



Christ the King
Catholic Primary School



Religious Education

November 2023

  
LOVE ASPIRE SERVE





We Love, aspire and serve with Christ our King

Introduction

At Christ the King Catholic Primary School Religious Education pervades the whole curriculum and is never seen as a separate subject. Religious Education plays a central and vital part in our school, it is based on the Gospel values and teachings of the Catholic Church, the beliefs and values studied inspire and draw together every aspect of the life of our Catholic School.

We are committed to Catholic RE because all pupils have the right to receive an overall religious education. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.

At Christ the King we aim to educate the whole person. At the heart of the school is a sense of purpose, which is to create a community that shares the values of love, respect, truth and reconciliation as shown through the example of Christ. Religious Education is, then, the core subject in our Catholic School. This policy provides a framework for all staff which includes guidance on planning, assessment, recording and reporting in Religious Education. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

Mission Statement

With Christ at the centre, we aim to maximise children's achievement by removing barriers to learning through a broad, balanced and inclusive curriculum delivered in a safe, enabling environment. We recognise that every pupil is unique and created in the image and likeness of God (Genesis 1:27). We are committed to the development of the whole child. All our children are encouraged to love, aspire and serve with Christ our King.

We teach our children in a creative and engaging way to ensure they adopt a love of learning during their time at Christ the King. Our curriculum is focused on high quality learning experiences where every child is challenged. It is underpinned by our Gospel values: love, hope, compassion, forgiveness and integrity.

To enable children to explore themes and make links, our curriculum is led by well-chosen, high-quality diverse texts. Specific and meaningful vocabulary is threaded throughout all subjects to develop comprehension and oracy. We use challenging but engaging texts to 'hook' our learners in order to inspire them to reach their full potential.

Our enabling environment provides rich and varied spaces (both inside and outdoors) where children learn and develop well. Our environment offers stimulating resources, responding to individual needs. Children are taught to be safe, responsible and respectful.

Children will leave us equipped with the skills and knowledge to enable them to 'live life in all its fullness' (John 10:10). Christ the King Learners will be ready to move on to the next stage of their education being independent, curious, resilient and reflective global citizens who can communicate effectively in a variety of ways.

Our Mission Statement underpins all we do:



We Love aspire and serve with Christ our King

As stated in our school's Mission Statement, our aims are to:

To follow Jesus in sharing God's love for all creation.

- To experience and reflect upon a sense of belonging to a wider world.
- To nurture a sense of love for God and neighbour
- To work together to grow in faith
- To be the face of Christ to all we meet.
- To enjoy praying and praising God.

To provide opportunities and experiences for all to reach their potential.

- To recognise the uniqueness of all and their talents and the contribution they make.
- To provide an enjoyable, broad and inclusive curriculum.
- To foster the skills of resilience, creativity, problem solving and independence.
- To learn through listening, sharing ideas, trying our very best.
- To encourage all and to have faith and seek help when they are finding something difficult.

To understand our roles and responsibilities to ourselves and others in a diverse world.

- To ensure that all be safe, healthy, self-disciplined and motivated to be good citizens and make a positive contribution.
- To have respect for all and an awareness of responsibilities towards the communities we are a part of.

The Aims of Religious Education

- To respect and promote the child's innate capacity for wonder, awe, reverence and imagination.
- To lead children into a deeper understanding of the Roman Catholic tradition and, where appropriate, other religious traditions.
- To develop in each child, the necessary skills required to engage in examination of and reflection upon their own life stance, to deepen their personal faith commitment and to respect that of others.

Objectives

- Provide a programme that is academically acceptable according to standards and guidelines set out by the Archdiocese.
- Ensure 10% of R.E is taught within curriculum time, e.g. 2 hours and 30 minutes.
- Provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
- Equip the children with the language of religious experience enabling them to develop Literacy in religious activities, places, stories, symbols and rituals, people and objects.
- Present a 'systematic presentation of the Christian event, message and way of life' in a way that is appropriate to both the age and stage of development of each child.
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith.
- Develop teaching and support staffs' knowledge and underlying theological understanding, as well as educational principles, of the topics under focus.



- Respect our own Diocesan and pastoral practice and support parish sacramental preparation programmes First Holy Communion and Reconciliation.
- Provide opportunities for the children to experience beliefs and practices of other faiths and to respect the multi-faith society we live in.
- Ensure that a valuable financial contribution and personal contact is continually developed with CAFOD, Nugent and SVP.

Religious Education Directory 2023

This academic year we are introducing the new Religious Education Directory Curriculum 'To Know You More Clearly' in EYFS and KS1. The programme will be introduced to all other year groups by September 2025 as directed by the Archdiocese of Liverpool.

The Overview of Religious Education – Come and See

To fulfil our aims and objectives we use the 'Come and See' Programme of Religious Education Recommended by the Archdiocese of Liverpool. The following pages show an overview of the Themes and Topics over the year cycle of Come and See.

Overview of Content

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from? Who am I?
Why am I here?

Life - Creation

Dignity - Incarnation Purpose - Redemption

Come and See is developed through three themes based on documents from the Second Vatican Council. They are Church, Sacrament and Christian living.

The basic question belief for each season time is explored through three kinds of themes.

The Community of Faith Church

The **Church** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

The Celebration of Ritual Sacramental

The **Sacramental** themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

The Way of Life Christian Living

The **Christian living** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

Delivering the Programme



Each year group has its own set of topics within the programme. The process of each topic is opened up through **Explore, Reveal** and **Respond**.

Explore helps children to begin to look at and focus on the experience within their own lives-concerning themselves, their relationships and their world.

Explore will take one week of Religious Education time to complete.

Reveal is the heart of the process. The children discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Reveal will take two weeks of Religious Education time to complete.

Respond has three parts; **Remember, Rejoice** and **Renew**. There is no new learning during this week. This week consolidates what the children have been taught. Children are also given the chance to plan a Collective Worship to celebrate their learning during this week.

Respond will take one week of Religious Education time to complete.

Planning

Long Term planning

The themes and topics framework sets out the programme for the year. The topics are set out on a year-long plan to ensure all will be taught and learning intentions can be met.

Medium Term Planning

Medium term planning is the responsibility of the R.E Subject Leader. Who will:

- Use the overview to note the basic question of Christian doctrine for the term. This can also be found on the Come and See website so teachers may adapt it to the needs of their class.

Short Term Planning

Short term planning is the responsibility of the class teacher. Each class teacher will complete planning on an individual basis for their class. They will use the most up to date planner provided by the Christian Education Team within the Archdiocese of Liverpool. The plans should be kept and annotated throughout. They should show evidence of a range of teaching styles, grouping, and clear differentiation. The current planner sets out clear expectations for assessment.

Quality & Manageable Marking

Using the schools marking policy, the marking of pupils' work is approached positively and constructively so that it affirms success and encourages future learning. Marking incorporates the language of the standard indicators and pupils are encouraged to make 'next steps' by use of the skilled words.



Feedback to Pupils

Feedback to pupils about their own progress in Religious Education is achieved through:

- Effective marking in line with our policy
- Verbal acknowledgement – praise
- Discussion – individual
- Pupils own recognition shared with teacher
- Celebration
- Scrutinising work together
- Pupil interviews and pupil voice
- Monitoring work/books

Assessment

Come and See assessment is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess spirituality or faith practice.

Formal Assessments

Formal assessments take place once a term. The RE lead disseminates information and topics which will be formally assessed and moderated 3 times a year. This work is moderated alongside year group partners and SLT.

Informal Assessments

Assessment takes place on an informal basis continually as this ensures that planning and teaching is reflective, thus allowing children to achieve their full potential. This may take place through displays, discussions, marking and observation.

Expectations

The standards show the END OF PHASE and the END OF YEAR expected standards. From EYFS to 'A' Level.

The standards framework focuses on key Religious Education skills.

The framework does not cover all the content of Religious Education Curriculum Directory.

Pupils meeting the different standards within the framework will have a broader range of knowledge and skills than those being assessed against in the framework.

We should continue to report to parents on the broader range of Knowledge and Skills from the Come and See Programme.



The Standards are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology.

Teachers should assess individual pieces of pupils' work in line with their Archdiocesan and school's own assessment policy and not against the frameworks.

At the end of the year and phase teachers should make a judgement against the Standards based on their own assessments of pupils' work.

Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This could include Religious Education work evidenced in other areas of the curriculum.

Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.

Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. Pupil's work which demonstrates that they are consistently meeting a standard, shows that they are working above preceding standards.

Recording

Informal

Recording provides evidence of achievement. It involves pupils in self-assessment progress in dialogue with their teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence (photographs, displays, etc)
- Dance, drama and celebrations
- Class/school portfolios
- Pupils self-assessment

Formal

The Archdiocese of Liverpool has introduced three formal assessments which take place once a term. These are formally recorded on pro-formas provided by the Archdiocesan education team. After each formal assessment there is a staff meeting for moderation purposes. Each year group provides 3 samples of a high, middle and low piece of work with a completed context sheet attached. These are then discussed and when agreed, they are countersigned. These are kept in files by RE co-ordinator but are available to all staff.

Each class teacher records each individual child's attainment in religious education using Google Drive. These are based on the attainment targets and are completed at end of each topic/unit to track the continual progression of an individual child. These individual records are accessible to class teachers, R.E co-ordinator and SLT as and when.



These records can then be monitored and achievement analysed to establish that pupils are progressing and reaching the standard in religious education that they are reaching in other core and foundation subjects.

Evaluation of learning

In our school children evaluate their own learning through the 'Rejoice, Remember and Renew' section of the programme. Children will celebrate their learning of each topic and have evidence in floor books to show for this. Children also have the opportunity to respond the 'Big Question' at the end of the topic to showcase their learning.

Staff Development

All relevant courses are advertised and made available to staff members. R.E. co-ordinator attends all subject leader meetings and courses. Teaching staff attend other relevant courses provided by the Archdiocese and disseminate information accordingly, e.g. CCRS.

Staff Induction

New members of staff are offered support by the R.E. Leader in planning, teaching, assessing and evaluating.

They will be sent on the courses available for new teachers in Catholic Schools. 'New to Come and See' and 'New to Collective Worship.'

The whole-staff is involved in up-holding the Catholic Ethos of the school.

The R.E. policy is shared with all members of staff and reviewed every two years by the RE Lead, Senior Management and Governors.

Staff Communication

- Information from R.E. co-ordinators' meetings is disseminated at regular staff meetings and through emails.
- Planning and assessment pro-formas are distributed before each topic.
- The R.E. Leader always available for advice and discussion.
- Termly newsletters are created to communicate with parents the curriculum content for the coming term.

Resources

- Each teacher have their own resources for a prayer focus and a display wall in class. These are updated to reflect the church calendar.
- Other resources are to be found in RE cupboard.
- Artefacts, icons, candles etc are also placed strategically around the school.
- Staff have copies of the relevant God's Story and Church's Story books.



Equal Opportunities and Inclusion

At Christ the King, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential.

Policy Links:

Collective Worship Policy

Spirituality Development Policy

Moral Development Policy

Relationship Policy