



St Margaret Clitherow

Catholic Voluntary Academy

"Love One Another as I have Love You"

John 13:34-35

Religious Education Policy



Let the message of Christ dwell among you richly as you teach and admonish one another with all wisdom through psalms, hymns, and songs from the Spirit, singing to God with gratitude in your hearts.

Colossians 3:16

Religious Education Policy

At St Margaret Clitherow Academy, the principles underpinning the spiritual development of our children are based on the Gospel values of compassion, honesty, courage, integrity, tolerance, service, faith and love. We want all children to learn to appreciate the love of God in their everyday lives and in the world about them.



The life at St Margaret Clitherow Academy is underpinned by the school's Mission Statement, which is displayed in every room in the school building and on display in the school entrance. We intend the pupils to discover a sense of their own dignity and value – to celebrate each other's uniqueness whilst knowing that everyone is created in the image of God. All school policies begin with carefully chosen Scripture extracts to ensure school life is driven and shaped by these values and the Catholic ethos.

Mission Statement

St Margaret Clitherow Academy is a loving, caring and serving Catholic community ambitious to educate our children to thrive personally, academically and spiritually.

By placing the person and teachings of Jesus Christ at the centre of all that we do, we will:

Embrace the Gospel Values so that by aiming high everyone fulfils their potential and our differences are respected and celebrated.

We want everyone to:

- Enjoy Learning, build on prior knowledge and deepen new learning.
- Be resilient and persevere when faced with a challenge.
- Have choices and opportunities in all aspects of life.
- Be independent and cooperative problem solvers in all aspects of life.
- Feel valued, respected and loved.
- Have a life-long relationship with God to be his disciples and inspire others.



Like St Margaret Clitherow, have the integrity, faith and courage to show our love of God to all.

We want everyone to:

- Welcome and include everyone.
- Listen to and think about the point of views of others.
- Have integrity to make the right choice and take responsibilities for their actions.
- Have the courage to forgive others and accept forgiveness.
- Embrace the school's values to spread God's word through their actions.
- Be active in their faith to be missionary disciples of the Lord.



Make the best use of our gifts to serve God, our Church and those who need us.

We want everyone to:

- Recognise everyone is unique and use the gifts and talents God has given us.
- Know and feel God's love in our school community.
- Love and care for everything that God has given us.
- Show God's love by supporting those in need locally, national and globally.
- Encounter Jesus through the actions of everyone to ensure everyone feels loved respected and valued in our school community.



LOVE one another....
just as i have **loved you**...

JOHN 13:34



Our RE Intent

At St Margaret Clitherow Academy, the Catholic ethos is at the heart of all we do, underpinning every aspect of school life. Through the RE curriculum we develop the pupil's knowledge and understanding of the bible, Catholic faith, other world faiths and their spiritual life, encouraging the pupil's innate capacity for wonder, awe and reverence.

We intend the pupils to discover a sense of their own dignity and value – to celebrate each other's uniqueness whilst knowing that everyone is created in the image of God. We provide opportunities for pupils to participate in Catholic Rites, Rituals and Prayer. We intend to develop the pupils' life-long relationship with God through developing their knowledge and understanding of scripture and the role of God in our lives.

In all of this we intend to develop pupils' moral and spiritual understanding in a safe and nurturing environment where mistakes are acknowledged and reconciliation and forgiveness are key. We intend the pupils to love themselves and show God's love for others especially those in need by living out the Gospels values and principles of Catholic Social Teachings.

In the words of the Curriculum Directory 2012, the outcome of Catholic Religious Education is;

'Religious Education aims to create 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.'

At St Margaret Clitherow Academy, we also recognise that our children come from a range of backgrounds, beliefs, and abilities and that our teaching of Religious Education will reflect this. We are committed to inclusion and equal opportunities, regardless of race, gender, disability, and special needs.



The RE Curriculum

Religious Education is at the heart of our school's curriculum. It is a rigorous academic discipline and as such is taught, developed and resourced with the same commitment as any other subject. It is very much the core subject. The beliefs and values studied in Catholic Religious Education inspire and draw together every aspect of life at St Margaret Clitherow Academy.

The overall aims and objectives of Religious Education at St Margaret Clitherow are to provide:

- Knowledge and understanding of the Catholic faith and life.
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- The skills required to engage in examination of and reflection upon Religious belief and practice
- The ability to relate knowledge gained through Religious Education to their understanding of other areas of the curriculum.
- Development of spirituality and a personal relationship with God through a rich experience of liturgy.
- An awareness of other cultures and beliefs, in order to respect and understand them
- Development of positive attitudes: eg, respect for truth, respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of a religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.

Since the whole curriculum in Catholic schools is based on the values of the Gospel, the link between faith and life, and because we see all education as revealing the mystery of God, we recognise **two aspects of Religious Education** at St Margaret Clitherow:

- **Implicit or unstructured Religious Education** – this deals with the opportunities which occur in the school day which leads pupils through curriculum content or through relationships to a “religious understanding.” It is our policy to utilise all of these opportunities as they arise.
- **Explicit or curriculum Religious Education** – those planned or timetabled periods of time given to a systematic studying of Religious Education in the classroom. To fulfil our aims and objectives we use the **'Come and See'** Programme of Religious Education recommended by the Diocese of Nottingham and guided by The Curriculum Directory for Catholic schools.

10% of the curriculum is dedicated to the teaching of RE each week. This translates to 2 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 and hymn practice. The teaching of RE is clearly indicated on each year groups class timetable.

“Children learn as they play. More importantly, in play children learn how to learn”

Fred Donaldson

Curriculum Implementation

Programme of Study

The Curriculum Directory 2012 sets out 4 foundations of study for the teaching of RE:

- 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

At St Margaret Clitherow Academy, we follow the ‘Come and See’ RE Programme, in line with guidance from Nottingham Diocese, which reflects the subsequent ideas contained in both the Catechism of the Catholic Church and the Curriculum Directory. We also take into account the church’s liturgical year, local, national and international events and children’s personal interests. The ‘Come and See’ programme is followed throughout school from Nursery through to Year 6. ‘Come and See’ is taught through a series of nine topics exploring: Community of faith – Church; Celebration in ritual – Sacraments; Way of life – Christian Living. Each year group have their own list of focus topics (See RE Long Term Plan) to cover throughout the academic year.

The process for delivering the topics in ‘Come and See’ has three stages over a 4-week period– Explore (week 1), Reveal (week 2 and 3) and Respond (week 4). This follows the pattern of: the human search for meaning (explore), God’s initiative in Revelation (reveal) and the response in faith (respond).

EXPLORE

Initially the children are taught to explore the topic whether this be, themselves, their relationships or the wider world; helping them to begin to look at and focus on the experience within their own lives. In this way the children are led to a deeper understanding, of significant events and experiences in their everyday life.

REVEAL

Reveal offers the teacher and pupils the opportunity to discover together 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 Christians. 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

This is where the learning is assimilated, celebrated and responded to in daily life. The children respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. It starts with the children reflecting on what they wonder about and is followed by the opportunity for the children to remember what they have understood and learnt. All children complete an end of unit reflection linked to the year group expectations. Respond is the second part of this section where the children have the opportunity to plan and take part in a celebration through a child-led reflective worship. This is recorded at the end of each topic in RE books.



Come and See

Strands of Learning

Throughout the course of each RE topic, children have the opportunity to develop their understanding across the strands: AT1, AT2 and AT3.

AT1 – Learning about religion/knowledge (Head) – Children will develop their knowledge of beliefs, teachings and sources; celebration and ritual; social and moral practices and way of life.

AT2 – Learning from religion/scripture and living out faith (Heart) - Children will engage in their own and others’ beliefs and values, as well as engaging with questions of meaning and purpose. AT2 involves the reflection on their own experiences in the light of learning about religion.

AT3 – Wonder and reflection moments (Cloud) – Children will be encouraged to wonder and reflect upon what they’ve learnt/studied in RE.

Driver words, shared by the Diocese, for each strand and year group are displayed in each classroom and at the front of RE books. These are used to steer daily learning, provide feedback and ensure end of year expectations are met.



Lesson Structure

RE lessons are set aside from all others. Each lesson begins with an opportunity for prayer, reflection and/or wonder. Quiet music may be played to create an atmosphere of peace and a candle is lit to signify the presence of the Lord.

At the beginning of every lesson, the learning intention and metacognition steps to success, using the year group driver words, are shared with the children. A retrieval task will be completed and passed learning will be reflected on.

Lessons will be focused primarily on aspects of AT1, however throughout lessons children will be given an opportunity to relate to personal experience (AT2) and wonder (AT3).

A range of activities to support learners to engage in knowledge acquisition and skill development in RE will be implemented. These may include: researching, collating and classifying, working with problems and grappling with puzzling experiences, exploring experiences through story, music, drama, dance, and art.

Across the course all topics, children will have the opportunity to explore scripture through scripture detective work.

Throughout each topic it is expected that 4- 6 pieces of work are completed in the pupils' books. In KS1 one piece must be an extended piece of writing and in KS2 two pieces must be an extended piece of writing.

At the end of each topic during the Respond week, all children will complete an end of unit reflection against the head, heart and cloud. They are given the opportunity to reflect on the 'big question' and plan a celebration of the word for the topic.

All teachers have extremely high expectations in RE lessons. Books to be treasured, handled with care and pride and participation in lessons is expected from all children. They are encouraged to develop as resilient, reflective, resourceful learners who have strong, positive relationships with others.

Teaching of Other Faiths

We recognise that we live in a multi- cultural, multi-faith society. Children are introduced to the background and beliefs of people of other faiths so that prejudice and misunderstandings can be overcome and children learn to appreciate that many people hold religious convictions and beliefs that are different to their own.

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. In the Advent Term one week is given to the exploration of Judaism and in the Pentecost Term a study of another faiths, either Hinduism; Sikhism; or Islam is undertaken. The "Come and See" programme provides a key focus and objectives to be covered by each year group.

Children are taught that other people pray, fast, celebrate, worship and go on Pilgrimage, through inviting people of other faiths to visit the school and share their experiences, visiting local places of worship for other faiths and having a wide range of multi-faith resources available for classes to use. In EYFS other religious festivals throughout the year are celebrated.



In addition, we hold a day of culture, to celebrate the diverse catchment of our school.



Curriculum Impact

“Commit your work to the LORD, and then your plans will succeed.”

Proverbs 16:3

Assessment and Reporting to Parents

Assessment is carried out in line with the Nottingham Dioceses guidance on End of Year Expectations, and related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of.

Teacher Assessment – Assessment takes place both informally (retrieval tasks, checking for understanding, general observations of children’s classroom activities, contributions made by children in discussions or to joint work, answers to oral questions) and formally (marking of work, end of topic review and regular planned assessment focuses.) Each topic has two opportunities for all pupils to respond. Questions will be posed to the children to move their learning forward based on the year group driver words (head, heart, cloud) (see feedback policy) Assessment for Learning is incorporated into planning and evidence collated, is made with reference to the expectations of what children know, understand and are able to do which is listed in the ‘I can’ statements at the beginning of each topic.

Termly assessments - are undertaken in accordance with the diocese assessment calendar. Examples of work are moderated by schools within the CMAT. Moderation of levels allocated to children’s learning takes place within the family of schools as well as across diocesan schools at RE coordinator training events.

Self & Peer Assessment – Metacognition steps will be shared at the beginning of every lesson with every child. In KS2 and as children are ready in KS1 - children will identify and evidence in their work/partner’s work where they have achieved the metacognition steps by numbering evidence in their work which correspond to the metacognition steps shared at the start of the lesson. This is the most effective form of feedback as it develops metacognition within the child. This will be presented in an age-appropriate way. At the end of each topic, children will complete an end of unit reflection

Summative Assessment - The pupils are assessed against the Diocesan End of year Expectations. At the end of every term, attainment is recorded on ‘O Track’, in line with the other core subjects, to enable progress to be tracked. This data is then used to support teachers in planning future lessons/ discussions at parent/teacher conversations and the annual report to parents. Data analysis occurs termly where a variety of groups are analysed and discussed at termly Pupil Progress Meetings.

Reporting to Parents- 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 Summer Term.

Monitoring

- Planning- checking for coverage of knowledge, plans for skill development and progression.
- Book looks to ensure coverage of the curriculum and standards are outstanding. Feedback given to colleagues.
- At least one staff meeting per half term is dedicated to RE.
- Lesson visits inform the subject lead and SLT about the quality of learning experiences provided for pupils.
- Pupil voice.
- Staff voice.
- Monitoring of learning environments (including Prayer Focuses) in classes and corridors to reflect learning.
- Formal Assessment undertaken half termly in line with Diocesan expectations.
- Data analysed termly and discussed in pupil progress reviews.
- Monitoring visits from RE Governor.
- Monitoring visits from the Trust and the Diocese.

Links with the Parish

The Parish is a vital support in our teaching of Religious Education. We develop this area through: -

- Making children aware that they are part of the Parish Community.
- Parish Ambassadors to read at Mass
- Involvement in charitable activities to support our parish and community
- Supporting the parish sacramental programmes.
- Sharing Resources between the Parish and school.
- Information shared through the weekly school newsletter about Parish events and vice versa
- Members of the Parish support develop parish/school links
- SLT attends Parish Think Tank meetings to share news and updates from School community
- Representation at Parish events – The Big Sing

Sacramental Programme

St Margaret Clitherow Academy and The Parish of Our Lady of Perpetual Succour work together to prepare children and their families for the Sacrament of Reconciliation and Holy Communion. This is offered to children in Year 3 and above.

It begins in January each year with a parent meeting and Enrolment Mass and follows through to May.

The children prepare in school with the support of the teachers and parish. The children attend a meeting every fortnight to complete a bespoke written programme. Catechists from the parish support and share their faith with the children and families. School supports and encourages children and families in their preparation and helps to prepare and attend Mass.

Following First Holy Communion, pupils in school who have received the sacrament lead our school Mass as a celebration



Home School Links

Parents, or those who act in their place, are the primary educators of their children; consequently, links between the home, the school, and the parish are especially significant. Strong, positive and frequent communication is fostered so that all relationships in the school community and beyond are based on mutual respect and honesty.

Parents have a fundamental role to play in helping children to become effective learners. In order to develop a real partnership between home and school parents are welcome in school and provided with information to help them support their child in developing as resilient, resourceful and reflective learners.

School encourages parents to play an active part in their child's spiritual development by: -

- Supporting their child in their faith.
- Receiving half-termly topic webs that include the Come and See programme - Website.
- Supporting with the completion of homework linked to RE.
- Information shared through the termly school newsletter about Parish events.
- Helping pupils to learn both traditional and school specific prayers.
- Taking their child to church/Being a Parish Ambassador.
- Attending Parents Evenings and workshops.
- Encouraging participation in the parish preparation for the Sacraments of Reconciliation and Holy Communion.
- Attending Masses and other liturgical celebrations in school.

For where two or three are gathered in my name, there am I among them."

Matthew 18:20