2023/2024

RELIGIOUS EDUCATION POLICY



The rights of the child in this policy are:

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 12

You have the right to give your own opinion and for adults to listen to you and take you seriously.

In light of both schools and their separate mission statements, SEND policy, assessment policy, collective worship policy, the staff and governors of The Federation of St Cuthbert's and St Mary's have set the following policy:

Aim of the policy

We, as two Catholic schools, set out to encourage spiritual, social, moral and cultural development of the individuals in the two different schools, appreciating every child's, parent's and staff's individual relationship with God and our contemporise within our community and the wider world. The aim is that this is integrated into the whole life of the two individual schools, the whole curriculum and the relationships with other members of God's family around the world.

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This is 2.5 hours in KS2 and 2 hours in EYFS and KS1. This does not include Collective Worship.

Curriculum Intent

At The Federation of St Cuthbert's and St Mary's we have developed and grown our whole school curriculum (combining Come and See and Caritas in Action) into one that matters for our children at the separate schools. It is broad, balanced and fulfils all requirements, but goes much further than that. It is underpinned by BIG Questions to raise awareness and develop critical thinkers who become inspired to make a difference, build God's kingdom on earth and relate into global issues today. The intent of our curriculum is to grow advocates for change.

Our curriculum aims to provide our children with a Catholic holistic education – critical thinking, high order questioning and open-minded thinking. This is across the whole curriculum and underpins everything we do to create global citizens.

Curriculum Implementation

Through the curriculum we have heavily invested in the formation of outstanding Catholic leaders through tailored and bespoke half termly curriculum planning meetings across the federation; improving knowledge and understanding. We have given opportunities to create a challenging curriculum and allowed staff to be confident in the delivery of RSE/PHSE and embed Catholic teaching into the whole curriculum.

The curriculum is carefully planned, connected and implemented to ensure progression in knowledge, skills and understanding. The planning model we use is a collaborative approach where staff plan together with the Curriculum Lead across the Federation before the start of every topic. High quality teaching is planned for and delivered to:

- allow children to know the challenging and transforming power of Gospel values.
- raise awareness and develop critical thinkers who become inspired to make a difference and change the world! This is done through BIG questions.
- Engage children in their learning and provide memorable first-hand experiences.
- Develop understanding of local, national and global issues and help the children recognise their role in having an open mind capable of caring for today's world.
- Provide effective enrichment opportunities to increase the children's experiences of the community around them.
- Use parental engagement activities to involve parents in their child's learning.

Principle: Transformation of self into transformation of society.

The teaching of Religious Education in the school takes account of the child's age, individual needs, ability and motivation. We are compliant with the Religious Education Curriculum Directory. The curriculum has been developed using the scheme *Come and See*. We ensure that the curriculum is made available to all children regardless of age, gender, ability, ethnic origin or faith under the Equality Act 2010.

Early Years Foundation stage cover the *Come and See* objectives and make clear links with the framework through Knowledge and Understanding of the World and Personal, Social and Emotional Development.

The teaching of Judaism, Islam, Sikhism and Hinduism are covered in Come and See but there are other materials available by Salford Diocese and we invite visitors to support the learning of these faiths. The intake of the school may provide additional opportunities to teach about other faiths.

Assessment

Formative assessments inform the teacher of the child's next step in learning. Assessment activities are integrated into our learning and the strength of our RE curriculum across the Federation allows us to assess in a variety of ways. RE adopts the same assessment procedures as other subjects using for ongoing assessment the AT1, AT2/AT3 assessment framework from the CES. Teachers then make their formative judgement based upon the evidence they have for that child on iTrack. A child is assessed whether they are Year specific at Outside Low, Working Towards, Expected or Greater Depth at the four assessment points of the year which takes into account the whole term's learning.

Recording of children's learning takes many forms - pictorial, written, displays, assemblies etc. Prayer tables/altar displays can be seen in each classroom around the focus of the lessons and centred on the prayer area for the part of our liturgical year. A record is kept of class Masses and assembly themes.

Progression Ladders

Progression ladders are in place for both Come and See and Caritas separately. This ensures that the curriculum is mapped out and is progressive for pupils. This is in regards to Scripture and moral-making decisions. The impact of this is that it is clear for staff the progression of skills and knowledge each child will learn in their faith journey with us.

Curriculum Impact

The impact of our curriculum can be seen and heard when you talk with our children about their faith, in the way they treat others and their outreach work evidenced in our Living SEF.

The high-quality learning which is produced in their books, demonstrates the progress the children make from their respective starting points to their end points and this is celebrated through outstanding learning environments.

Through Religious Education, the children show leadership skills through social action activities and their delivery of assemblies including collective worship and presenting assemblies. Discussions with visitors and in those they meet in out of school enrichment activities increase the children's confidence in expressing their right to be listened to. The children's ability to discuss and debate BIG questions, express their opinions and articulate their points of view can be observed in across the curriculum.

"Real education comes through much more than the transmission of facts and knowledge. Education is a lived reality where facts are translated into decisions and demonstrated by action." The Right Rev John Arnold, Bishop of Salford

Worship

We provide many opportunities and offer a wide range of experiences that will help everyone to participate in individual and shared prayer, liturgy and collective worship, supporting each person's own journey of faith. See Prayer and Liturgy Policy for more details.

Policy Review:

This policy will be monitored, evaluated and reviewed by the RE leads of the individual schools, the Executive Headteacher and the governing body every year.

Next Review date: September 2024

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