



**St Augustine of Canterbury
Catholic Primary School**

Religious Education Policy

DATE: January 2024

Version History	Date	Reason for Amendment
1.0	January 2024	

“Created by God to love and learn”

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Document Information

Author	Head Teacher <i>M. Hilliam</i>	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
Date of Ratification	January 2024	Related Policies	
Review Group	Curriculum Committee	Ratified at Full Governing Body January 2024	
Review Date	January 2025	Chair of Governors Signature <i>Stephen Wells</i>	

RELIGIOUS EDUCATION POLICY

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

"Created by God to love and learn"

1.1 Our school values are:

Respect: of ourselves and our neighbour, both near and far from every culture and faith

Love: of everyone and everything God created

Humility: knowing that we are one of many and avoid selfishness

Courage: in the face of the unknown or meeting a new challenge or just having a go!

Responsibility: for our actions or inaction

Compassion: showing care and support for others

Perseverance: never giving up

Service: supporting others by giving our time, organising charitable activities

Honesty: in thought and deed

Curiosity: a pre-requisite for learning about the world about us

1.2 Rationale for teaching Religious Education (R.E)

Through the teaching of the Roman Catholic faith within our school, we seek to encourage and promote the religious and spiritual growth and development of all children attending St Augustine of Canterbury Catholic Primary School. The Roman Catholic faith is central to the life of our school and permeates throughout the whole curriculum and all decision-making and other aspects of school life.

1.3 The aims of Religious Education

- To develop the child's sense of awe and wonder.
- To help children know, understand and appreciate the Catholic faith and its traditions.
- To lay the foundations for an understanding of the liturgy and the sacraments
- To deepen the child's understanding of God through the experience of prayer.
- To develop and encourage a personal response to God and the recognition of an awareness of a moral responsibility, through the development of conscience.
- Recognise and appreciate the religious and spiritual dimension of life.
- To provide a Christian environment in which everyone feels welcome, valued, respected and secure.
- To provide children with a knowledge of other cultures and faiths in order to encourage a tolerance and respect. (This will be in accordance with Diocesan guidelines).

At St Augustine of Canterbury Catholic Primary School, we follow the guidelines and aims of the Religious Education Directory, 'To know You more clearly'.

Each and every child in our school is valued and encouraged to achieve human wholeness – spiritually, morally, emotionally and academically in a happy, secure Christian environment. We will do our utmost to provide the best possible Catholic education for every child in our care

1.5 The teaching of Religious Education

The religious growth and development of St Augustine of Canterbury Catholic Primary School Catholic Primary School is an experience for the whole school community, not merely for timetabled R.E. lessons. It is our intention that spiritual growth should be the core of school life and develop along all aspects of learning and experiences in school.

We are aware that all members of our community are at different stages of their 'Faith journey'. In some cases, children will hear stories from the Gospel for the first time (Evangelisation). These stories will become familiar as they are explored (Catechesis) and later be reflected upon (Religious Education). Thus, it is essential that teachers acknowledge this differentiation of experience in their planning and teaching, as with any other curriculum area.

"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, ethically and theologically, and who are aware of the demands of religious commitment in everyday life."

(Curriculum Directory page 6)

1.6 The teaching of Religious Education

At St Augustine of Canterbury Catholic Primary School Catholic Primary School, we follow the guidelines and aims of the Religious Education Curriculum Directory. The new directory is being implemented to classes yearly from 2023.

The "God Matters" scheme from the Portsmouth Diocese, along with Clifton Diocese materials are used to help our pupils explore scripture and themes related to the liturgical year, and link these to their own experiences. Content is suited to the age and development of all the pupils, with a continuity and progression from Reception to Year 6. Our curriculum is carefully planned to take account of the school's context, the prior knowledge and experiences of our pupils, Diocesan initiatives and the inclusion of other World Faiths.

We also teach our children to apply their faith to their everyday lives and actions through Catholic Social Teaching. We use the Caritas in Action programme to support this. Religious Education is a core subject and is taught for 10% of our curriculum time. At St Augustine of Canterbury Catholic Primary School, pupils have the opportunity to extend their RE learning through:

- Class, Key Stage and Whole School prayer and liturgy opportunities and Masses, giving opportunity for communal prayer, reconciliation, reflection and celebration.
- Opportunities for personal prayer, reconciliation, reflection and celebration
- Full participation in school, class and parish masses and liturgies.
- Use of discussion and questions as learning, teaching and assessment tools.
- Use of the "Arts" (Music, art, drama and dance) to promote religious awareness and insight and as a means of reinforcing and deepening a pupils knowledge and understanding.
- Supporting the parish based preparation for First Holy Communion.
- Working together with parish clergy when appropriate to assist in the teaching of pupils.
- Enlisting the support of the parish clergy and the St Augustine of Canterbury Parish community to support staff who are delivering the Religious Education Directory.

2.0 Assessment:

Assessment will be based upon: -

1. A child's ability to Learn about Religion (AT1) specifically their knowledge and understanding of:
 - Beliefs, teaching and Sources
 - Celebrations and Rituals
 - Social and Moral Practices and ways of life

2. A child's ability to show Learning from Religion AT2 and Express a Viewpoint (AT3) specifically with regards to:
 - engagement with own and others' beliefs and values
 - engagement with questions and Meaning
 - using sources as evidence to justify conclusions

3. A child's journey in reflection and contemplation.

This area is not subject to assessment in the same way as the other levels of attainment but used to inform the provision of opportunities for growth in reflection and contemplation and recognises the significant part that reflection and contemplation play in the spiritual development of children and their ability to think spiritually, ethically and theologically.

Assessment will be linked to the "National RE Standards for Primary Religious Education" (The Department of Catholic Education and Formation of The Catholic Bishops' Conference of England and Wales) and the recommended end-of-year attainment objectives as provided by the Diocese. Children in classes following the new Religious Education Directory will be assessed against objectives from the associated units from the book

At the end of each unit, pupils will be assessed as 'working towards', 'working at' or 'greater depth' across the subject.

Evidence for assessment will be drawn from work pupil's books. Evidence for assessment may also include the following:

- The child's ability to ask and respond to questions.
- The child's ability to interact with others.
- The child's ability to take part in discussions.
- The child's ability to prepare prayer sessions and liturgies.
- The child's selection of resources.
- The child's knowledge and understanding of facts, e.g. Bible stories, sacraments, the church's year.
- How far the child displays a knowledge of the difference between right and wrong in the context of their age and experience.

2.1 Monitoring teaching and learning of RE

Monitoring of teaching and learning is carried out by the RE Leader who reports to the link Governor for R.E. and Prayer Life. Pupil's progress in RE is monitored through work sampling, planning, marking, pupil conferencing, lesson observations, learning walks, displays, pupils behaviour and attitudes. All class teachers report back to parents on progress and attainment in RE at the end of the academic year. Pupil's RE work is marked in accordance with our Marking and Feedback policy and as a core subject it is expected to be of a high standard.

2.2 Inclusion

This policy should be read in conjunction with the Special Educational Needs Policy.

“... a Catholic school should seek to plan a curriculum, which embraces the needs of pupils of all abilities. The curriculum should be planned as an enabling framework in which all pupils have the opportunity to develop their potential to the full within all areas of experience and, especially, the spiritual.”

(Evaluating The Distinctive Nature of a Catholic School - CES: 1994)

It is the intention of the school that all children are given the opportunity to actively engage in religious learning and private and collective prayer and liturgy regardless of their ability, faith, culture and needs.

The following key principles come from ‘Differentiation: A Catholic Perspective’ published by the CES. Every learner;

- has a divine origin and is a unique individual

- is gifted by the Holy Spirit

- has the right to be included fully in the life of the Church community

- has the right to an education and have potential identified and developed

- has the right to be regarded as having equal value and worth

- has the right to a broad, balanced, relevant and differentiated curriculum

- has a right to a genuine access to the whole curriculum

- has the right to be challenged by and to achieve in the learning situation

- has the right to share with and learn from others

In Catholic schools this goes beyond consideration of academic achievement: for example, parents, parish priests and others can contribute to the understanding of the child as unique and gifted by the Holy Spirit. During more formal work, sessions may be differentiated as appropriate according to task or outcome. Children with SEN are given adequate access to the RE curriculum and no child is withdrawn during RE lessons.

2.3 Staff Professional Development

Whilst not all teaching staff may be baptised Catholic or Christian, all staff must be committed to contributing to and strengthening the Catholic Ethos and life of the school as well as ensuring an appropriate level of knowledge and understanding in order to teach a stimulating and challenging R.E. syllabus.

The school is committed to providing ongoing professional development in R.E. knowledge and understanding as well as skill in organising and delivering a broad range of collective worship and prayer opportunities. Staff are provided with a range of professional development training offered by the Diocese and others, e.g. ‘New to Catholic Education’ course.

Equality Impact Assessment -Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		