ Some evidence of annotations or use of marking code in pupils' exercise books
Summary	<ul style="list-style-type: none"> ☑ Takes place at the end of a lesson or activity ☑ Often involves whole class/group ☑ Provides an opportunity for evaluation of learning in the lesson ☑ May take form of self- or peer- assessment against an agreed set of success criteria/steps to success 	<ul style="list-style-type: none"> ☑ Lesson observations/learning walks ☑ Timetabled pre- and post-teaching based on assessment ☑ Some evidence of self- and peer- assessment
Review Feedback	<ul style="list-style-type: none"> ☑ Takes place away from the point of teaching ☑ May involve GPS annotations for pupils to read/respond in line with Marking Code ☑ Provides teachers with opportunities for assessment of understanding ☑ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks and future retrieval practice required ☑ May lead to next steps being given which are driver word led. These will be given in the form of Head, heart and cloud. Teachers can write a specific NS in books or may display them on the whiteboard with associated symbol in books. 	<ul style="list-style-type: none"> ☑ Acknowledgement of all work completed in the pupils' book ☑ Written comments and appropriate responses ☑ Adaptations to teaching sequences tasks when compared to planning ☑ Use of annotations to indicate future groupings/interventions

11 Leadership, Monitoring and Review

11.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching by keeping them informed about current developments in RE and providing a strategic lead and direction for this subject. The RE subject leader will provide CPD opportunities for all staff where necessary, and will lead RE staff meetings to ensure teachers are provided with current information and support in the planning, teaching and assessment of the subject.

11.2 The RE leader is to work closely with the Head Teacher and is to evaluate the strengths and weaknesses in RE which is then used to form an action and development plan for the next academic year. The quality of teaching and learning in RE is monitored and evaluated by the RE leader and Head teacher as part of the school's agreed monitoring cycle.