

**Holy Trinity Roman Catholic Academy Boundary Road  
Newark NG24 4AU**



# **Religious Education Policy**

**2023 - 25**

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**POLICIES & PROCEDURES  
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# Holy Trinity Catholic Voluntary Academy

## Mission Statement



**“In every child there is a space only God can fill”**

*St Thomas Aquinas*

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

## **Rationale**

In the life and faith of Holy Trinity Catholic Academy, Religious Education plays a vital and central part, it is the foundation of all of our teachings. At the very heart of Catholic education lies the Christian vision of the Human person. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. Our Catholic beliefs and values inspire and unify every aspect of our school life. They are the basis, and an essential influence, on all that the staff and pupils at Holy Trinity Catholic Academy do. It is not solely taught as a curriculum area but as a way of life, promoting the Gospel values, giving praise and reverence to God. It is an opportunity for everyone to develop their own personal faith, through words and actions, and to enter into a communion with God. This is achieved through liturgical prayer, collective worship, assemblies, lessons and roles and responsibilities throughout the school, which deepen our Catholic life and highlight our belief that Christ is at the centre of all that we do.

## **Aims and Objectives**

We strive to develop opportunities for each child to grow spiritually in their faith. This includes the deepening of knowledge and understanding of key theological ideas and their application to life. Through Religious Education lessons, delivered using the 'Come and See' programme, we work to develop independent thinking and the ability to express personal faith experiences.

These can be summarised as stating that Religious Education in a Catholic school is the comprehensive and systematic study of:

- The mystery of God and His creation
- The life and teachings of Jesus Christ
- The teachings of the church
- The central beliefs that Catholics hold, the basis for them and the relationship between faith and life

Through Religious Education children will also be encouraged to:

- Investigate and reflect
- Develop appropriate skills and attitudes
- Deepen their religious and theological understanding and to communicate this effectively
- Relate their Catholic faith to everyday life
- Foster their spiritual development by experiencing the love of God through worship, witness and work
- Develop a sense of responsibility, self-confidence, self-respect, self-discipline and acceptable behaviour, including respect and sensitivity for other people's way of life. This will hopefully prepare each child for his/her life in a multi-ethnic society.

Religious education is a way of life and as part of this journey we work closely together within the parish community and with our Parish Priest, Father Michael.

This is so we can raise pupils' awareness of our faith and traditions, and that of other communities, in order for each child to gain a greater understanding and respect.

In the words of the Religious Education Curriculum Directory 2023, the outcome of Catholic Religious Education is:

*'The outcome of excellent religious education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life.'*

### **Religious Education in the Classroom**

Religious Education within the classroom requires 10% of the length of the taught week for each key stage of Education. (This translates to 2 ½ hours per week in Foundation and Key Stage 1 and 2 ½ hours per week at Key Stage 2). This time does not include time for Collective Worship or liturgical prayer. The teaching of Religious Education must be clearly indicated on each class timetable.

We believe that excellence in the teaching of Religious Education will be characterised by clear religious learning objectives and of key content, by appropriate methodologies, rigour, rich resources, and achievement of identified outcomes and accurate methods of assessment. Classroom R.E. will be a challenging educational experience between the pupil and the teacher using appropriate subject material.

### **Display**

In order to highlight the importance of Religious Education and the Catholic ethos of the school, displays of a religious nature should be evident in each classroom throughout the year. Similarly, such displays should be encouraged in corridors and at appropriate times of the year in the school entrance. An R.E. / Prayer focus area should be encouraged as a focal point in each classroom. This area should have at least cloth of the appropriate liturgical colour, a crucifix, a candle and a Bible. Statues, artefacts and posters should be prominently displayed whenever possible and changed on a regular basis.

### **Programme of Study**

To fulfil our aims and objectives we use the "Come and See" programme of work, as recommended by the Diocese, for the whole school, from Foundation to Year Six. Each year group has its own set of topics within the programme.

Work is planned according to 3 Attainment Targets

- AT1 – Knowledge and understanding (What do I know?)
- AT2- Living out what we know in our lives, relationships and behaviour (How can I live it out?)
- AT3 - Further thought, wondrous moments, questions which we find difficult to answer (What do I wonder about?)

Planning should include an element of each Attainment Target within all topics.

- Explore – generally AT2/AT3
- Reveal – covers all of AT1 along with some elements of AT2/AT3
- Respond – generally AT2/AT3

Other Faiths are taught in line with the thinking of the church, the aim being to encourage in the children a greater understanding through a greater knowledge. Teaching formally about other faiths begins in Foundation onwards. Two faiths are studied each year for one week each. Each year Judaism is studied and one other faith chosen from Hinduism, Sikhism or Islam.

The “Come and See” scheme provides a key focus and objectives to be covered by each year group.

### **Process of Teaching**

In line with the four areas of study, set out in the Curriculum Directory 2012:

- • Revelation: God speaks – finding meaning in life
- Church: Christ the light of the nations – Community of Faith
- Christian Living: Joy and hope – Way of life
- Sacraments: Liturgy – Celebration

Each term the following themes are explored:

- The Church
- A sacrament
- Christian living

Topics are covered on a Year A and Year B cycle as per our whole school curriculum. The coverage is as follows:

<b>Year A</b>			
	<b>Advent Term</b>	<b>Lent Term</b>	<b>Pentecost Term</b>
<b>EYFS</b>	Myself, Welcome, Birthdays Other faith: Judaism	Celebrating, Gathering, Growing	Good News, Friends, Our World Other faith
<b>Key Stage 1</b>	Families, Belonging, Waiting Other faith: Judaism	Special People, Meals, Change	Holidays & Holy Days, Being Sorry, Neighbours Other faith
<b>Lower Key Stage 2</b>	People, Called, Gift Other faith: Judaism	Community, Self-Discipline, Building Bridges	New Life, God's People, Giving & Receiving Other faith
<b>Upper Key Stage 2</b>	Loving, Vocation & Commitment, Expectations Other faith: Judaism	Sources, Unity, Death & New Life	Witnesses, Healing, Common Good Other Faith

<b>Year B</b>			
	<b>Advent Term</b>	<b>Lent Term</b>	<b>Pentecost Term</b>
<b>EYFS</b>	Myself, Welcome, Birthdays Other faith: Judaism	Celebrating, Gathering, Growing	Good News, Friends, Our World Other faith
<b>Key Stage 1</b>	Beginnings, Signs & Symbols, Preparations Other faith: Judaism	Books, Thanksgiving, Opportunities	Spread the Word, Rules, Treasures Other faith
<b>Lower Key Stage 2</b>	Homes, Promises, Visitors Other faith: Judaism	Journeys, Giving All, Choices	Energy, Special Places, Listening & Sharing Other faith
<b>Upper Key Stage 2</b>	Ourselves, Life Choices, Hope Other faith: Judaism	Mission, Memorial Sacrifice, Sacrifice	Transformation, Freedom & Responsibility, Stewardship Other Faith

This is done through a process of: **EXPLORE**, **REVEAL** and **RESPOND** over a period of 4 weeks

**EXPLORE** (search – Beginning of each topic) – An introduction to the topic where the children explore their own life experiences. They will explore themselves, their relationships and their world.

**REVEAL** (revelation) - This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the word, in scripture, tradition, prayers and Christian living.

**RESPOND** (response – During week 4, at the end of the topic) - This area has three parts; Remember, Rejoice and Renew. There is no new learning during this week. This week consolidates what the children have been taught. During this week the children are given the opportunity to plan a Collective Worship, to celebrate their learning, and to respond to what they have learnt.

### **Differentiation**

In line with all other areas of the curriculum, R.E. should also be differentiated /scaffolded to accommodate for the ability of all children, making explicit use of the appropriate driver words. Differentiated activities should be recorded on the chosen planning format for every topic.

### **Assessment, Recording and Reporting**

Assessment is focused on the overall aims and objectives of Religious Education. In “Come and See”, it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment will establish what pupils know, understand and what they can do. It does not assess faith or the practice of faith. There is now a focus on assessing achievement and progress according to diocesan end of year expectations in line with other core subjects.

### **Ongoing Assessments**

Assessment should include: -

- Use of ‘I Can’ assessment sheets for each topic at the appropriate level
- Knowledge of the End of Year Expectations
- General observations of children engaged in tasks and activities in the classroom.
- Note of contributions made to classroom displays.
- Review: end of task, activity, lesson, and topic.
- Marking of more formal written work, including 1 piece of extended response to marking per topic.

At the end of every term, attainment is recorded on ‘OTrack’, in line with the other core subjects, to enable progress to be tracked.



Children should be assessed as being one of the following:

Below – Working below the end of year expectations for their year group

Working towards – Working within the end of year expectations for their year group but at a lower level

Expected – Working within the end of year expectations for their year group at the age-related level

Greater depth – Working beyond their age-related level.

### **Formal Assessment**

Assessment of pupils' work is a necessary part of the learning process. Its purpose includes the affirmation of attainment and achievement, the necessary recording and reporting of pupil progress and helping the pupil to take the next step in learning.

In line with the Diocesan guidelines, one piece of work per term is formally assessed. This piece of work is set through the Diocese, on a termly basis, and is built around one of the learning foci in the "Come and See" programme.

This planned activity takes place to allow the pupils to respond at different levels. Assessments are carried out within each child's individual RE books, to ensure that the children see this task as part of their learning in the topic as a whole.

Baseline Assessment is also carried out in line with Diocesan guidelines. This baseline assessment is done in the Foundation stage when each child starts school. It is then logged and repeated towards the end of the academic year. The results from each assessment are compared in order to provide a picture of progress.

### **Recording**

Work is presented in a variety of ways across the school, both written and oral. In written pieces, children have to present work as they would in English and other subjects and there is the expectation that it will be neat, clear and well organised. Throughout topics, children are encouraged to actively listen and interact with others to discuss issues and form opinions. This shared learning enables children to express their own ideas, listen to those of others and grow in their understanding.

Recorded work should include: - written work, photographs, role-play (photographed), art work, scripture work and displayed pieces of work. Each piece of work must have a clear objective from the learning foci set out in the scheme. Photographed work must be annotated by the children.

A creative approach to the Religious Education is used when planning lessons and so the choice of presentation is dependent upon the learning taking place. All activities are planned through deep consideration of how the learning objective can be best achieved and how mastery can be embedded.

The recording of work provides evidence of achievement and pupil involvement. Work will also be evidenced in other forms such as:

- Notes from observations
- Written comments on children's work, in line with school marking policy, to help make the child aware of how they can improve their work. Showing evidence that children have responded to their next steps.
- Visual evidence e.g. photographs and video recordings of children's work
- Class/school portfolios
- Pupils self-assessment

### **Reporting**

- Provides feedback to the pupils
- Informs teacher colleagues of individual achievement and areas studied
- Informs parents of child's progress and achievements
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils
- A verbal report is given to parents at Parents' Evening in the Advent and Lent terms. Religious Education is the heart of the whole curriculum and is formally reported on the annual written report sent to parents during the Pentecost Term.

### **Leadership of Religious Education**

Religious Education is the responsibility of the R.E. subject leader and the Headteacher. Their role is to monitor and assess the R.E. curriculum throughout the school to ensure continuity and progression. They also ensure that the aims and learning outcomes in the Curriculum Directory are identified and fulfilled. They meet with, and inform, school Governors of developments in religious education and liaises closely with the staff of the school to fulfil their monitoring duties.

### **Monitoring and Review**

The R.E. Subject Leader regularly reviews resources. Along with the Headteacher, they are responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. She is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The RE Subject Lead has allocated time to review the delivery of Religious Education, monitor and evidence children's work, update action plans and support school staff.

Book looks take place termly, alongside the SLT. Feedback is then given to all staff. Lesson visits in Religious Education lessons are carried out by the Headteacher and R.E. Subject Lead throughout the course of the year.

