



Policy Document Title:	Religious Education Policy
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“The Catholic mission of education promotes the dignity and freedom of every pe

Philosophy

- The provision of the three elements of:
 1. Religious Education;
 2. Catechesis;
 3. Evangelisation,so that they co-exist in providing mutual support and reinforcement.
- To ensure that Religious Education is a subject in its own right within the curriculum of the school.
- To maintain Religious Education as an academic discipline to be taught, developed and resourced with the same commitment and enthusiasm as all other subjects.

Objectives

- To contribute in a vital way, to the fulfillment of the Mission Statement, which expresses our Christian ethos.
- To promote a knowledge and understanding of the Catholic Faith, including its relevance to ‘life’ and the skills required to engage in religious thinking.
- To promote a knowledge, and understanding of other Christian denominations, world faiths and races so that the dignity of all pupils may be recognised, respected and in turn celebrated.
- To provide structured, well differentiated lessons, which will enable all pupils, here at St Vincent’s to acquire and use their skills, which will lead to a moral understanding, whilst promoting an active response to enquiry based learning.

- To provide learning programmes which enable pupils of all abilities to succeed, therefore promoting a strong sense of achievement and self worth for all.
- To develop within all pupils an appreciation of the personal, social, spiritual and moral dimensions of life, in order to live out their lives within the community and make educated and responsible decisions.
- To encourage support of home, school and parish/church/religious communities in the Religious Education of the children here at St Vincent's.

Outcome

The outcome of Religious Education here at St Vincent's is to promote and develop:

“religiously literate young people, who have the knowledge, understanding and skills appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.” (The Curriculum Directory).

Special Educational Needs

Religious Education is child-centred and carried out with total awareness of the special needs of each individual pupil. Each child is taught and provided for, according to these individual needs. Pupils are encouraged to participate in all lessons regardless of any impairment, be it visual, hearing, physical, or a learning difficulty.

Teaching Staff

The RE subject leader is a committed and active Christian and thus able to support staff with matters of Christian belief and practice. Staff teaching RE, are all Christian believers. All staff are committed to the Catholic Christian ethos of the school, which includes an ecumenical faith dimension that includes the celebration of all world faiths. Staff assist in the moral and spiritual development of all pupils.

Differentiation

Religious Education lessons take place in groups of mixed ability. RE teachers at St Vincent's are very much aware of the need to vary teaching styles so as to motivate learners and to cater for different levels of ability

Teaching Methods

The teaching of Religious Education takes place within a creative and often practical/cross-curricular based methodology. Groupings can range from whole class teaching to one-to-one — our Learning Support Assistants make such methods and support possible. A variety of resources are used to motivate the pupils, including use of audio resources, DVD's, the Internet, religious objects and of course the chapel. When possible use is made of a range of visitors including those from ecumenical settings, those representing charities and people who practise other World Faiths.

Sacramental Preparation

We are aware of the Archdiocesan preparation programmes provided by parish communities and supported by the local school communities. Our pupils can, however, often miss parish-based programmes due to residence at school during the school week. In addition, our pupils attend from all over the country. As a result we undertake preparation programmes for the sacraments of Holy Communion, Reconciliation and Confirmation, with the help of resources from the Archdiocese including 'With you always'. Such preparation is carried out at lunchtime and with the consent of the participating pupils, permission of parents and support or at least awareness of the home-parish communities.

Community Links

We maintain links with the local community and its representatives. We are also involved with more global links too:

- Nugent Care
- CAFOD.

- Samaritan's Purse Christmas 'Shoe Box' appeal.
- Christopher Grange.
- The Parishes of Saint Paul's West Derby, St. Anne's Ormskirk, Holy Name Fazakerley and Christ the King Childwall.
- Liverpool Archdiocesan Centre for Evangelisation (provider of termly training for RE subject leader)
- The wider Vincentian community including the Daughter's of Charity and the SVP

Spiritual, moral, social and cultural development.

As a school and particularly in RE lessons, we seek to provide aspects of spiritual, moral, social and cultural learning in the experience of goodness, beauty, awe, wonder, questioning, respect for the world and for each other and the realisation that there is more to life than just our present existence.

SMSC in RE

Spiritual - In RE we aim to enable pupils to develop the skills and attitudes necessary to encounter, experience, appreciate and grow in the spiritual dimension of their lives. Spiritual formation is based on the RC Christian foundation of the school and inspired by St. Vincent (see Mission Statement).

Moral - Moral issues are highlighted throughout the 24 hour curriculum. Throughout the curriculum and in daily collective worship, pupils explore moral and ethical principles. In RE pupils study and appreciate religious impact on moral behaviour and explore their own and other contemporary moral codes and evaluate decisions that are based on these codes.

Moral and ethical formation at St. Vincent's is based upon Gospel values and the principles of Catholic social teaching including dignity, option for the poor, common good, solidarity, rights and responsibilities, stewardship, subsidiarity and participation.

Social - The RE curriculum requires and encourages pupils to reflect upon their unique nature and the effect of relationships upon groups and individuals. Social interaction throughout the 24 hour curriculum enables pupils to develop personal and social skills.

Cultural - At KS3 pupils research and explore a variety of cultures including a range of Christian traditions and Christianity (in general), Judaism and one other world faith.. At KS4 pupils investigate the range of Christian and Jewish responses to specific moral and ethical issues. The SMSC content of our teaching and learning is logged by the RE staff on our school SMSC grid.

From Primary to year 13 the RE curriculum is designed to develop within all pupils an appreciation of the personal, social, spiritual and moral dimensions of life. The aim is that pupils can live their Gospel values within our community and make educated and responsible decisions.

From Primary to year 13 the RE curriculum promotes a knowledge, and understanding of other Christian denominations, world faiths and races so that the dignity of all people may be recognised, respected and also celebrated.

Citizenship

Citizenship is taught as a distinct subject at St. Vincent's but also throughout the curriculum including in RE lessons.

Religious Education promotes the study of Citizenship. Through Religious Education, it provides learning opportunities for pupils from Early Years/Foundation through Key Stages 1 to 4 and for pupils in the post 16 sector to gain knowledge, skills and understanding, necessary to play an effective role at local, national and international levels, by practising Catholic Social Teaching and living its values.

Pupils are given the opportunities and resources to develop their own beliefs and encouraged to reflect on Gospel values and also to research and consider other world faith beliefs and practices in particular Judaism but also Islam and Hinduism. Pupils in KS4 will also research and reflect on Humanism and Atheism and what leads people to these and what leads other people to belief in God.

Display of Pupil's Work

We are keen to emphasise the value of good quality written and pictorial work—produced in appropriate mediums. Display of such work provides the pupils with a sense of achievement and pride. Display also plays a major part in providing the school with a motivating atmosphere of progress and stimulation. In addition good display of religious material in communal areas such as the centrally situated chapel corridor, reminds us all that we are a faith school and belief in God is the core of what we are and what we do.

Communications

As a Subject Group – Regular meetings, particularly at key points in the school year.

Whole Staff - Liaison is maintained with all staff concerning Collective Worship, Masses and other extra curricular activities. All staff are invited to Pastoral Group meetings and planning of religious celebrations and care of the chapel takes place at these meetings.

Parents - In addition to the formal reporting made to parents at annual review, at monitoring evening and within end of year reports, all parents are informed at the beginning of each term about the content of the Religious Education programme that their child will be studying by an RE newsletter. A Parents Evening is also held once within the school year. Each half-term, parents can attend the Friday form assembly of their child's class.

Recording

Within the subject file a written record of: long, medium and short term planning. Targets are set and copies kept in pupils' files and progress is noted on Classroom Monitor. Pupils are kept informed of these by individual staff. Pupils are set targets for each term and, at the beginning of each lesson, pupils are given objectives.

Reporting

Pupil's progress is reported within their annual Education and Health Care Plan, also at the annual Monitoring Evening For Parents and in the end of year report.

Homework.

There is no homework set in the primary department.

Secondary pupils are expected to complete one piece of homework per week. Approximate time:

- Years 7 - 9 Key Stage 3 - 30 minutes.
- Years 10 - 11 Entry Level - 35 minutes each week.
- Years 10 - 11 GCSE - 1 hour including personal research and revision.
- Years 12 & 13 - no set allocation of time

For some pupils, homework may not be applicable because of the nature of their very special needs. This is always a matter that is addressed by the whole school and such pupils are identified to all members of staff to maintain continuity.

Cross-Curricular Links

The RE department works with all subject areas and this includes all staff. The department works particularly closely with the Music and with the Humanities department and staff. With Humanities and RE, there may be some duplication of topics pertinent to Catholic Social Teaching such as The Environment, Euthanasia and Immigration.

Progression & Schemes of Work

See RE Department termly schemes of work, which are scrutinised by SLT at the beginning of each term.

An Overview

All pupils at St. Vincent's study RE. as part of their core curriculum. In addition to this, all pupils are given the opportunity to take part in whole-school RE by preparing and presenting assemblies and special celebrations of holy days and times.

Key Stages EYFS, 1, 2 & 3

The progression of pupils' learning is set and assessed through the Level Descriptors and programmes of study found in the 'Come and See' course for primary pupils. Pupils at key stage

3 follow the People of God programme of study (Matthew James Publishing) and their work is assessed using level descriptors provided by the Archdiocese of Liverpool.

Key Stage 4

At Key Stage 4, for two years, pupils follow either an Eduqas GCSE programme of study or Eduqas Entry Level pathways.

Post-16

At Post-16 pupils follow a scheme of work based on the ASDAN short courses or Eduqas Entry level pathways. They complete challenges or modules differentiated to meet their needs and abilities and are awarded credits based on what they produce.

Target Setting

Targets set for each child within RE:

- Religious Education target(s), is set for the annual 'Education and Health Care Plan'
- Secondary pupils are set subject target(s) at the beginning of each term.

Evaluation & Review of Targets

- The targets (for secondary) are evaluated and reviewed at the end of each term or topic.