



Religious Education Policy

Mission Statement

This Mission Statement reflects the views of our pupils, staff and parents

For I know the plans I have for you; plans to give you hope and a future.

Jeremiah 29:11

- I know that God made me and that he loves me very much.
- I want to grow in God's love and be the best that I can be.
- Every day I will get to know God better in prayer and meditation
- I will always follow the school rules because I know that they are there to help me and to make this a happy school where children can learn
- I will show care and respect for everyone I meet at all times
- I will always try my best, even when I find things difficult
- I will come to school every day unless I am really too ill to attend
- I will always tell the truth, even if I have done wrong
- I will take care of the school building, grounds and everything in it
- My parents and everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents

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1. Introduction

We believe that RE in a Catholic School enriches every part of school life. We are seeking for our children to walk hand in hand with God, and to live out their faith every day by following our Mission Statement. We want our children to learn more about and appreciate the Catholic faith regardless of gender, cultural background or ability.

As a staff we are dedicated to setting good examples and expressing our own faith in our teaching and in all of our care for our pupils.

2. Our Approach

RE is a core subject and is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects. We follow the *Come and See* programme as our core scheme of work. Our specific planning approach will be taken from this scheme. This distinguishes RE from other subjects and so reminds us that RE, while part of every aspect of school life, has a distinct body of knowledge and skills. We also make the most of opportunities to make links to RE in other subjects.

3. Aims

1. To develop a positive attitude to RE.
2. To develop knowledge and understanding of the Catholic faith.
3. To encourage study and reflection.
4. To encourage skills of listening and spirituality.
5. To respect other beliefs and acknowledge that we live in a multi-faith world.
6. To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
7. To bring clarity to the relationship between faith and life, and between faith and culture: to live out our faith.
8. To assess and monitor performance of pupils in order to plan work that encourages pupils to reach their full potential regardless of gender, class, culture or ability.

4. Methods of Organisation.

Religious Education is taught within its own right and follows the *Come and See* scheme. 10 per cent of curriculum time be devoted to Religious Education excluding assembly and Acts of Worship time, as advised by the Bishops of England and Wales.

5. RE and Inclusion

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language through appropriate differentiation. We enable all children to have access to the full range of activities involved in religious education.



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6. Multi-cultural Statement

We regard it as essential that our children develop an understanding and respect of other faiths, especially living as they do in such a richly diverse city as Derby. All children, whatever their faith, attend and participate in Liturgies and Masses. In RE and through using *Come and See* we study the main religions of the world. In the Autumn Term each year we study Judaism. In the Spring Term, we study either Hinduism or Sikhism and in the Summer Term we study Islam. The children learn more about other cultures during Lent when we use CAFOD and Fair-Trade resources linked with our fundraising and during the Universal Church unit in the Summer Term.

7. English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the themes and texts that we use within Literacy lessons have religious themes or content, which encourages discussion, and therefore provides opportunity to further develop the skills of speaking and listening as well as inference and deduction. Opportunities for the children to complete extended pieces of writing are planned for within RE teaching in order that the children can apply their learning.

8. Personal, social and health education (PHSE), Citizenship and Relationships and Sex Education.

Through our Mission Statement and our Religious Education lessons, along with other areas of the curriculum, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, the children engage with issues such as smoking, drugs and health education. 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 multi-cultural and multi-faith society. RSE is taught throughout the school using the Journey in Love scheme and additional resources. (see RSE Policy)

9. 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 and through our Mission Statement. 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 doing so they develop their knowledge and understanding of the cultural context of their own lives.

10. Spirituality

The spiritual development of the children is an important part of our Religious Education. We strive to create an environment where in acceptance, respect, mutual trust and love are evident and to foster a sense of self worth. Through the



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application of our Mission Statement in every area of school life, we aim to help each child to think, appreciate, question and work for what is good in the growth of faith and love. We look for opportunities to help our children to develop a desire to search for meaning through every day experience. Spirituality will continue to be developed through every aspect of the curriculum and every part of school life.

11. Planning

The *Come and See* scheme of work provides the basis of our planning and we supplement this with other materials in order to deliver effective learning in RE. The 'Driver words' used within each level of attainment are used to ensure that children of all abilities are appropriately challenged and make progress; these are reflected in the learning objectives and success criteria for each lesson.

12. Monitoring

The RE Subject Leader and the Leadership Team are responsible for monitoring the standards of the children's work and the quality of teaching in religious education. Monitoring may be through lesson observations, 'drop-in' observations, planning scrutiny or scrutiny of the children's work. They are also responsible for supporting colleagues in their teaching and for being informed about current developments in the subject.

13. Assessment and Recording.

"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

Teachers continually assess children's progress throughout RE lessons using 'assessment for learning' techniques and the Age-Related Expectations grids. In addition, teachers record their judgement as to a child's level of attainment at the end of each topic. Once a term, this judgement is based on a formal assessment task set by the Diocesan Education Service. Children assess their own learning each lesson using the 'Read-it, Red-it' marking policy.

14. Reporting

Parents are informed of their child's progress through discussions at parents' evenings and the annual report. They are given a letter at the beginning of each term broadly telling them of themes and topics to be covered - this helps children, parents and the school to know and discuss any work or points arising.

Parents also receive information about whole school and class Masses to enable them to share and celebrate as part of the school community.

15. Prayers

Prayer is used throughout the day in all classes. Children learn traditional prayers which are outlined on the Task Planner and are printed in the children's home diary in order that parent can support their children in learning these prayers. The children also experience different forms of prayer, including daily meditation.



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Policy review

This policy is reviewed every two years by the RE Subject Leader and the Head Teacher. The scheduled review date for this policy is July 2019.

Signed:

Chair of Directors

Date