

# Charlton House Independent School



‘Love One Another’

## RELIGIOUS EDUCATION POLICY

**Reviewed and approved by the full governing body - September 2023**  
**To be reviewed by FGB September 2024**

<b>Date</b>	Sept 2022	Sept 2023		
<b>Reviewed by</b>	FGB	FGB		

## **Charlton House Independent School Religious Education Policy**

It is appropriate to speak of religious education as "the core of the core curriculum". Religious education in Catholic schools refers to the integral education of the pupils, both through the religious dimension of the school as a whole and through the specific programme of religious studies which it provides.

Pope John Paul II, *Address to Bishops of Great Britain*, March 1992

### **Aims**

At Charlton House Independent School, we share the view of the Catholic Bishops' Conference of England and Wales that "Religious Education is central to the curriculum of the Catholic school and is at the heart of the philosophy of Catholic education...[and] underpins, activates, develops and completes the educational and catechetical activity of the whole school." (*RECD*, 2012).

The aims of our Religious Education policy are to:

- provide clarity in the expectations of the RE curriculum intent and delivery to ensure the teaching of RE is 'Good' or better
- ensure God is at the heart of all we do, fostering pupils' faith and relationship with God
- develop pupils' spiritual and moral responsibility
- teach religious stories, traditions and prayers to enable pupils to deepen their understanding and be able to communicate this effectively
- raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them
- promote stewardship in all forms

### **Roles and Responsibilities**

The RE subject leader, with the support of the Head Teacher, is responsible for the successful implementation of this policy. This includes, but is not limited to: supporting staff in effective planning and delivery of RE; monitoring and evaluating books and lessons to evaluate the effectiveness of the RE curriculum; monitoring and review of the curriculum, this and other associated policies as deemed appropriate.

Class teachers are responsible for the planning and delivery of the RE curriculum within their classes. This includes providing appropriate feedback in line with the schools feedback policy. Teachers should seek guidance from the RE leader to support with delivering an ambitious, and dynamic RE curriculum.

All staff are responsible for supporting the religious character of the school, including through participating in religious events and supporting the delivery of the RE curriculum.

### **Governing Body:**

- Review of the RE and associated policies detailing responsibilities to ensure the above aims are met
- Supporting the religious nature of the school and participating in this
- Contributing to the Section 48 and general school self-evaluation forms
- Conducting an annual ethos walk, providing feedback to RE leader and Headteacher
- Consulting with diocesan guidance regarding leadership appointments to the school
- Monitoring and taking necessary action to maintain high levels of Catholic staff and pupils

### **Headteacher:**

- Ensuring all decisions support and promote the Catholic ethos of the school
- Leading or delegating to a member of SLT, a weekly whole school collective worship, for staff and pupils
- Communicating the policy to all relevant parties
- Communicating with the Diocese regarding any school related concerns which are contrary to the Catholic faith
- Keeping the governing body informed of relevant issues and information from the Diocese
- Support and monitoring RE leader in line with role and responsibilities

### **RE Leader**

In addition to general subject leader responsibilities, the RE Leader is also responsible for:

- Ensuring all teachers follow the current Diocesan scheme of work for RE
- Ensure the RE curriculum offers opportunities for pupils to develop their understanding of stewardship (discipleship).
- Provide a clear programme of induction for all new staff, which enables them to teach RE with confidence
- Cascading all relevant Diocesan/Catholic information and initiatives to governors and staff
- Monitoring the direct teaching time allocation for RE of 10% in line with the recommendation of the Bishops of England and Wales
- Take a lead role in providing a programme of good quality, ongoing, CPD for all staff, linked to developments identified through monitoring and to diocesan initiatives. Ensure high quality feedback and review is built into the programme to promote improvement and development.
- Act as a key source of information for other staff on the teaching of religious education
- Contributing towards the school newsletter and other appropriate communications
- Displaying children's work in central areas in school to show the high profile of RE

### **Teaching and Learning in R.E.**

At Charlton House Independent School, our R.E. curriculum follows the *God Matters* scheme of learning using the 'engage, explore, express' approach. RE is a core subject and a minimum of 10% of curriculum time is dedicated to its teaching (this does not include Collective Worship). The topics within the scheme relate to the liturgical year and have key scripture, the units covered within *God Matters* are as follows:

- Creation
- Prayers, Saints and Feasts
- Advent
- Christmas
- Revelation
- Holy Week
- Lent
- Easter
- Pentecost and Mission
- Sacraments

Teachers use the CASO Portsmouth Diocese support materials for each unit to inform planning and delivery of the RE curriculum. To ensure that all pupils in our mixed age classes are provided with the full coverage of the RE curriculum, an alternating teaching cycle is implemented at Charlton House:

	<b>Reception/Year 1</b>	<b>Year 2/ 3</b>	<b>Year 4</b>	<b>Year 5 / 6</b>
<b>Cycle 1</b>	Year 1 POS	Year 3 POS	Year 4 POS	Year 6 POS
<b>Cycle 2</b>	Reception POS	Year 2 POS	Year 4 POS	Year 5 POS

### **Key principles for RE curriculum planning**

Planning is informed by the age related standards linked to each unit, as demonstrated in the revised supplementary guidance provided by the Diocese. To ensure that pupils within our split year groups are meeting appropriate challenges and/or targeted support for their chronological age when working on units for older or younger year groups, teachers plan using these age related standards and the attainment targets appropriate for the age and stage of the pupils that they teach.

- Planning must be clearly linked to the age related standards in RE.
- Planning should centre on the key scripture passages within the unit plan/additional supplementary material.
- Note should be taken of the rationale, prior learning, key vocabulary and theology behind the topic contained in the unit plan.
- Planning should begin from the age related standards linked to each unit, as demonstrated in the revised supplementary guidance provided by the diocese.
- Ideally, planning should also link to the key questions for each unit, provided by the diocese.
- Planning should cover:
  - Link to age related standards in RE
  - Learning intention/outcome/objective/success criteria
  - Scripture reference
  - Key religious vocabulary
  - Key activities (engage, explore, express)
  - Support and challenge
  - Assessment opportunities (e.g. key questions to ask)
  - Opportunities for home learning

### **Assessment, Recording and Reporting in RE**

The assessment in RE is informed by the *Age-Related Standards in Religious Education* document written by the CES. Informal assessment of each RE topic is undertaken by teachers and one unit per term is formally assessed and pupil outcomes recorded onto the school tracking document for RE. Ongoing formative assessment is provided in all lessons and children’s learning is marked in line with the school feedback policy. Progress and achievement in RE is reported to parents/carers in a written report at the end of each academic year.

### **Equal Opportunities**

All pupils in our school, irrespective of ability, faith and background will have appropriate access to the Religion Education programme.

#### **Appendices:**

- 1. Planning a God Matters unit, a possible approach**
- 2. Attainment Levels for Primary Schools**

## Appendix 1

### PLANNING A GOD MATTERS UNIT

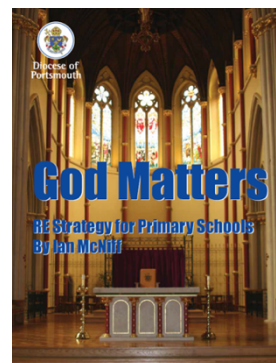
This approach is based on the use of an **overall key question** for the unit, which is then used to steer the content, delivery and assessment of the RE.

You will need to have the following to hand:

- Updated Diocesan supplementary guidance for the relevant unit
- RE planning checklist (*see following page*)

If available:

- Previous planning for unit
- 'Old' version of unit cover sheet



#### STEP ONE

- Using the God Matters unit plan and the revised supplementary guidance decide on a **key question** to steer the journey through the topic - one that can also potentially be used to assess against at the end of the unit. Check this is sufficiently open-ended and can be used to assess against the new assessment framework. You may also decide to have an additional/alternative question to test for greater depth. Good practice would be to generate these key questions as a staff to ensure there is progression and to avoid duplication within a key stage.
- (*Optional*) From this, decide on the opening cold task question – could be the same question or adapted to allow for unfamiliar vocabulary.

#### STEP TWO

- Review God Matters unit plan. Highlight strands that will help the children discover what they need to know to answer the final assessment question/reach the end of the learning journey. Annotate where you feel the activity suggested doesn't move the learning forward in the way you feel most supports the learning journey/RE being taught.
- Review what it has been decided to keep, are there any gaps in knowledge that would hamper the children answering the key question or miss out key steps on the journey?

#### STEP THREE

- Break unit down into weekly chunks, ideally with a supplementary question to steer the work.
- Ideally, place scripture at the centre.
- Look at suggested activities in God Matters/Supplementary Guidance/previous planning. Choose the activity that best matches your learning intention/state on the learning journey. Don't be afraid to devise your own.
- Ensure each activity will aid the children in answering the overall key question and/or supplementary question.
- **Check activities against RE planning checklist.**
- Across the unit, have you ensured the work planned:
  - will help provide evidence of attainment against the new national standards.
  - reflects the year group pen portrait.
  - is sufficiently challenging to provide evidence of greater depth.

#### STEP FOUR - Optional

Update cover sheet to reflect key assessment question/cold task etc

## Appendix 2

# Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

	Skill areas	5-7	7-9	9-11
AT 1: Knowledge and Understanding ('I learn about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> <li>Recognise religious stories</li> <li>Retell, in any form, a narrative that corresponds to the scripture source used</li> <li>Recognise religious beliefs</li> <li>Describe some religious beliefs</li> <li>Recognise that people act in a particular way because of their beliefs</li> <li>Describe some of the actions and choices of believers that arise because of their belief</li> <li>Recognise key figures in the history of the People of God</li> <li>Describe the life and work of some key figures in the history of the People of God</li> <li>Recognise key people in the local, national and universal Church</li> <li>Describe different roles of some people in the local, national and universal Church</li> <li>Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.</li> <li>Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.</li> </ul>	<ul style="list-style-type: none"> <li>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</li> <li>Describe, with increasing detail and accuracy:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>different roles of people in the local, national and universal Church</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.</li> <li>Show knowledge and understanding of:                             <ul style="list-style-type: none"> <li>a range of religious beliefs</li> <li>those actions of believers which arise as a consequence of their beliefs</li> <li>the life and work of key figures in the history of the People of God</li> <li>what it means to belong to a church community</li> <li>religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> </li> </ul>
	Making Links and Connections		<ul style="list-style-type: none"> <li>Make links between:                             <ul style="list-style-type: none"> <li>beliefs and sources, giving reasons for beliefs</li> <li>beliefs and worship, giving reasons for actions and symbols</li> <li>beliefs and life, giving reasons for actions and choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of, by making links between:                             <ul style="list-style-type: none"> <li>beliefs and sources</li> <li>beliefs and worship</li> <li>beliefs and life</li> </ul> </li> </ul>
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> <li>Use religious words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of religious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use religious vocabulary widely, accurately and appropriately</li> </ul>
AT 2: Engagement and Response ('I learn from')	Meaning and Purpose	<ul style="list-style-type: none"> <li>Say what they wonder about</li> <li>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose</li> </ul>
	Beliefs and Values	<ul style="list-style-type: none"> <li>Talk about their own feelings, experiences and the things that matter to them</li> <li>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>Make links to show how feelings and beliefs affect their behaviour and that of others</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of how own and other's decisions are informed by beliefs and moral values</li> </ul>

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AT 3: An al ysi s an d Ev al ua tio n	Use of Sources as Evidence		<ul style="list-style-type: none"> <li>• Use a given source to support a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources to support a point of view</li> </ul>
	Construct Arguments		<ul style="list-style-type: none"> <li>• Express a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Express a point of view and give reasons for it</li> </ul>
	Make Judgements		<ul style="list-style-type: none"> <li>• Express a preference</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive at judgements</li> </ul>
	Recognise Diversity			<ul style="list-style-type: none"> <li>• Recognise difference, comparing and contrasting different points of view.</li> </ul>
	Analyse and Deconstruct			