



Religious Education Policy

Updated and reviewed February 2023 by Headteacher, RE Lead and Catholic Nature Committee

Sacred Heart School was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic School in accordance with the canon law and teachings of the Catholic Church, and in accordance with the Trust Deed of the Diocese of Hallam.

School motto

Love one another as I have loved you

(John 13:34)

Ethos

At Sacred Heart School we place Christ and the teaching of the Catholic Church at the centre of our lives by integrating Gospel values into every aspect of learning, teaching and the totality of school life.

Vision

As a Christian community, the vision of Sacred Heart School is:

- To empower all children to recognise and fulfil their unique potential
- To celebrate all God's children as individuals, respecting and valuing difference.
- To prepare the children to embrace and contribute positively to our ever-changing world.

Promise

- With God's guidance we promise to
- Create a supportive, nurturing environment in which every child is encouraged to explore their potential, to express their individuality and to develop confidence without fear of failure.
- Commit to the continuous professional development of all staff. To ensure our best understanding of each child's needs.
- Deliver a curriculum that is engaging, challenging and fosters independence.
- Lead by example, demonstrating the values of the Catholic Church and respect for all; preparing children for their journey through life.
- Build cooperative relationships with families and the wider community.

Our Strategic Priorities

Organise:

Educational opportunities effectively to create a positive culture for learning.

Plan:

Future goals with a Christian vision which allows everyone to reach their full potential.

Collaborate:

With the school, parish and wider community to share, learn and support.

Nurture:

A Christian community where all share unconditional opportunities for learning and are encouraged to develop wholeness. 3

Equality Act 2010

In accordance with *The Equality Act 2010*, each person in our school will be given fair and equal opportunities, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Rationale of Religious Education

In the life of faith of the Catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school. We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3.15). Religious education is, then, the core subject in a Catholic school.

(Statement from the Catholic Bishops' Conference of England and Wales 2000)

Aims and Objectives of Religious Education

The aims and objectives for religious education in our school are essentially as listed in the Bishops' Curriculum Directory as published in 1996. These are listed below but may be summarised as stating that religious education in a Catholic school is the comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of his Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life; in a manner which encourages investigation and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in religious education 'is 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'.

Curriculum religious education in Catholic schools aims to:

- Promote a knowledge and understanding of Catholic faith and life;
- Promote a knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- Promote the skills required to engage in examination of and reflection upon religious beliefs and practice.
- Ensure a curriculum which takes account of the spiritual and moral development of every individual.
- Ensure that each child begins to understand that the knowledge and concepts he/she acquires will help in the stewardship of God's kingdom.
- Foster loving relationships between children and all members of the school community.
- Support home and parish in their work to develop faith in each child.
- Foster respect, understanding and tolerance between all the cultures and traditions represented not only in the school or its immediate environment but in the world as a whole.
- Relate other areas of the curriculum and all aspects of life to our faith, particularly Global Education.
- Develop an understanding of our world and the inter-dependence of individuals, groups and nations, and the need for justice for all.

The objectives of curriculum religious education in Catholic schools are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- 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;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements.
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.

We recognise our responsibility to ensure that our children have the opportunity to:

- Explore the beliefs of other Christian Churches as well as other World Faiths
- Explore the importance of Deanery structures within our Diocese and the significance of the Cathedral.
- Ensure that Religious Education in this school makes a significant contribution to the Common Good and Community Cohesion.

Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship. In addition to dedicated curriculum time for RE, our wider curriculum has explicit and relevant links to catholic social teaching at the core.

Achievement for All

Equality of opportunity is one of the broad set of common values and purposes which underpin the school curriculum.

- At Sacred Heart School we are careful to ensure that we avoid any risk of stereotyping on the basis of gender, race or religion. To achieve this careful and thorough planning and monitoring of the curriculum and the progress of individual children is carried out to ensure that all children are achieving their full potential.
- The school curriculum is planned in order to develop children's knowledge, understanding and appreciation of Global issues and their own and different beliefs and cultures, and how these influence individuals and societies.
- Pupils are provided with the opportunity to develop their understanding of concepts relating to rights, obligations and justice and the responsibilities of individuals and groups to combat injustice.
- All pupils in our school, irrespective of ability, faith and background, have appropriate differentiated access to our Religious Education programme.

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

Process

Religious Education is taught through the process of Explore, Reveal, Respond. This follows the pattern of: the human search for meaning, God's initiative in Revelation and the response in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

Methodology

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Right of withdrawal from RE

Parents have the right of withdrawal from RE for their children. See Withdrawal Guidelines.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism (every year) and Islam, Hinduism and Sikhism on a rolling programme. At least one week's teaching and learning time per year is given to each. All children are given the opportunity to visit places of worship linked to other World faiths.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out using the Age-Related Standards in Religious Education
- An in-house moderation of pupils' books is held every term and external moderation takes place termly with other Sheffield RE Leads
- Monitoring of teaching and learning takes place termly and may include lesson observations, drop ins, work scrutiny, planning scrutiny, discussions with staff and pupils, pupil questionnaires
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors termly via the CSED and RE action plan

Management of the Subject

Maryann Todd, the Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education – see appendix 1.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the RE leader, head teacher and governor policy committee and updated every 2 years.

APPENDIX 1
Primary RE Co-ordinator Job Description

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the change to the Age-Related Standards in Religious Education (3-19) interim document and support staff during the transition period.
- To facilitate in-house moderation of pupils' books every term
- To track data
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file
- Working with the Headteacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the Headteacher to complete the school's CSED document.
- To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).