



RE Curriculum Statement

Intent

"Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." (Religious Education curriculum Directory p4)

We are a Catholic school, and we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education at St. Mary's respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality.

Our Religious Education curriculum offers opportunities for reflection so that our pupils can relate their Catholic faith to their daily life helping them to develop their social and moral values and develop an awareness of God's presence in their lives and the lives of others. They learn about their Christian responsibilities as we understand the importance of social action and teach our children about how they can practically help others so that they can contribute fully to society now and in later life. Metacognition plays a key part in our RE curriculum and children have regular opportunities to think and reflect on their learning.

A feature of our curriculum is the study of the faith and traditions of other religious communities to foster respect and understanding of World Faiths. This prepares our pupils for life in modern Britain, giving them an understanding of the beliefs of others. This in turn will improve social cohesion and contribute to the common good by increasing mutual respect between those of different religions.

Our Religious Education curriculum is designed, at every stage of a child's learning, to explore, understand and reflect on the Catholic Faith, working closely with families, the local parish and community to develop, enhance and enrich our curriculum.

Implementation

'Religious education is more than just one subject in the curriculum. In Catholic schools it is the core of the "core curriculum"'. (Pope St. John Paul II, 1988)

The teaching and learning of Religious Education permeates all areas of school life. In addition, Religious Education is taught as a discrete subject as a core subject with 10% of curriculum time in all

key stages. Our Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.

All primary schools within the Diocese use The Way, the Truth and the Life (WTL) programme as the main resource to support the teaching of religious education. Many additional resources are used to give the children the best possible opportunities to deepen their understanding and challenge them in lessons which are engaging and make them think deeply through effective questioning. Teachers use CAFOD, YOUCAT, REToday, REQuest, artefacts, visits, trips, fine art and many other resources to ensure a rich and varied RE curriculum.

Other world faiths and important Liturgical celebrations are interwoven throughout the year as children are encouraged to question and reflect on their own lives and the religious lives of others.

Class teachers plan for each topic ensuring that all children master key skills, think deeply and learn to question at a level which is appropriate to the age and stage of learning. Teachers use a variety of pedagogical approaches that support the teaching of RE: direct instruction, modelling of skills and techniques, demonstration, Inquiry-based learning, teacher modelling, questioning, mix of individual, paired and group instruction and pupil-led learning. Faith 5 is used at the beginning of each lesson to support metacognition so children can think about prior learning and how this impacts current learning. Assistive technology is used in lessons to support learners of all abilities so that every child can achieve and make progress.

Children are introduced to the key vocabulary relating to RE so that all children can express their understanding, views and opinions confidently. Every lesson creates the opportunity for pupils to develop the skills to reflect spiritually and morally.

To ensure all our children reach their full potential we monitor our children in RE using:

- Marking and feedback within books and verbally during lessons
- Assessments 3 times a year
- Summative assessments using Otrack
- Learning walks and lesson observations
- RE Leader monitoring of books
- RE leader looking at the data and identifying areas to develop
- Pupil interviews

We recognise that all children have needs and we continuously strive to ensure that we challenge all children to reach their true potential in RE. Teachers know their children and strive to move their learning on through the use of next steps and further questioning to deepen understanding. Children who are on the Special Educational Needs (SEN) register will be working in line with their Individual Education Plan (IEP). Assistive technology is used to further support children with SEN needs.

Impact

“The outcome of excellent Religious Education is 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 (Religious Education Curriculum Directory 2012 p6).

Religious Education is an integral part of learning and formation. An indicator of our success will be the amount of pleasure and knowledge gained by the children from the study of RE and a deepening of their personal knowledge, understanding and response to Christ through their service of others. This will support our children to love themselves, love each other and love Jesus Christ so that they are ready when they reach the end of Year 6 to commence the next stage of their life journey.