



Love ~ Respect ~ Shine

RE Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V2	Helen O'Reilly RE co-ord	Full Governing Body	July 2022	July 2024	Yes New RECD Draft 2022

INTENT

At Cheadle Catholic Infant School, we believe that the teaching of Religious Education is of paramount importance to guide and support the child within a Catholic environment, in line with the mission statement of our school. Although Religious Education is taught daily in our school it is not just confined to the RE lesson, it permeates the whole life of the school as we strive to proclaim and live out the Gospel values. Our aim at Cheadle Catholic Infant School is to create a happy caring environment where children are helped to grow in faith and moral responsibility, knowing that they are a unique person endowed with the gifts of the spirit.

The development of the children's social, cultural, moral and spiritual understanding is supported through the implementation of whole school policies for inclusion of special educational needs and the provision for equal opportunities. Careful curriculum planning, evaluation and assessment ensures the RE curriculum is delivered fully to all children according to their age and ability. At Cheadle Catholic Infant School children are given the opportunity to explore and develop their understanding of their faith through the teachings of Jesus.

At the present time the majority of children at Cheadle Catholic Infant School are baptised Catholic. Some come from homes where prayer and the practice of their faith is of paramount importance, for others this is not the case but all children have the capacity for spiritual growth which is nurtured and fostered.

All Year groups follow the liturgical year, learning about and celebrating feast days of the Catholic faith at the appropriate time. (See 'Prayer and Liturgy' policy for further information)

IMPLEMENTATION

Religious Education, "in accordance with the teachings, doctrines, discipline, general and particular norms of the Catholic Church" should be taught as a core subject, well-resourced and integrated clearly into other curriculum areas.

Code of Canon Law, Christ at the Centre and RECD (Draft) 2022

Religious Education Curriculum Directory (RECD)

"The RECD serves the Bishops of England and Wales, the Catholic Education Service, the diocese and Catholic schools in revealing the Good News.....Through the curriculum children learn about the story of the life, death and resurrection of Jesus through sacred texts, parables, sensory experiences, the symbols and gestures of the sacraments.

"The Religious Education Curriculum is enriched by 'Ways of Knowing' and throughout the curriculum, children will experience, be taught through and learn by understanding, discerning and responding. Children will be enabled to SEE-JUDGE-ACT. Early Years children will use the same process by using age-appropriate language."

RECD(Draft)2022

In all year groups there are 6 units of study (one per half term):

- Creation and Covenant
- Prophecy and Promise
- From Galilee to Jerusalem
- From Desert to Garden
- To the Ends of the Earth
- Dialogue and Encounter

Programme of Study

To fulfil the aims of the RECD, here at Cheadle Catholic Infant School, we base our teaching around 'The Way, The Truth and The Life' scheme of work. This scheme, endorsed by the Diocese of Shrewsbury, fully supports our belief in the importance of the child, family, school, church and community in line with our mission statement values: 'Love, Respect, Shine'.

Curriculum Organisation

'The Way, The Truth and The Life' scheme caters for children of all abilities and complements the catechesis which may take place in the Parish and at home. As far as possible it matches the abilities, attainments, interests and experiences of the children and helps them to develop their knowledge and understanding of the Catholic faith in a structured way.

As well as factual scripture based on knowledge, the scheme of work develops concepts, skills and attitudes, with the children experiencing learning in a variety of ways. There is a Teacher Book for Years One and Two which provides theological notes drawn from the 'Catechism of the Catholic Church' for each topic. Together with the Pupil Books, key learning objectives, questions, texts to read to the children, questions to discuss and specific guidance for assessment are presented in a variety of ways

The Foundation Stage and Key Stage 1 CD ROMs provide a variety of photocopiable worksheets, PowerPoint presentations, video clips and pictures.

There is a website to support the series www.tere.org.

Through the programme of study, delivered in six half-termly topics, the children are given opportunities to UNDERSTAND, DISCERN and RESPOND. (See, judge and act) Children are encouraged to reflect on their learning and begin a process that will hopefully lead to a genuine understanding and the basis of a mature faith commitment in adult life.

In each topic children will:

- **Hear** key religious texts
- **Believe**
- **Celebrate**
- **Live**

They will encounter a variety of key vocabulary, specific to that half term.

Teaching Styles

These may include whole class teaching, group/paired work or individual tasks so that there are a variety of experiences and activities for each of the learning objectives. Emphasis is

placed on creating a 'creative RE curriculum' where the children have the opportunity to explore and record their learning in a variety of ways.

Planning

Long Term Planning

The six half-termly topics to be covered are set out in 'The Way, The Truth and The Life' Teacher's Book.

In addition, Year Two follow the Sacramental Programme for the Sacrament of Reconciliation.

Medium Term Planning

Teachers use the reflective material in the Teacher's Book as the starting point for medium term planning which incorporates the learning objectives outlined in the scheme for each topic.

Short Term Planning

Year Groups plan for the week ahead indicating daily activities- differentiated as necessary- and resources needed to achieve specific learning objectives in each topic. Each teacher keeps a photocopy of the weekly planning in their Teacher's Planner.

Activities are matched closely to the 'I can' statements so that the children are aware of their targets for each lesson.

Resources

Each classroom is equipped with a range of materials and artefacts appropriate to the age of the children. These include materials from 'The Way, The Truth and The Life' together with frequently used resources for worship/liturgy.

Every classroom has a focal prayer area/table on which resources are displayed and which children can access at any point throughout the day.

Resources are audited annually by the RE Co-ordinator and new/replacement resources purchased in line with the annual budget allocation. These are recorded in the annual report/action plan.

Classroom resources are the responsibility of the class teacher.

IMPACT

Assessment

Assessment of curriculum RE takes into consideration the following statements:

- It is a judgement of achievement not about grading a child.
- It focuses on the unique contribution of the subject to pupil development.
- It is integrated into the whole education process- planning, teaching strategies and learning.

Thus, the positive outcomes of such assessment will:

- Enable children to reflect on their achievements.
- Help children to take their next step in learning.
- Enable teachers to monitor progress.
- Enable teachers to communicate effectively with interest about pupils' achievements.
- Enable teachers to monitor the effectiveness of their own work.

Assessment of Religious Education is both formal and informal. Assessment is ongoing throughout a topic

Assessment of RE may take the form of:

- General observation of children engaged in classroom tasks and activities.
- Observation of contributions made to whole class discussions.
- Conversations with individuals or groups.
- Peer review of the 'I Can' statements throughout activities.
- Marking of written work. tasks and activities linked to the 'I can' statements.
(* Class teacher to highlight these statements in individual books at the end of lessons and use findings to inform assessment.)

At the end of every topic:

- Each child's progress and their attainment in the 'Understand' area of the Ways of Knowing' will be assessed against the 'Age related Expectations'.
- Each topic is also evaluated by staff and pupils to inform future planning.
- Class records of achievement in each topic are recorded on a RE tracking sheet and passed on to the next teacher at the end of the academic year. A copy is also sent to the RE co-ordinator to inform him/her of the progress in each class/year group throughout the year.

**Although the 'Respond' element of the 'Ways of Knowing' is no longer formally assessed, each class has their own 'Words of Wisdom' book to record children's observations and thoughts throughout the year*

On entering EYFS, the children complete a 'RE Baseline' which is then reviewed before the end of the academic year. Results are collated at each stage and compared for progress.

The assessed work of six children in each class is kept in a class RE Portfolio. (This may include EAL, Pupil Premium, SEND children as well as a selection of different abilities). The work of these children is then tracked throughout their time in the Infant School. The portfolios are moderated in year groups and monitored by the RE co-ordinator. In accordance with diocesan guidelines, three topics are assessed each year.

Progress and achievement in Religious Education is reported to Parents/Carers as part of a written report at the end of the academic year.

The RE Co-ordinator to attend Diocesan meetings on assessment and inform staff of developments in assessment.

Monitoring/ Evaluation

Curriculum RE is monitored by the Headteacher and the RE Co-ordinator in line with the school improvement plan. Staff topic evaluations are collected by the RE Co-ordinator to monitor the effectiveness of the planning and of the teaching and learning strategies used throughout the school. In addition, observations of teaching, scrutiny of planning, and evaluations of pupil's work, whole school 'Book Looks' , 'Pupil Voice' and 'End of Year' class evaluations all inform future planning.

The RE Co-ordinator to attend Diocesan meetings and inform staff of developments in monitoring and evaluation.

Liaison

Whole school designated RE staff meetings sessions offer an opportunity for reflection and liaison.

Weekly planning meetings are held between teachers in each year group.

Liaison with the Parish Priests by the Headteacher and RE Co-ordinator regarding the sacramental and liturgical life of the school.

Meetings are held with our colleagues in the Junior school to ensure continuity and progression between the two key stages. These meetings are held at the following levels;

- Meetings between both Headteachers at which RE issues including INSET and liturgy are discussed.
- RE Co-ordinators to meet termly, attending diocesan courses together.
- Year 2 and Year 3 joint collective worship opportunities.
- Infant and Junior School staff and governor liturgical services

Time

As a Catholic school, we dedicate 10% of our curriculum time to the discrete teaching of Religious Education.

World Faiths

Children throughout the Foundation Stage and Key Stage 1 are given the opportunity to learn, respect and value other world faiths.

EYFS: Festival of Diwali

Year 1: Judaism

Year 2: Judaism and Islam (in preparation for more detailed work on the Abrahamic Faiths in Key Stage Two). Guest speakers are encouraged to share their knowledge with the children whenever possible and links made with 'other faith' celebrations ('Eid -al-Fitr' for example)

