

# OUR LADY OF LOURDES CATHOLIC PRIMARY & NURSERY SCHOOL



## School **POLICY STATEMENT** for **RELIGIOUS EDUCATION**

### Vision and Mission

*"We want our school to be a safe, secure and exciting place to learn and grow in Christ. A place where children, staff, families and governors work closely together to answer Christ's call."*



Our Catholic school community works with a Christian purpose

- To promote an enthusiasm for enjoyment of learning
- To provide a board and well-balanced curriculum
- To challenge children to reach their full potential
- To learn about God and his creation
- To answer Christ's call through our love for each other
- To foster in children independence and a sense of responsibility

*"... For you are precious in My eyes"*  
(Isaiah Psalm 43)

Our Lady of Lourdes Religious Education policy is rooted in the school's mission statement with its desire to provide an atmosphere in which individuals feel valued and secure, ensuring they can work towards reaching their full potential – personally, spiritually, socially, physically and academically.

Our Lady of Lourdes School is committed to the widest and fullest education of all pupils in a partnership between home, school, parish and community.

As members of the Roman Catholic Community we aspire by our beliefs, values and religious philosophy to assist our children to share in the richness of Christian life and love. We believe that Religious Education is then the core subject in a Catholic school. Therefore, we believe that religious education is never simply one subject among many,

but the foundation of the entire education process. We understand that Religious Education is the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.

The outcome of our Religious Education is religiously literate young people who have the knowledge, understanding and skills, appropriate to their age and capacity. Children who can think spiritually, ethically and theologically and who are aware of the demands of religious commitment in everyday life.

### **Aims.**

- To promote knowledge and understanding of belief, values and ways of life of the Catholic tradition.
- To promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- To promote the skills required to engage in the examination of and reflection upon religious belief and practice. Thus, fostering awe and wonder, joy, delight, mystery and the sense of ritual.
- To provide opportunities to reflect on their own experiences and to link this with Christian and universal experience.

### **The place of Religious Education.**

Religious Education is taught as a discrete subject but the aims permeate all teaching and learning in all areas of school life.

In line with the Bishops conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include collective worship. This is approximately 2 ½ hours of curriculum R.E a week.

### **Programme of study**

To fulfil revelation, church, celebration and life in Christ; the four areas of study as outlined in the curriculum directory, Our Lady of Lourdes Year 5 and 6 use "The Come and See" scheme on a two-year cycle due to the mixed age classes. It compliments the catechesis which takes place in the parish and home. 'The Come and See' scheme incorporates the attainment targets: learning about the Catholic faith (AT1), learning from the Catholic faith (AT2) and analysing and evaluating the Catholic Faith (AT3). This scheme is enhanced by other units such as: CARITAS units and a study of the Corporal Works of Mercy.

As from September 2023 EYFS, Y1/2 and Y3/4 will begin to follow the new RED Directory. This offers a model curriculum that is sequential and progressive. We will work in line with the Diocese and other cluster schools to implement EYFS, Year 1 and Year 3 using the newly published 'Vine and Branches' scheme.

### **Process**

Our starting point in Religious Education is the directory which has four structural elements; knowledge lenses, ways of knowing, expected outcomes, curriculum branches.

Knowledge lenses set out the objects of study; they indicate what should be known by the end of each age- phase. They are referred to as lenses, since they are the things we are looking at and they divide into four subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews. This makes the six knowledge lenses of hear, believe, celebrate, and live (Catholicism studies) dialogue and encounter (study of other religions and worldviews).

Ways of knowing (evaluation of the levels of Attainment) There are three ways of knowing: understand, discern and respond. They are represented by icons: head (understand), heart (discern) and hands (respond).

Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in knowing. Each age-phase has a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

Curriculum branches are the way the programme of study presents its model curriculum. There are six branches that relate to the six half terms in a school's year. The six curriculum branches are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the earth and dialogue and encounter.

### **Methodology**

A variety of teaching and learning strategies will be used from across the curriculum. These will be adapted appropriately to the needs and learning styles of pupils. Children will experience whole class teaching, group work, individual work and work with talk partners.

Work in Religious Education is presented in a variety of ways. Work is depicted through art, writing, ICT, drama and other areas of the curriculum. The choice of presentation is dependent on the learning. Drama is used effectively to walk in the footsteps of others, developing a greater sense of empathy and an understanding of how others feel. All activities are planned through a deep consideration of how the learning objective can best be achieved.

Information Communication Technology (ICT) is a valuable tool used by all teachers to enhance learning.

### **Assessment, Monitoring, Recording and Reporting.**

As with all curricular areas, assessment is an integral part of the planning and learning process. Formal assessment is collected at the end of each term and standards are recorded on ittrack. This is in line with the other core curriculum subjects.

Assessment of standards is carried out according to Diocesan guidelines using the Age-related standards for Year 5/6 and for the rest of school in accordance with the new

expected outcomes in Ways of knowing. In house moderation meetings take place twice a year and the RE subject leader attends catholic cluster and the Diocesan external moderation meeting once a year.

Baseline assessment is completed in the foundation stage during the autumn term. This is recorded on the baseline document and is then updated every term in line with other core subjects.

Religious education is informally reported at parents evening twice a year. It is formally reported on pupil's reports in the summer term. Standards in Religious education are shared with parents annually.

The children are made aware of their attainments in R.E using the age-related standard trackers and how to achieve their next level through teacher marking and discussion. Children self assess their own work against the learning objective using the traffic light system. Tracking allows us to monitor the progress of all children through the related standards.

Monitoring of teaching and learning at Our Lady of Lourdes follows the whole school policy in monitoring performance of staff, pupils, plans, lessons and books.  
(See the Assessment Policy.)

### **Equal opportunities.**

Religious Education is taught to all pupils at Our Lady of Lourdes, regardless of: their faith commitment; their parent's commitment; their faith tradition; age; ability; race or gender.

(See the Equal Opportunities Policy.)

### **Pupils with Special Education Needs.**

In line with teaching and learning, we recognise that all children have needs and we continuously strive to ensure all children are challenged to reach their potential. Teachers know their children and strive to move their learning on. Children on the special education needs register will be working in line with their individual education plans. (IEP)

(See the Special Education Needs Policy.)

### **Communication.**

Termly newsletters are sent home to share curriculum coverage and newsletters inform parents of events and activities which enhance learning. There is always access to the weekly church newsletter to further develop links with the parish and deepen faith.

### **Subject Management.**

Alison Townley, the subject leader and Deputy Head, has responsibility for leading managing and supporting the delivery of and training in Religious Education with support from the Head teacher.

### **Other faiths.**

Understanding religious beliefs other than one's own is a key element of tolerance, since faith traditions often define a significant part of a person's identity. Each year the children are taught about another World Faith to develop an understanding and respect of similarities and differences between faiths. At Our Lady of Lourdes these will be taught through the new RED curriculum lens dialogue and encounter.

### **Collective Worship**

Collective Worship is an integral part of who we are at OLOL. We use ten: ten to structure our teacher assemblies and worship and the children plan and prepare their own collective worship at an age appropriate level. Further details can be found in the Collective Worship Policy.

### **Policy Review**

In line with whole school procedures this policy will be reviewed every two years.

Updated – January 2020

Review Date – January 2022

Updated – September 2021

Updated - February 2023

Reviewed and updated – September 2023

Review -**September 2024.**