

# Policy for the teaching of RE



At Birchley St Mary's RC Primary  
School

Reviewed February 2013



**St. Mary's School  
is a safe and happy place,  
where we follow Jesus by  
living, loving, learning  
and working together.**

**Our school family aims to understand and follow the example set by Jesus.**

We will achieve this by:

- Using the Archdiocesan syllabus to underpin all school policies and practices.
- Developing self respect and respect of others.
- Setting good examples of positive behaviour.
- Encouraging and rewarding honesty and integrity.
- Listening to each other.
- Enabling all to contribute.
- Enabling all to recognise their actions and resulting consequences.
- Providing quality opportunities for silent prayer and/or reflection.
- Facilitating opportunities for helping others.

**Our school family aims to fully develop the potential of everyone within our school community.**

We will achieve this by:

- Providing a broad, balanced and creative curriculum, accessible by all.
- Having rigorous and robust assessment procedures which drive teaching and learning.
- Seeking enrichment opportunities.
- Celebrating success and achievement at every level.

**Our school family aims to work together with our families and parish to be an integral part of the wider community.**

We will achieve this by:

- Actively seeking out opportunities to promote the school as part of the wider community.
- Actively seeking out opportunities to enrich the local and wider community
- By encouraging links with the parish and families
- Involving local community in school/parish events.
- Making effective use of visitors to enhance the children's learning.
- Developing means of communication e.g. newsletters, reports, parent evenings and websites.

## **Aims**

In preparing our children to face the world, we aim to provide them with a curriculum enabling them to engage with the deepest questions of life and find reasons for the hope in them. At St Mary's, Religious Education is not simply a set of timetabled lessons, but is the basis for the whole life of the school, as well as the basis for all aspects of the curriculum we deliver. We believe that by using the guidance of the teaching and learning materials of Come and See, this is possible to achieve.

## **Objectives**

To achieve these aims, children will be taught to:

- Find the answers to the questions “Who am I?”, “Where do I come from?” and “Why am I here?”
- Develop their understanding of God the creator and loving father
- Be able to describe in their own words what Christians believe
- Develop their understanding of the benefits and responsibilities of belonging to communities of faith
- Develop their knowledge and understanding of sacraments
- Develop their knowledge and understanding of the themes of Christian life
- Recall, retell and draw inferences from stories from the Old and New testament
- Use religious vocabulary accurately
- Read and explore scripture, prayers and rites used in the Church
- Reflect on opinions and information given
- Express own opinion and ideas based on sound evidence
- Give examples and reasons of how different groups of people live out their lives because of their faith
- Actively participate in acts of worship and times of quiet reflection

## **Structure**

Pupils will have access to RE lessons that equate to an average of 10% of their curriculum time. Each year group covers a different topic, linked to the same theme every four weeks. Three topics are visited each term. Nine themes are covered each year – three each of ‘Church’, sacramental or Christian living themes. (See chart in Appendix) A week’s study of the Hinduism Faith and a week’s study of Judaism is incorporated into the Autumn Term.

## **Planning**

Teachers use the Come and See book from their age range, photocopying and annotating the planners as appropriate. Access to the Come and See on-line materials is provided through the school.

## **Assessment, Reporting, Recording**

Teachers use the Archdiocesan and Bishop’s Conference Department assessment guidelines and the Archdiocesan assessment booklets to assess the children’s knowledge, skills and understanding. The assessments are recorded on the Archdiocesan Assessment sheets and passed on from class to class. A portfolio of levelled work is available to help teachers make secure judgements about levels achieved. Statements relating to this information are reported to parents on the children’s end of year report.

**SEN**

Children with SEN are included fully in all RE lessons. Teachers are clear of their pupils' additional needs and ensure these are not a barrier to learning. There are a number of 'widgets' on the Come and See planning to help support children with additional needs. TA's are deployed effectively to carry out further discussion if required and to help children organise their thoughts in oral work. Teachers make sure recording is appropriate for children with SEN and use alternative formats to handwritten recording, or use TA's to record the child's verbal response.

**IT**

Teachers make appropriate use of IT during RE lessons, such as: making appropriate use of on-line resources from Come and See website; using electronic versions of God's Story and Church's Story to project visual images in Powerpoint presentations; using the internet to research topics; producing multi-media presentations for Collective Worship activities etc.

**Resources**

Teachers keep their own Come and See books in their classrooms. Electronic versions of Church's Story and God's Story resources are also stored on the server. Other teaching resources are stored in the central storage area outside the Y6 classroom. (See list of resources in Subject Leader file.) Resources for Collective worship are stored in the staff room. (See list of resources in Subject Leader file.)

**Monitoring and evaluation**

The Subject Leader writes, carries out and evaluates an annual action plan, which forms part of the School Improvement Plan. Teaching and learning, teachers' planning, and children's work is monitored and evaluated by the Subject Leader in line with the school curriculum monitoring programme (see Subject Leader Policy). Findings are discussed with the SMT and the staff and then reported to the governors through the Curriculum committee.