

## Holy Family Catholic Primary School

### “Serving the Community”

#### Religious Education

*The outcome of Catholic religious education is to religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.*

#### Religious Education Curriculum Directory for Catholic Schools 2012

#### Intent

Religious Education is the core subject at Holy Family. It is our intention that pupils in our care receive a robust, challenging and creative Religious Education; only the best is good enough. At Holy Family, our belief is that our religious life does not stay in a separate compartment from the other areas in our lives, but that the two are intertwined, therefore we feel it is imperative that we provide the best Religious Education. We consider it our duty to educate our pupils to be religiously literate, arm them with religiously accurate knowledge and to cultivate an understanding and respect of our Catholic Faith, and the religions of others. Keeping that in mind, as a servant of the community, we recognise the religious and educational needs of the children in our care, who range from those from supportive Catholic homes, those for whom the school is their first and only experience of Church and those from other religious faiths.

The **aims** of Religious Education in Holy Family Catholic Primary School are

-  To present engagingly, a comprehensive content which is the basis of knowledge and understanding of the Catholic faith
-  To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively
-  To present an authentic vision of the Church’s moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society
-  To raise pupils’ awareness of the faith and traditions of other religious communities in order to respect and understand them
-  To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life
-  To stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith

- ✚ To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- ✚ To bring clarity to the relationship between faith and life, and between faith and culture.

In order to achieve these aims; Holy Family RC Primary will ensure there is:

- ✚ marked progression from Foundation Stage through to Key Stage Two
- ✚ unequivocal support of the management, including Governors
- ✚ 10% of the length of the taught week dedicated to RE
- ✚ an encouragement of investigation and reflection
- ✚ a development of age and stage appropriate skills
- ✚ ensure that planning, teaching and working walls are of the highest quality
- ✚ an understanding from the staff of the underlying principles, both theological and educational, of the *Come and See* programme and have appropriate qualifications and skills to teach it
- ✚ adequate resources to teach other faiths
- ✚ Good communication between the school and parents; keeping them fully informed about the topics studied and the progress of their child
- ✚ A continuous and developing link with the parish community.

## Implementation

### Long Term Plan

Holy Family uses the Archdiocesan recommended resource for the teaching of RE; *Come and See*. The organisation of this programme is different to the rest of the curriculum. Over the year, the children will cover 11 topics, as opposed to 6 for the core subjects, or 3 for the Foundation subjects. They are not organised according to terms, but according to the Liturgical Year, or Church's Year. So, for example, the children will study Advent, and the birth of Jesus, in the lead up to Christmas. They will study Lent and the death and resurrection of Jesus, in the lead up to Easter, and so on.

### Themes

There are three main themes which the children study, under which the topics fall:

- ✚ Christian Living
- ✚ Church
- ✚ Sacrament

Children will cover each theme, each term, in the order as shown below:

	Autumn	Spring	Summer
Christian Living	Loving – Celebrating Life <i>Advent~ Christmas.</i> <b>3</b>	Giving – The Cost of Life <i>Lent~Easter</i> <b>3</b>	Serving in Love <i>Pentecost</i> <b>1</b>
Church	Domestic Church <i>My story ~ My family</i> <b>1</b>	Local Church <i>Our Story ~ My Community</i> <b>1</b>	Universal Church <i>The Story ~ The World</i> <i>Wide Community</i> <b>3</b>
Sacrament	Belonging <i>Baptism ~Confirmation</i> <i>Ordination Marriage</i> <b>2</b>	Relating <i>Eucharist</i> <b>2</b>	Inter-Relating <i>Reconciliation</i> <i>Anointing of the Sick</i> <b>2</b>

The children gain a deeper and more complex understanding of each theme, year on year.

### Topics - the Liturgical Year

There are nine main topics that the children study, that mirror the Liturgical Year. Although each year group will study the same *theme* as each other, the topics will be different. Most topics last four weeks. Some can last three weeks, others five weeks, depending on the length of the term. The nine topics are split into three topics per full term.

### Topics - Other Religions

The two remaining topics in the year are of fixed length of one week each. During these 2 weeks of the year, children will study other religions. Judaism is taught for one week every year, in the autumn term. Each year, the pupils learn more about how their Jewish sisters and brothers live and what they believe. During the second week, children will study one of three other religions; Hinduism, Sikhism or Islam. These three religions are taught on a three year cycle in either the spring or summer term, according to which is longer.

### Coverage

Holy Family is 1.5 entry, and consequently has mixed age classes;

- One Year 1 and 2 mixed class
- One Year 3 and 4 mixed class
- One Year 5 and 6 mixed class

As Come and See is written for single age classes; each year group having its own topic, adaptations have been made. To ensure there is no repetition or omission of content, each year group topic is taught over a 2 year cycle. Topics will be taught using differentiation, accordingly. Therefore, any child who is completing a topic above their own year group (e.g. year 1 covering a year 2 topic) will be supported and the teaching of skills will match their own year group. In the same way, a child who are completing a topic below their own year group (e.g. a year 2 covering a year 1 topic) will be challenged further in their knowledge and skills.

### **Religious Education Skills**

In addition to making progress in knowledge and understanding, each year group has skills to which they are aiming to master, by the end of the academic year. Therefore teachers plan activities around both the development of skills, and assess against them each lesson. Although not all RE lessons are written, for those that are, the marking policy reflects this. There is some overlap of skills.

	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>SKILLS</b>	Recognise	Recognise	Retell	Retell in detail	Describe in detail	Give reasons	Give reasons
	Begin to retell	Retell	Describe	Describe in detail	Give reasons	Make links	Make links with increasing accuracy
	Talk about	Begin to ask and describe	Ask	Begin to Give reasons	Begin to make links	Begin to show understanding	Show understanding

### **Intended Impact**

The Religious Education curriculum, at Holy Family, is rigorously planned, creative and challenging, so that when our pupils leave us they are religiously literate, armed with a deep knowledge and understanding of religious concepts and able to think theologically, philosophically and ethically. The skills needed to do this are taught and built up on year on year.

With this high quality teaching, planning and built in progression of skills and knowledge, the impact of our curriculum is measured through a variety of ways:

-  Book-looks – individual books, learning journals, 2-Simple (in EYFS)
-  Pupil interviews
-  Observations
-  Learning walks focussing on Working Walls
-  Analysis of planning

Pupils' skills and knowledge are assessed both formally and informally. To be clear, this assessment is designed to establish what pupils know, understand and can do. It does NOT assess faith or the practice of faith. In order to obtain an informed picture of the children's religious knowledge and understanding, assessment is measured against the specific year group skills and knowledge.

### **Formative Assessment**

Using informal, formative assessment, in each lessons teachers adjust their future lessons. At the end of each topic, teachers make a judgment of the children's skills and knowledge, based on this formative assessment. It can be reached using their observations, the work the children have produced in their individual books, and the group work, role-play or any other activity, which is evidenced in Learning Journals. This information is passed to the RE Coordinator for analysis.

### **Summative assessment**

For one topic per term, therefore 3 per year, a formal piece of work will be set at the end of the topic, to assess the children's knowledge and skills against very specific criteria. These results are also given to the RE Coordinator for analysis and consequent future plans made.

*With Christ at the centre, we live love and learn together, reaching out to all  
Together, with Jesus, we can do it*