



Join the faith and learning journey



St Antony's RC Primary School

Religious Education Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:

Review date:.....

POLICY INTENT

Religious Education at St. Antony's invites each child to enter a personal and profound relationship with Christ. We are committed to allowing each individual to explore their own faith and develop their relationship with God and what He wants them to be. It respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality.

The Word permeates every aspect of school life at St Antony's, consciously and unconsciously by creating a nurturing, inclusive environment rooted in Gospel Values. Fully committed to the Catholic Faith, we hold Religious Education at the heart of the Curriculum. This allows our children to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.

Our Religious Education curriculum leads our children to aspire not to have more, but to be more, as we continue to raise the aspirations for all. Children are taught about God's love; they learn about their Christian responsibilities; they are provided with experiences of Church and Catholic traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds.

Through Religious Education our children are presented with an authentic vision of the Church's moral and social teaching so that they can make a critique of the underlying trends in contemporary culture and society. It is our wish that all pupils, regardless of race, gender, ethnicity or academic strengths, see themselves as missionary disciples with fabulous plans. They will be empowered to recognise their unique role and how they can use their God given talents to be transformational within the home, school, parish and global family so that they are ready for the next step on their faith and learning journey.

'I HAVE COME SO THAT THEY MAY HAVE LIFE AND HAVE IT TO THE FULL'
JOHN 10:10

AIMS

We follow the aims of the Religious Education Curriculum Directory. These aims form the basis upon which our distinctive curriculum is built. They are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society.

- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life.
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- To bring clarity to the relationship between faith and life, and between faith and culture.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Religious Education is Mrs Joanne Malak.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

The online resources and teaching materials are made readily available to each class teacher through individual logins to the "Come and See" website. Class teachers also have individual logins to Ten Ten resources to facilitate their preparation of collective worship.

There are Bibles for both Key Stages and a collection of prayer books, posters, crucifixes, rosary beads and other religious symbols and artefacts which we use to enrich the teaching in Religious Education. Class sets of Bibles are kept in the school library whilst artefacts are kept in the prayer room. Resources are also in school to aid the teaching of other world faiths and are kept in the prayer room marked clearly with the specific world faith.

CURRICULUM PROGRESION THROUGH THE STAGES

“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 p6).

The structured Religious Education lessons cooperate the three attainment targets: knowledge and understanding of the Catholic Faith (AT1), engagement with and response from the Catholic Faith (AT2) and the introduction of analysis and evaluation of the Catholic Faith (AT3).

AT 1 Knowledge and Understanding of the Catholic Faith (Learning about religion)

EYFS – learning about religion through **listening** to scriptures and **talking** about people, symbols and actions

Key Stage 1 - learning about religion through **recognising** scriptures and **describing** roles, actions and choices.

Lower Key Stage 2 - learning about religion through listening by **retelling** scriptures, **making links** and **giving reasons** between beliefs, symbols and choices.

Upper Key Stage 2 - learning about religion through **showing knowledge and understanding** of scriptures, **showing understanding of, by making links** between beliefs and sources, worship and life.

AT 2 Engagement with and Response from the Catholic Faith (Learning from religion)

EYFS – learning from religion through **talking** about their feelings and responses

Key Stage 1 - learning from religion through **asking, talking and responding** to questions

Lower Key Stage 2 – learning from religion through **asking and responding** to questions and experiences and **making links** to show how feelings and beliefs affect their behaviour and that of others.

Upper Key Stage 2 - learning from religion through **showing understanding** and **comparing** their own and others’ responses to questions of meaning and purpose.

AT 3 Analysis and Evaluation of religion

EYFS – not expected at this level

Key Stage 1 – not expected at this level

Lower Key stage 2 – analysing and evaluating religion through **expressing** views and preferences

Upper Key Stage 2 - analysing and evaluating religion through **arriving at judgments** and **comparing and contrasting** different viewpoints.

PLANNING AND SEQUENCING LEARNING

Each class teacher is responsible for the teaching and learning of RE in their class. Teachers devote 10% of their teaching timetable to Religious Education. This excludes prayer and worship in the school (e.g. assemblies or in class) and hymn practise. Grouping will vary according to the content and style of the lesson and will be decided by the teacher. Teaching and learning experiences will be planned and delivered in as many ways as possible to appeal to different learning styles. The minimum requirement is for two pieces of work to be evidenced in the children's books on a weekly basis in Key Stage one and two.

“Come,” he replied, “and you will see.” So, they went and saw where he was staying, and they spent that day with him...” John 1:39

Come and See is one of the programmes of Religious Education recommended by Salford Diocese, and in order to achieve our aims and objectives at St Antony's, we follow this recommended programme.

Central to the programme are three themes which stem from Christian belief and the churches response in faith. The three themes are;

- The community of faith – Church
- The celebration of ritual – Sacramental
- The way of life – Christian living

Each year group has its own set of topics within the programme. The process of each topic is opened through Explore, Reveal and Respond.

Explore helps children to begin to look at and focus on the experience within their own lives- concerning themselves, their relationships and their world.

Reveal is the heart of the process. This is when the children discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and Gospel of Jesus Christ. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Respond has three parts; Remember, Rejoice and Renew. At this stage of the process, children are given the opportunity to remember what they have been taught and think about how they will apply this teaching in their own life in order to serve others. There will also be a time for reflection and celebration within this part of the process.

World Faiths

Learning about the religion and cultures of those who do not share the Catholic faith is one of the ways in which Catholic schools embody the call to love one's neighbour.

As part of our programme of study, children learn about the World Religions in order to develop understanding and respect for other faiths in our community. We maintain strong links with Blackburn with Darwen Inter Faith Forum and workshops and visits to places of worship are encouraged.

Social Teachings of the Church – Caritas in Action

All the children are taught SMSC (Spiritual, Moral, Social and Cultural Education) through their learning and with the support of the Caritas in Action document.

It is fundamental that all children are to be spiritually, morally, socially and culturally educated. The Caritas in Action document has been produced by Salford Diocese as a response to Catholic Social Teaching, which calls us all as Catholics to work for the common good, help build a just society, uphold the dignity of human life and work for justice and the dignity of all our brothers and sisters, especially those in the greatest need.

Caritas in Action provides a unique and engaging set of teaching and learning opportunities for seven themes of Catholic Social Teaching:

1. Dignity of the Human Person
2. Family and Community
3. Solidarity and the Common Good
4. Rights and Responsibilities
5. Option for the Poor and Vulnerable
6. Dignity of Work
7. Stewardship

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

Gender

SEND

Race

Religion

Different families

Use of Pupil premium

ENRICHMENT AND MASTERY

We strive to bring pupils to a fuller understanding and knowledge of the Roman Catholic tradition. We seek to achieve this through:

- ✓ Whole School Assembly each Monday largely based on the Gospel reading of the Sunday.
- ✓ Weekly KS1 (including Reception) Worship and KS2 Worship, teacher led.
- ✓ Class Worships where children facilitate in the planning and delivery of Worship.
- ✓ Good News assemblies highlighting and celebrating the positive aspects of school life,
- ✓ Daily prayers said each morning, lunchtime and afternoon
- ✓ Regular Hymn Practice
- ✓ Prayer Focuses in each classroom allowing children and staff to remain focused while praying and reflecting.
- ✓ Worship floor books in each class to evidence the wide variety of prayer
- ✓ Masses held in school regularly
- ✓ Christmas Nativity celebrations, Advent and Lent Liturgies, Easter Story performance, Harvest and feast day celebrations.
- ✓ RE Ambassadors where they are given opportunities to nurture their love for the subject.
- ✓ Class Saints
- ✓ Established G.I.F.T (Growing In Faith Together) Team which comprise of School Pupil Chaplains that have a leading role in school in developing the prayer life of the school and also the Caritas Ambassadors that reach out to those less fortunate by putting their faith in action. The G.I.F.T team show joyful witness to Christ through being missionary disciples and sharing the mission of the Catholic Church.
- ✓ The RE curriculum will include guest speakers who are specialists in their area and guest speakers from Catholic charities will also visit schools such as CAFOD and Caritas.
- ✓ Cultural Capital – children will be exposed to the knowledge and skills they need to succeed in life with opportunities for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting our local parish church, Salford Cathedral in addition to other places of worship.

EXPERIENCES THROUGH THE CURRICULUM

As a Catholic school, the RE curriculum is central to the whole school curriculum and underpins all teaching. As a result, there is a vast amount of cross curricular links that can be made to ensure that the children see God's wonder in every curriculum area.

English - Listen to the stories, viewpoints and ideas of others, including people from different religious traditions and articulate their own views and ideas.

Acquire and develop a specialist vocabulary to take part in discussions, explanations, role-plays and presentations.

Science – Promotion of awe and wonder of creation and the study of miraculous events.

Computing - Use the internet for research e.g. researching the work of a charity

Mathematics - Examining the perfection and beauty of creation as seen in the hexagons in a beehive.

Geography - Carrying out biblical map work and the work of global agencies such as CAFOD

History - Consider people who because of their faith have helped others in the past and who help us today e.g. our class patron saints

Physical Education - Using dance to express biblical stories, beliefs and feelings e.g. liturgical dance.

Music - Choosing sounds to add mood and atmosphere to parts of a Bible story. Listening to, joining in and remembering a range of religious songs and hymns.

Art & Design - Using different materials to share religious ideas and experiences whilst studying work of artists and exploring how they have used art to share ideas and experiences.

Learning outside the classroom provides endless opportunities for the children to ask big questions and/or reflect on the awe and wonder of creation. Spiritual development is enriched through personal moments of contemplation and profound encounters with our Creator God.

HOME SCHOOL LINKS

The school is in partnership with parents and parish to develop and nurture the Catholic faith of our children. We see ourselves as one part of a wider home-school-parish community that is mutually encouraging. We support parents and carers in their roles as their children grow in their faith journeys and develop in their faith experiences.

Sacramental Programme

Children entering Year 3 at St Antony's, who are baptised Catholics, are invited by the Parish of the Holy Family to prepare for and celebrate the two sacraments of Reconciliation and First Holy Communion. These sacraments, along with Confirmation at High School, complete the sacraments of Initiation, which began with Baptism.

The Sacramental Programme relies on a collaborative partnership between home, school and parish to provide the best environment for children to grow in their understanding of the faith and how to live it. Children and parents are expected to attend meetings at school and at St. Joseph's Church throughout the Sacramental Journey in order to prepare fully for the Sacraments they are about to receive.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Teachers are responsible for their own record keeping and assessment. We assess children's work in Religious Education by making informal judgements as we observe them during lessons. We assess them orally, and through their own writing and drawings. Teachers attempt to elicit a personal response from children, so that

knowledge of God will help them to understand themselves and the consequences of their actions.

We mark a piece of work once it has been completed and follow the school marking policy. Pupils will be assessed in each four-week unit of work in relation to the age-related phases and is decided upon by the written assessment and through class work and discussion. Formal assessment is recorded on our online assessment tool “Target Tracker” in line with other subjects.

At the end of the academic year, Salford Diocese’s assessment grids are used which assess children as ‘working towards’ ‘working at’ or ‘working above’ age related expectations. This information will be passed up to the next class teacher so that they can continue to assess each pupil against the relevant attainment target.

Children’s progress informs future planning. Children’s progress is reported to parents twice a year at Parents’ Evenings and in an end of year report.

MONITORING, REVIEW AND EVALUATION

The RE Coordinator alongside the Head Teacher is responsible for monitoring the standards of children’s work and the quality of teaching in RE, this is through lesson observations, book scrutiny, learning walks and pupil conferencing. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. They will also have the responsibility and accountability to report to Governors regularly throughout the year.

STAFF DEVELOPMENT

Relevant courses, notably those provided by Salford Diocese, will be advertised and made available to staff members by the RE lead to support continuous professional development. It is the role of the RE lead to provide in-service opportunities. All members of staff are offered support by the R E lead in planning, teaching, assessing and evaluating. They will be offered the courses available for new teachers in Catholic Schools.

GOVERNORS INVOLVEMENT

The link Governor for this subject is Fr Gerard Barry.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to

governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond. We strive to ensure our children leave St. Antony's with a wide range of happy and rich memories formed in RE with a firm knowledge and understanding of the Catholic faith, enabling them to develop a living and personal faith with Jesus Christ and allowing them to know and love God and know they are indeed known and loved by Him.

Reviewed by staff February 2023.

This policy will be reviewed every two years.