

SPRINGHILL CATHOLIC PRIMARY SCHOOL

*We strive to achieve excellence in all that we do
as we follow the Gospel values of Jesus Christ.*



Together we will do our best for Jesus

RE POLICY

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Adopted by the Governing Body: September 2023
Review Date: September 2025

Introduction:

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Springhill Catholic Primary School.

This policy includes Religious Education, Catholic Ethos and Collective Worship.

Curriculum Intent:

For all children Religious Education is the core subject in our school's curriculum. It is to be taught, developed and resourced with the same commitment as any other subject.

"In the life of faith of the Catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore religious education is never simply one subject among many, but the foundation of the entire educational process."

(Bishop's Conference Of England and Wales – Statement On Religious Education In Catholic Schools, 2000)

Curriculum Implementation:

The subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the (subject name) intentions in the following way:

Intent:	Research link:	Implementation:	Impact:
A knowledge and understanding of Catholic faith and life. A knowledge and understanding of our response to the mystery of life, its dignity and its purpose as directed by our faith.	Statement of the Bishops Conference of England and Wales Jan 2000 "In the life of faith of the Catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studies in Catholic religious education inspire and draw	Following God Matters units of work. Children are immersed in Catholic life through Masses, prayer and liturgies. Catholic Social Teaching is labelled throughout the curriculum.	Children and staff are able to live out the school mission statement. (<i>Together, we will do our best for Jesus.</i>) Children make good progress in RE throughout their time at Springhill.

	<p>together every aspect of the life of a Catholic school. We are committed to classroom RE, then, because all pupils must receive an overall religious education which will enable them, in the light of the faith of the hope of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3:15). Religious education is, then, the core subject in a Catholic school.”</p>		
<p>The development of a personal relationship with God.</p>	<p>‘ The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, who are aware of the demands of religious commitment in everyday life.’ (Curriculum Directory p10)</p>	<ul style="list-style-type: none"> • Monday Gospel prayers; • Liturgical prayer; • Reconciliation; • Adoration. 	
<p>In line with (and developed by) the Diocese of Portsmouth, Religious Education (RE) lessons at Springhill follows the Standards Framework for Primary Religious Education, with reference to the <i>God Matters</i> scheme of work.</p> <p>The aims are:</p> <ul style="list-style-type: none"> ▪ To teach our children that God is a loving and forgiving God. ▪ To understand that God wants and desires the salvation of every human being. Salvation means each human being attaining the fullness of her/his humanity. ▪ To deepen our children’s knowledge and understanding of Catholic religious traditions, practices and beliefs inspired by Gospel values. 	<p>‘Religious Education...is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject.’ (Curriculum Directory. p10)</p>	<p>Unit 1 Creation Unit 2 Catholic Social Teaching Unit 3 Advent Unit 4 Christmas Unit 5 Revelation Unit 6 Sacraments Unit 7 Lent Unit 8 Holy Week Unit 9 Easter Unit 10 Pentecost and Mission.</p>	<p>Springhill pupils are confident in exploring and responding to the Word of God and reflecting on its messages for today’s society. Our pupils are knowledgeable and respectful of the beliefs of other faiths and are able to identify similarities between other faiths and Christianity.</p>

<ul style="list-style-type: none"> ▪ To teach our children that their faith is something that is lived out every day. ▪ To encourage our children to search and question in an open manner, to develop their own faith and to deepen their Christian understanding. ▪ To enable our pupils to be introduced to the background and beliefs of other faiths, so that prejudice and misunderstanding can be overcome from an early age. ▪ To encourage our children to live out our Christian values and understanding of moral principles leading to the moral integrity and wholeness of each individual person. ▪ To know that it is our responsibility to care for God's creation. <p>To enable each young person to develop a sense of his/her own dignity and worth and have a sense of responsibility for self and others.</p>			
<p>An appreciation of the faith traditions of others.</p>			<p>Children are knowledgeable and respectful of other faiths.</p>

Process used and why:

Revise, teach, practise, apply

Curriculum Impact:

Springhill pupils are confident in exploring and responding to the Word of God and reflecting on its messages for today's society. Our pupils are knowledgeable and respectful of the beliefs of other faiths and are able to identify similarities between other faiths and Christianity. The whole of the taught curriculum, with religious education at its core, is a coherent and compelling expression of the Catholic understanding of reality.

Roles and Responsibilities:

The role and responsibilities of the RE leader is to:

- Promote, monitor, and evaluate the provision for the Catholic life and mission of the school.
- Embrace and actively promote the bishop's vision for the diocese.
- Actively promote the principle that Catholic schools are at the service of the local Church.
- Support staff within school to deliver high quality RE lessons and to inspire all staff to participate actively in, and contribute to, the Catholic life and mission of the school.
- Ensure the planned curriculum is to the learning required by *The Religious Education Directory*.

The role and responsibilities of class teachers is to:

- Deliver high quality RE lessons
- Deliver high quality liturgical prayer
- To make links with Catholic Social Teaching (CST)

Assessment:

- Responses to Big Think questions at the end of units
- Teacher assessment once a term
- Moderation with other schools twice a year

Health and Safety:

See candles risk assessment.

SEND and More Able Pupils:

Differentiated work is built into each RE unit for the more able pupil, using available resources directly linked to enrichment and extension activities.

- Encourage meta cognitive thinking within and between subjects to develop constructive thinking skills e.g. exploring how Jesus' parables are relevant to us and writing a modern day interpretation
- See how Jesus's teachings can be applied to a variety of situations, including how Scripture relates to their own lived experiences
- Encourage and accept diverse, informed opinion
- Use relevant skills e.g. ICT
- Develop confidence in their ability to make informed judgements
- Develop explanation skills
- To be able to identify CST principles and how they impact their own lives

What does greater depth look like?

Pupils will:

- use a wide range of religious vocabulary and terminology in their discussions and work.
- show understanding of, by making links between:
 - beliefs and sources
 - beliefs and worship
 - beliefs and life

Show knowledge and understanding of:

- a range of religious beliefs
- those actions of believers which arise as a consequence of their beliefs
- the life and work of key figures in the history of the People of God
- what it means to belong to a church community
- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments

By the end of Year Six, children are taking more responsibility for researching the Scripture and/or other references needed to complete a given task. Outcomes will include reference to a number of Biblical or other sources and how these link to the aspect of faith, or 'big question' being considered.

Monitoring:

- Termly book monitoring
- Lesson observations
- Liturgical Prayer observations
- Pupil voice
- Staff surveys
- Moderation with other schools (cluster meetings and across the diocese)