Policy for …

Religious Education

at

St Gregory's Catholic Primary School

Loving all, like Jesus, we flourish together

MISSION STATEMENT

Loving all, like Jesus, we flourish together

At St Gregory's we do our very best to welcome everyone into our school community with kindness and respect. We follow Jesus's example of loving everyone equally whilst also showing the Gospel Values of compassion; forgiveness; and peace.

We try to help others, stand up for those who need our support (in life and online) and be always ready to forgive, even though these things are sometimes really hard to do!

We have loads of opportunities to discover and practice the unique talents that God has given us. This helps us to grow in our minds, in our hearts and in our relationships with others so we can be the very best versions of ourselves, now and in the future.

We try to make strong friendships with everyone we meet, both near and far; and we always aim to work as one big team and never leave anyone out, just like Jesus taught us.

Intent

Context

As a Catholic School, Religious Education (RE) is at the heart of our curriculum – 'the core of the core' - as we strive to proclaim and live out the Christian values taught by Jesus Christ, within the Catholic tradition. This permeates every aspect of our school life. With parents and the Parish, we hope to lead children to a greater understanding of who God is and to celebrating with deeper faith and understanding, the liturgy of the Church.

RE is about the 'meaning' of life and the need to discover answers about human existence. As a Catholic community, we seek our meaning for life in God and in following the example set by Jesus Christ. We teach that God is love and faithfulness, but understanding of this can only grow from our own experience of love and kindness. Every effort is made to create in our school a community in which children know they are loved and feel confident, secure and wanted. In this way, RE is at the heart of all we do.

RE also, by design, contributes hugely to the Catholic ethos of our school. We follow the guidelines set out in 'Fit for Mission? Schools' to ensure that we work together to build and maintain an authentic Catholic ethos reflected in all aspects of school life, especially in the taught RE curriculum.

RE in a Catholic school is a core subject and is given the careful planning and preparation time that is employed to other core subjects. It is allocated 10% of the teaching week. This 10% should not be allocated in one block but should be split over different sessions and days so that children are constantly being brought back to the religious purpose of our school. Budget allocations for RE are at least on a par with other core subjects, such as English and Maths.

Aims

At St Gregory's, in RE in age and stage-appropriate ways, we aim to ensure that all pupils:

- experience a 'rich' curriculum which is meaningful, memorable and motivating;
- benefit from the highest standards of teaching, learning and assessment
- have opportunities to learn about and live out our Mission Statement
- have opportunities to practice our 'Seven Skills of the Stewards' (team-working; problem-solving; empathy; creativity; resilience; gratitude; peace-making)
- grow in understanding of who God is for us as a Catholic community;
- grow in knowledge and understanding of Jesus's life and teachings;
- gain a deeper knowledge and understanding of the Catholic tradition and the liturgy of the Church;
- recognise and appreciate the spiritual and religious dimensions of life through feelings of awe, wonder, delight and joy;
- examine their own religious feelings, views and responses;
- use their knowledge and understandings of the teachings and examples of Jesus Christ to follow his footsteps in their lives, now and in the future

Implementation

Curriculum Design

At St Gregory's, every part of the curriculum our children experience enables us to live out our Mission Slogan: **Loving all, like Jesus, we flourish together**. We aim to enable **all** our children to **flourish**, regardless of background or disposition by offering a rich and informed curriculum packed with opportunities for all our children to experience 'life to the full' (John 10:10), with RE at the very centre of this endeavour.

In EYFS – Year 6 we are using the 'new' (post-2023) curriculum which is solely taken from the new 'To Know You More Clearly' RECD. The main scheme we use for this curriculum is Magister resources.

This new curriculum can be summarised thus:

The structural elements of the programme of study

The programme of study has a framework with four structural elements: ***knowledge lenses, ways of knowing, expected outcomes, curriculum branches****.*

Knowledge lenses *set out the object of study for pupils; 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 the content of the programme of study into four systematic subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of* ***hear, believe, celebrate, and live*** *(the study of the Catholic religion),* ***dialogue, and encounter*** *(the study of other religions and worldviews).*

Ways of knowing *set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. All three are ways of coming to know the things that are the object of our study. The ways of knowing are an evolution of the Age-related Standards in Religious Education, which were themselves an evolution of the Levels of Attainment in Religious Education. The three ways of knowing are:* ***understand, discern, and respond****. They are represented in the programme of study 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 the ways of knowing. Each age-phase will have 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 this programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history. 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.*** (taken from the RECD 2023, p.20)

Teaching and Learning

All teachers, regardless of which RECD they are following, plan using the Magister Resources format which includes all the expected elements of well-informed teaching and learning in RE, e.g.key vocabulary, relevant objectives, differentiation etc.

All teachers are expected to ensure the 'Top Teaching Ticklist' is in good effect in RE lessons – the document which describes what good teaching and learning looks like at our school (see Curriculum Policy).

All topics are expected to have a 'Purposeful End Point' which the sequence of lessons works towards. This enables children to experience 'meaningful, memorable and motivating' summative activities which have relevance in their day-to-day lives to which they can apply their learning.

Continuous Professional Development (CPD)

As part of the monitoring cycle of the school, a situation report is produced annually for Governors regarding standards in RE. The situation report serves as an annual 'audit' of all things relating to RE (teaching and learning, resources, CPD requirements etc). Once the report has been produced a Subject Leader Action Plan is then created annually which aims to address any areas for development identified by the previous monitoring cycle and which has been included in the situation report.

Part of the areas to address could be linked to professional development required for adults in school, e.g. if a teacher is new to year group or new to teaching in a Catholic school. The RE subject leader would then arrange for relevant CPD training to take place, often via courses held by Lancaster Diocese. The subject leader also attends termly subject leader updates as a minimum, along with any other relevant training required by the School Improvement Plan priorities (e.g. if they are new schemes of work becoming available or new curriculum directories being rolled out etc).

As a rule, RE staff meetings are held termly in school where the subject leader will provide updates, cascade back best practice from courses/training attended or generally address any areas picked up by the monitoring cycle which need to be further-developed in order to ensure the highest standards of teaching, learning and outcomes at our school.

Assessment for EYFS – Year 6

EYFS carry out an initial 'Baseline assessment' to gain an accurate insight of where our children are when they join us at St Gregory's Catholic Primary School. We then assess against the RE Early Learning Goals from the REDC. Year 1 – Year 6 assess against 'understand' and 'discern', also considering how children 'respond' to each unit. This provides teachers with accurate judgements against each branch as well as an 'End of Year' judgement.

Across school, teachers complete individual records for each child relating to the 'Expected Outcomes' for each topic as the children progress through their learning in order to inform the termly judgements. Outcomes are then 'summatively' evaluated and used to inform termly judgements which are then recorded on ITrack along with all other subjects. Assessments are then shared with children in age-appropriate ways and also with parents termly. Assessment data is also analysed by the Subject Leader as part of the on-going monitoring cycle in RE.

Judgement grades inputted onto ITrack for all classes

GDS+: Children working **well above the expected standard** for a child of this age at this time of year

GDS: Children working **above the expected standard** for a child of this age at this time of year

EXS: Children working **at the expected standard** for a child of this age at this time of year

WTS+: Children working **just below the expected standard** for a child of this age at this time of year

WTS: Children working **below the expected standard** for a child of this age at this time of year *(with relevant year group grades given accordingly where needed*)

Outcomes and Moderation

Outcomes in RE for each class are discussed as part of termly Pupil Progress Meetings with the Headteacher, with actions in effect accordingly, regardless of which RECD they are following. Progress and attainment for individuals and groups is tracked across the school using our ITrack software, with areas of success celebrated and targets set where needed. This data is used as part of the on-going cycle of improvement, is fed back to Governors and also used to inform performance management progress reviews for the RE subject leader.

Internal moderation meetings are held termly as part of staff meeting routines. Termly cluster moderation meetings are also in effect with other local Catholic schools. Diocesan meetings also take place annually to moderate attainment in RE.

Provision For All

In keeping with our intention to enable all our children to flourish, the curriculum for RE provides access and challenge for all groups of children, such as SEND, more able, pupil premium or EAL etc. This is done through a wide variety of differentiated approaches such as: in-class support; targeted questioning; use of specific resources or tailored next steps marking/extension activities.

Enrichment

Curriculum RE dovetails a great deal with elements of the 'Catholic Life' of the School and Prayer and Liturgy provision, with learning in RE often providing the foundation for and therefore embellishing the quality of our 'Catholic Life'. As a result, our RE curriculum is enriched in a wide variety of ways, such as:

- Prayer and Liturgy sessions as part of the daily routine of the school, including child leadership in age and stage appropriate ways throughout
- Weekly trips to Mass on a rota basis for each class
- Whole-school Masses on 'special days' and Holy Days of Obligation
- Visitors in to talk to children about, e.g. fundraising activities we are involved in, such as from Royal Preston Hospital, Cafod or Mini Vinnies
- Visits to our local church and a range of other places of worship to enhance understanding in RE
- Friendship/Interfaith week (including visitors from other faiths, e.g. local imams)

- Superskill Days each half term where we practice one of our 7 Superskills which we believe are necessary for helping to make 'Thy Kingdom come'
- Building strong links with our local parish, e.g. carrying out joint ventures together such as collecting food parcels
- Catechists from the local parish carrying out Sacramental Preparation sessions at school, with many children from school receiving the Sacraments as a result
- A close link with our 'SHALOM' school family in Africa
- Carol Singing in local old folks' homes at Christmas
- Advent and Lenten Promise focus each year
- Weekly Advent and Lenten Zoom reflections
- Annual EYFS/KS1 Nativity
- KS2 Carol Concert for local community at Church
- Stations of the Cross for each class, with child leadership in effect
- Choir practicing and performing as routine part of school life, e.g. at whole-school Prayer and Liturgy sessions, Masses or end of term assemblies

Impact

The impact of the teaching and learning provision in RE is measured as part of the routine monitoring cycle of the school. Monitoring typically includes methods such as: pupil voice; lesson observations, book looks, planning looks, moderation of work and formal data analysis. During monitoring, we would expect to see: high quality work in books; pupils who are able to talk confidently about their learning and enthusiastically demonstrate a good range of relevant knowledge and skills; and all children making at least good progress in relation to their starting points. We would expect our children to perform well at end-points in their relevant stages (e.g. termly and annual data analysis) and to also demonstrate positive attitudes to their learning in RE.

A range of formative and summative methods are employed to inform assessments made (see Assessment Policy). And, as previously mentioned, formal summative judgements for each child are submitted termly and inputted onto our data analysis software, based on a range of formative teacher assessments. These grades are then used to inform future practice and also form the basis of our conversations about progress and attainment with children and parents. RE progress and attainment is discussed at Parents Evenings and is also part of our standard 'end of year' report sent home to all families.

Ultimately, if our Curriculum Intent is successfully implemented, our children will demonstrate what St Iraneus called: 'the Glory of God' – they will be 'the human person fully alive'. In short, they will be loving their life and learning here at St Gregory's, becoming the very best versions of themselves and ultimately achieving well in RE as a result.

Agreed by Governors in July 2025

To be reviewed annually