

St Antony's Catholic Primary School



**Our Lady of Grace
Multi-Academy Trust**



RELIGIOUS EDUCATION POLICY

*'Learning Together In
God's Love'*

Reviewed & Agreed by staff: September 2024

Agreed by Governors: October 2024

Review date: September 2026



OUR MISSION STATEMENT:



At St. Antony's Catholic Primary School We Celebrate Our Special Talents As Children Of God Therefore:

- We try to be like Jesus and always keep him in our hearts
 - We work together in our homes, school and parish to share our gifts and learn together
 - We understand that we are all different and we respect each other
 - We look after our world so that we may share it together in peace
- By observing all these principles we live our school's Motto:

"WORKING TOGETHER IN GOD'S LOVE"

Our School's Policies at St Antony's Are Heavily Inspired by the Words of Pope Francis:

*"Education is the conduit through which we guide, direct, mould and influence young minds. Teachers have an almost divine responsibility handed down to them by the greatest teacher of all
...**Christ himself.***

Teachers must consider that every time they speak and act they represent Christ in their every word and deed as their example is the greatest teaching tool of all.

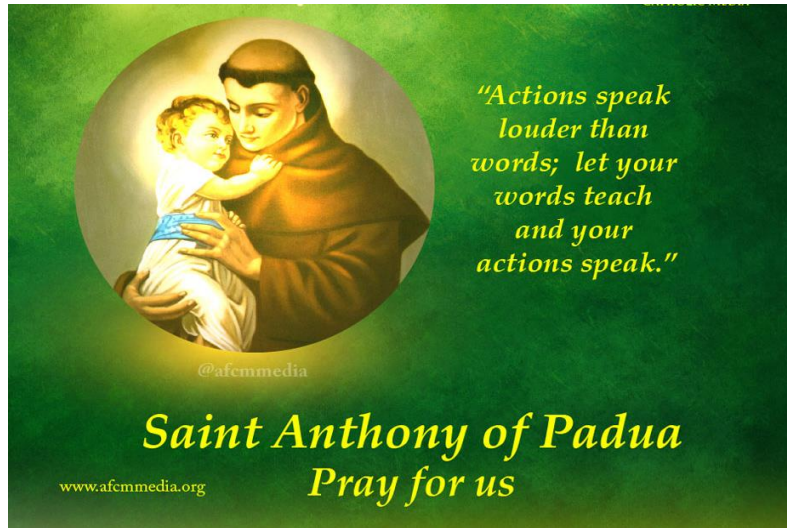
Every child we have inspired by our example and teaching is left with an indelible mark on their heart and mind for the entirety of their lives.

Let us ensure that the marks we leave, please God and set them on a path for serving others humbly in terms of their behaviour, attitude and approach to life and all whom they encounter."

Pope Francis

'Actions always speak more profoundly than words'
St Anthony of Padua

Our Vision At St. Antony's Catholic Primary School



Our Vision at St Antony's Has Christ at the Centre and Our Children at the Heart Of All That We Do To Keep Us Inspired.

We work as agents of positive, sustainable change through engaging all stakeholders: Governors, Teachers, Parents, Children, Church and Community. We inspire all our children from Nursery to Year 6 to work collaboratively and purposefully with all relevant agencies and stakeholders to aspire to achieve their individual fullest potential and beyond. Our school will function as a centre of excellence and an axis of holistic transformation and development within our community by enabling all under our care to aspire to ultimately achieve self-actualisation through sound **S**piritual, **M**oral, **S**ocial and **C**ultural formation while embedding effective behaviour for life and learning. Through shared values and philosophies we will establish a positive, progressive and faith filled approach to life and living while upholding our core Christian and British Values; leading all to the achievement of the highest academic, socio-economic and sustainable life goals individually and collectively with the direct intent of creating a better world for ourselves and future generations.



THE OVERARCHING AIM OF RELIGIOUS EDUCATION

“Religious Education plays a central and vital part in the life of faith of Catholic schools.

At the heart of Catholic Education lays the Christian Vision of the human person. This vision is embodied, expressed and explored in religious education. “Therefore, religious education is never simply one subject among many, but the very bedrock of the entire educational process in our Catholic faith schools”. As Catholics we believe that theologically sound Religious Education is essential to the formation of the individual. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school and informs the growth, development and formation of every child exposed to the teaching here. We are committed to RE being taught in the classroom because all pupils have the right to receive an overall religious 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, therefore, the **core of the core** subjects in a Catholic school.” The Bishop’s Conference of England and Wales, November 2014.

OUR RE CURRICULUM

The Religious Education Programme at St Antony’s Catholic Primary follows the expectations and outcomes set by the **Religious Education Directory: (RED)**. The programme was written and approved by the Bishops Conference of England and Wales.

WHAT IS RELIGIOUS EDUCATION?

At the heart of every Catholic school is the person of Jesus Christ.

This presence of Christ is in the present tense:

He is present here and now.

Religious education is religious by virtue of its intent to serve the mission and mandate of the school. The Catholic school is a community of faith, and religious education is where that faith embeds understanding, where pupils learn to love God with all their hearts and minds, where they learn to ‘know their creed so well that they can give an account of it’. In an atmosphere of faith, religious education is the engine room of the missionary dynamic of the Catholic school as a whole. It is for this reason that religious education, although distinct from catechesis, can be received as catechesis by those students for whom the study of ‘the Catholic religion’ is a study of the faith that makes them who they are.

EXPECTATIONS OF CLASSROOM RELIGIOUS EDUCATION

The programme of study for religious education at St Antony's is presented in the format the Religious Education Directory outlines. This programme features

Four Structural Elements:

1. Knowledge Lenses,
2. Ways of knowing,
3. Expected Outcomes and
4. Curriculum branches

1. The Knowledge Lenses

These set out the object of study for pupils; they indicate what should be known by the end of each of the 4 **age phases** which are:

- ❖ 5-7 years (EYFS-KS1)
- ❖ 7-9 years (Lower KS2)
- ❖ 9-11 years (Upper KS2)
- ❖ 11-14 years (KS3)-Secondary Level

1. The Knowledge Lenses

These are referred to as such because they are the areas of focus we are looking at and they divide the content of the programme of study into four systematic sub- sections for the study of Catholicism.

These 4 Knowledge Lenses covering the study of the Catholic Religion are:

- ❖ Hear
- ❖ Believe
- ❖ Celebrate
- ❖ Live

Additionally, there are **two further lenses dedicated to the study of other religions and worldviews** these are:

- ❖ Dialogue and
- ❖ Encounter

Together all the lenses comprise the six knowledge lenses of **hear, believe, celebrate, and live** (the study of the Catholic religion) as well as- **dialogue, and encounter** (the study of other religions and worldviews).

2. Ways of Knowing

These set out the skills that pupils should be developing as they progress through their **RED** curriculum journey. Whenever we know something, we always know it in more than one ways:

- ❖ **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**

Ways of Knowing		
Understand 	Discern 	Respond 
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

They are represented in the programme of study by the icons illustrated in the table above:

- ❖ **Head (understand),**
- ❖ **Heart (discern), and**
- ❖ **Hands (respond).**

3. Expected Outcomes

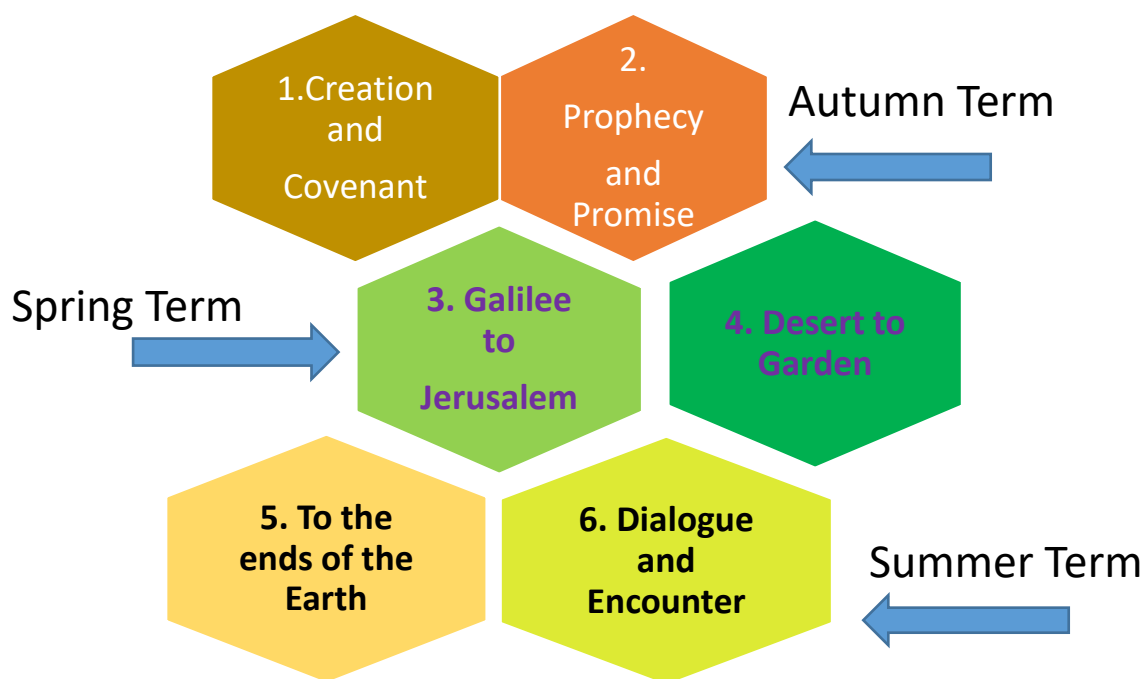
These are a synthesis or combination of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

4. Curriculum Branches

This refers to the way this RE programme of study presents or lays out the model curriculum content to be covered. 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 their learning.

Over their learning journey across the school from EYFS to Year 6 at the primary level of their education, **each age phase will revisit each branch in each year of school.** This will support them with coming to a deeper understanding of the significance of each branch for their own Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the story or narrative of salvation history.

The Six Curriculum Branches are:



These Six Curriculum Branches are taught across the six half terms of a school year in consecutive succession in each age phase from Creation and Covenant in Autumn 1 to Dialogue and Encounter in Summer 2.

Coverage For	Autumn Term	Spring Term	Summer Term
The First Half Term ➔	Creation & Covenant	Galilee to Jerusalem	To the ends of the Earth
The Second Half Term ➔	Prophecy & Promises	Desert to Garden	Dialogue & Encounter

The Requirement of the Diocese

Each Catholic School (nursery, primary, secondary, all through, sixth form college) falling under the remit and directive of their specific Diocese are required to follow the objectives outlined below -to be in full compliance regarding the teaching and learning of Religious Education:

- **The unequivocal support of the Leadership and Management** of every Catholic school to be in full compliance in terms of Diocesan requirements,
- **The conscious analysis, reflection and critical appreciation of sources** provided/recommended for teaching and learning in RE
- **10% of all curriculum teaching time** taught weekly for each Key Stage of Catholic schools must be dedicated to the teaching of RE
- **The use and application of transferable skills** (such as speaking and listening, reading and comprehension at the literal, inferential and critical thinking and analysis level, effective written communication and use of language, creativity, planning, structuring and organisation of work, working collaboratively and independently applied in other areas of the curriculum must be applied in RE.
- **Development of appropriate skills and attitudes in learners** such as appreciation, tolerance, openness, fairness, balance, reason as well as awe and inspiration which allows for a free, informed response to God's call in everyday life,
- **Ensuring all pupils make marked progression** through the different stages of their Catholic education from their starting point to their end point.
- **The encouragement of investigation and reflection** in the teaching and learning process in RE.



Teaching and Learning

The religious educator or RE teacher is required to plan and teach all the threads of the RED. **The vocation of 'teacher' is a high calling in the Church:** 'God has appointed in the Church first apostles, second prophets, and third teachers' (1 Corinthians 12:28). In any school, the engagement of the teacher with young minds at their critical formative period of development should evoke a sense of privilege and awe.

Time Allocation for RE

The Bishops' Conference of England and Wales require 10% of the total curriculum teaching time for Religious Education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. More time may be allocated but never less and this needs to be clearly indicated on class timetables.

- **This time does not include collective worship** (other than the Rejoice section), hymn practice, assemblies etc.
- **This time allocation needs to be distributed appropriately across the timetable** to ensure quality time is given for effective teaching and learning throughout the week so that RE is not being treated any less important than other core areas such as English and Maths (there must be parity).
- **The school leadership and management should take responsibility for this ensuring that RE Lessons are taught at prime times in the school day to maximise on the quality of engagement.**

Inclusion

1. **Community cohesion in Catholic schools** will develop a range of positive attitudes and activities that promote and support the dignity and worth of everyone.
2. **The commitment of the Catholic Church to interfaith dialogue** and to working with other Christians provides a further basis for young peoples' contribution to peaceful social cohesion.
3. **Our Catholic schools are rich and diverse communities.** During Jesus' life on earth he met people of diverse backgrounds and religious groups who were different from himself. He first engaged with all these people by speaking to them. When Jesus met the Samaritan woman at the well He spoke first about the need for water, as he asked her for a drink. This enabled him to tell her about the living water – which is himself. [John 4: 5-42] The Religious Education Directory supports and enables the faith experience of all children because teachers plan units to link with pupils' real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience.

As Catholics we recognise that our schools always have children of other religions cultures and traditions present and we welcome and embrace them. We ensure that pupils of other faiths present with us, feel the same love that Jesus extended to all whom he met when he walked the earth. As Catholics we promote their human dignity, growth and development with us in such a way that they feel at ease with integrating and sharing their faith beliefs and practices with us, so that we can learn to appreciate and respect their faith practices building tolerance and mutual respect. This approach directly links with our Dialogue and Encounter Branch of the RED Curriculum.



Celebrating Many Cultures...One Inclusive School In Christ

British Values

We actively promote British values, virtues and ethics that shape our pupils' character and moral perspective, through the teachings of the Church. We focus on the Gospel Values giving our pupils the necessary awareness of what it means to be a good citizen and ensures that the children are ready for life in 21st Century Britain. Through our RE curriculum, the general school aims, mission and ethos we are able to make real links between the values of our pupils and the lives of others in their community, country and the world.

We teach about democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and an understanding of others through the branch Dialogue and Encounter.



WORSHIP

The Mission Statement is reflected through worship and the daily life of the school. Worship is expressed through prayer, reflection and liturgical celebrations. The aim of all worship is to provide the children with a time to come together and celebrate, reflect, express their love for God in creative ways and learn from the teachings of Jesus and other faiths that we share common values and morals with across the globe.

Worship focuses on four main areas:

- ❖ **Spiritual Development-** to provide the children with an opportunity to worship and foster real experiences of awe, wonder, thankfulness, mystery and joy through their exposure to and experience of scripture, a wide range of quality music, art, poetry and literature of a range of genres. Most importantly, ensuring that all our children are given the opportunity to experience and develop a deep, rich and personal prayer life through their encounter with Jesus. Additionally, through their participation in collective prayer and praise in class prayer and liturgy sessions, assemblies, in our Rosary club, with their families at home, as well as when we gather to celebrate Mass and when they go to Adoration at the Church for quiet meditation and reflection in the presence of Jesus in the Blessed Sacrament- exposed in the Monstrance. Spiritual formation is also developed when our children participate in reconciliation individually or collectively in prayer times during Lent or in preparation for the receiving of the Sacraments. Giving the children the opportunity to familiarise themselves with other faiths, places of worship and local leaders through our SMSC and Citizenship programme every spring term-and inviting in visitors from other faiths in our local community including those of our own Catholic faith, to share on the work that they are doing across the community; therefore continually building an awareness of important feast days, festivals and other celebrations that we celebrate as Catholics or in common with other faiths. We are always encouraging all our children to be living **'temples of the Lord'** where Jesus dwells and lives with them daily inspiring their thoughts, words and actions.



Weekly Adoration held in Church for all classes in rotation with Fr Arnaud

- ❖ **Moral Development** -to encourage all to have respect for themselves and others as *‘wonderfully made, unique creations of God’* (Psalm 139). Raising their awareness around why we are all stewards with a responsibility to care for **‘Our Common Home’** (Ladauto Si)- the Earth and environment, understanding the importance of commitment to human dignity, the sanctity of human life and the fact that all the Human rights that we have are directly linked to responsibilities which makes our own and that of our global brothers and sisters’ lives and experiences better. Teaching them to always consider the views and values of others showing understanding and tolerance. Teaching the children an understanding of what is right and wrong so that they can then make informed choices for today and the future.



Liturgical Dance to Psalm 139 which declares that we are all “Wonderfully Made” by God.

- ❖ **Social Development** –to ensure that our ethos, policies and practice across the school reflects an inclusive community by promoting a sense of belonging with shared values linked to both our Christian and British value system. Planning and staging programmes which celebrate the children’s gifts, talents and achievements. Giving our children opportunities to engage with and work alongside people of other faiths, cultures and communities across the local borough as well as across the globe.



St Antony's National Championship Choir 2024-25 beating 1009 schools with grace and humility

- ❖ **Cultural Development-** Celebrating our diverse, inclusive and multi-cultural community through our calendar of programmes and events both within the curriculum such as in our Black History Month Planning, programmes linked to the History Curriculum; as well as through our co-curricular and Out of hours programmes and provision inclusive of : The Performing Arts covering: Drama, Dance, Music and Art of a range of Genres and Cultures reflective of the school's demographic and securing and advancing our school's cultural capital. Giving our children the opportunity to take to the stage and perform their cultural songs, dances and poems in their cultural costumes and mother tongue at special assemblies, Masses and events (such as our Migrants' Masses held annually) as well as the celebration of our St Antony's Feast Day held to honour our Patron Saint-Antony of Padua at our 'Virtues Festival' –staged annually with a live band in an open air whole community show.

Prayer and Reflection



Our Rosary Club Prays Together on Fridays



We Pray and Reflect when we gather for Celebration of The Word

As a school we facilitate rich opportunities for our children and staff to engage in personal and formal prayers in line with celebrating and observing events in the Liturgical Calendar as well as simply fostering a personal prayerful relationship with Christ. We also ensure that all pupils engage in:

- ❖ **Whole school traditional prayers**
- ❖ **Singing hymns linked to the Liturgical Year during : Advent, Christmas, Epiphany, Lent, Easter, Pentecost and special Feast Days such as St Anthony of Padua**
- ❖ **Maintaining a prayer focus area in each classroom**
- ❖ **Providing work for their Class RE display board**
- ❖ **Whole School Celebration and Class Assemblies**
- ❖ **Providing quality writing and art work for School RE corridor and entrance display**
- ❖ **Staff participate in our annual Spiritual Reflection Day Away for staff**
- ❖ **Prayer and Liturgy times led in class by our pupil Prayer and Liturgy Leaders**
- ❖ **Weekly Adoration for each class with the Parish Priest in the presence of Jesus in the Tabernacle**

Collective Worship



Collective Worship takes place during:

Assemblies, hymn practice/singing assemblies, school masses, prayer services, religion lessons and timetabled class times throughout the day (morning, noon and afternoon).

Collective worship focuses on religious events and themes, following the liturgical calendar (detailed in the appendices) and our school's **Virtue of the Week** programme encouraging questioning, discussion and reflection at assemblies and in classes. They take a holistic approach, with the intent for every pupil's involvement. Content for collective worship is drawn from scripture, our Virtues of the Week and current Church and world events such as the Jubilee Year (Year of Mercy 2015, Pilgrims of Hope 2025), CAFOD Themes, wars across the world between Palestine and Gaza, Russia and Ukraine and is also supported by the use of the weekly Ten:Ten resources. Collective worship is an essential learning tool for all our pupils as it underpins their learning in Religious Education as well as bolsters their spiritual, moral and social development.

Collective Worship takes the form of:

Liturgical Celebrations

- ❖ **Class Assemblies**
- ❖ **Headteacher assemblies**
- ❖ **Prayer and Liturgy in class every day**
- ❖ **Hymn practice/Singing Assemblies**
- ❖ **School masses- beginning & end of each term and on Holy Days of Obligation such as Ash Wednesday**
- ❖ **Class Adoration in Church weekly**
- ❖ **Reconciliation services**
- ❖ **Transition days with other Catholic schools in the Deanery**
- ❖ **Pilgrimages to Holy Places: countries, shrines, churches, cathedrals and landmarks**

EDUCATION IN PERSONAL RELATIONSHIPS –R(S)HE

Our RSHE Policy is based on the Curriculum outlined by TEN TEN which is sanctioned by the Diocese of Brentwood and aims to develop a positive self-image in every child across the school. It is rooted in the scripture teaching that *‘We are all wonderfully made by God’* as is stated in Psalm 139. Through this approach we are assuring that our children know that:

- ❖ Each of them is a unique creation of God, one of a kind and a gift from God to their families and the world
- ❖ Every part of them was created by God and by this same premise is ‘good’...therefore there is no bad part of the body- created by God
- ❖ As they grow, their bodies will grow and go through changes, however, these changes are discussed age appropriately as they progress from EYFS to KS1 and KS2
- ❖ They must learn the correct names for their body parts –again age appropriately, within their science and TEN:TEN lessons as they progress through the curriculum and across the school

Teaching and learning in this area is covered by the TEN:TEN –Life To the Full Programme and promotes self-respect and respect for others based on the two great commandments: *“Love God with all your heart, soul, mind and strength and love your neighbour as you love yourself” – Matthew 22:36-40*. It also covers forming healthy relationships through friendships in familial, personal and social circles based on mutual respect and regard for the rights and feelings of others. The aspect of the curriculum dealing with puberty and the human reproductive system is part of the years 5 and 6 science curriculum just as the circulatory and digestive system are, and forms part of the statutory content that is covered in the national curriculum. We use the ‘Ten: Ten RSHE’ programme in conjunction with our PSHCE Curriculum to teach relationship and sex education in the on- line links to the TEN: TEN content which has been shared with parents at Parents’ Information Evening Workshops as well as sent via Class Dojo, School Ping and the school’s website so that parents can be aware of what is being covered and keep up-to-date with what their child is learning. <https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-overview/> The programme structure in *“Life to the Full,”* is split into **three distinct modules** which are then repeated across the four different learning stages outlined below:

OVERVIEW OF LIFE TO THE FULL CURRICULUM TAUGHT ACROSS THE SCHOOL		
Autumn Term Module 1: Created and Loved by God	Spring Term Module 2: Created To Love Others	Summer Term Module 3: Created To Live In Community
<ul style="list-style-type: none"> • Religious Understanding • Me, my body, my health • Emotional well-being • Life cycles 	<ul style="list-style-type: none"> • Religious Understanding • Personal Relationships • Keeping Safe 	<ul style="list-style-type: none"> • Religious Understanding • Living in the Wider World

- Early Years Foundation Stage (EYFS) section is aimed at our Nursery and Reception
- Key Stage One (KS1) is aimed at Years 1 and 2
- Lower Key Stage Two (LKS2) is aimed at Years 3 and 4
- Upper Key Stage Two (UKS2) is aimed at Years 5 and 6

<https://www.tentenresources.co.uk/pdfcreation/life-to-the-full-primary-overview/>

PARTNERSHIP WITH PARENTS

It is our belief that parents are the Primary Educators of their children in the Faith and we seek to support them. We always warmly invite parents to actively participate in the religious life of the school by:

- ❖ **Attending class assemblies**
- ❖ **Celebrating pupils achievements and awards**
- ❖ **Attending our Christmas Nativities and Christmas Musical Productions as well as Lenten Reflection and Reconciliation services and Easter Celebrations**
- ❖ **Attending school Masses and special celebrations such as our St Antony's Feast Day Mass**
- ❖ **Supporting their children to learn formal prayers and to pray spontaneously**
- ❖ **Encouraging their children to give generously during our SMSC/Citizenship and Christmas Fund Raising Appeals and others special fund raisers throughout the year to help children and families who are less fortunate than themselves.**
- ❖ **Discussing ideas for supporting their child(ren) at home through the termly RE Newsletters and Parents' Workshops.**
- ❖ **Supporting the preparation of children to receive their First Holy Communion from age 9 (year 4).**
- ❖ **Supporting the Parish and wider school community by volunteering to work with staff and parishioners with programmes and projects to aid the faith community development.**

Parental partnerships are further strengthened by sharing our regular school Newsletters and regular information leaflets and Power Points shared on School Ping and Class Dojo sent home electronically. Parents are informed that they have a statutory right to withdraw their children from Religious Education. Parents may request copies of any policies to ascertain this information. If a parent opts to withdraw their child from RE lessons or other programmes the Head Teacher or Deputy Head who are the leads for this area would make an appointment to speak with the family to ascertain their reasons. The school believes that parents who have chosen to send their child to a Catholic School have agreed to support its values, vision aims and ethos. Therefore, the school would expect parents to support the school's programme of religious education.

PARTNERSHIP WITH THE CHURCH

The school works very closely with the Parish in the preparation of our children for receiving the Sacraments which is led by and takes place within the parish supported by many staff who serve as Catechists. Staff also serve as Ministers of the Eucharist, RCIA Instructors, Ushers, Cantors, Lectors, Music Ministry and Youth Development Leads and our School Choir leads the 10am Mass every week.



Role of the Parish Priest

- ❖ The Parish Priest is the authority on Church Doctrine, Teachings, History and Traditions and is a point of reference on these central matters for the school
- ❖ The Parish Priest is an automatic Member of the school's Governing Body for as long as he holds the post of Parish Priest; in this capacity he is the Spiritual Guide of the Governors, SLT, Staff and children of the school
- ❖ He visits the school to celebrate Special Assemblies and also celebrates school Masses and leads Adoration sessions weekly as well as Reconciliation during Advent and Lent
- ❖ Leads prayer and reflection with the staff at each inset day held over the academic year
- ❖ Assists with the planning and delivery of the school's annual Staff Day of Reflection and Prayer-away day
- ❖ Visits RE Lessons to get an understanding of how the RE curriculum is delivered from EYFS to KS2
- ❖ Observes and explores the quality of RE Teaching and Learning with the HT and RE lead at intervals
- ❖ Hosts children's class visits to the church in conjunction with RE topics surrounding: Signs and Symbols, The Domestic Church, Baptism, Reconciliation, Lent, Easter, First Holy Communion and Epiphany.

The school works in collaboration with the Parish community annually with:

- ❖ Hosting all School masses where parents and parishioners attend in their numbers
- ❖ Supporting the Parish with staff serving as Catechists, Cell Group Leaders, Stewards of the Gospel, Youth Leaders, Choir directors and Lectors at Sunday Masses
- ❖ Leads the Music Ministry for the 10am Mass weekly with the Children's Choir
- ❖ Supporting the parish's St Antony's Feast Day Celebration which is organised and celebrated by staff, children, parish volunteers and parishioners.

Wider Church Community Links are fostered on a Diocesan level by the school's

Partnership with and participation in:

- ❖ Our Lady Of Grace Multi-Academy Trust events as a member of the MAT
- ❖ Head Teacher and Deputy Head Conferences hosted by the Diocese
- ❖ Deanery Head Teachers' Meetings held by the OLOG MAT
- ❖ R.E. Co-ordinators Annual Conference in the Diocese
- ❖ RED Training on the New Curriculum for teaching staff from EYFS, KS1 and KS2
- ❖ CCRS Courses by the Diocese -deepen the Knowledge and Pedagogy of Teaching Staff
- ❖ Completing courses such as Shepherding the Flock with St Mary's University in partnership with St Bonaventure's Teaching School programme
- ❖ Networking with other Catholic Primary Schools' R.E. Leads/Co-ordinators on a Deanery/Diocesan level at agreed intervals
- ❖ Working with our secondary schools: St. Bonaventure's and St. Angela's on projects such as The Brilliant Club Initiative in : Science (STEM), Computing and other curriculum areas

PARTNERSHIP WITH GOVERNORS

- ❖ Chair of Governors and Education and Standards Committee liaise with Head Teacher and RE Lead on the planning and implementation of the Statutory RE Curriculum and ensures school is fully compliant with diocesan expectations in terms of time tabling, resourcing, curriculum coverage and quality of teaching and learning
- ❖ Hosting RE Lead's reports to inform Governors of RE planning, coverage, pupil progress and provision
- ❖ RE Link Governor and Chair facilitating a Programme of planned visits to the school arranged on a regular cycle over each academic year- with a particular focus for each visit/learning walk such as coverage, quality of teaching and learning in RE, behaviour for learning, pupil engagement and pupil voice
- ❖ Governors attending school events (St Antony's Feast Day) and programmes: Collective Worship, Celebration of the Word, Masses and Parents' Information Evenings -ensuring presence and participation

PLANNING/ASSESSMENT/RECORDING/REPORTING

Planning in RE is done for discrete teaching of the coverage required by the **RED Curriculum** across EYFS and KS1 currently but will ultimately be covered by the whole school by September 2025-2026 in line with the Diocesan time line set. Planning for the curriculum content covering **Come and See** is still in place for KS2 (years 3-6 class) until 2025-26. Termly tracking and recording of pupil progress and reporting on outcomes in RE provides evidence of achievement for all pupils across the school.

Assessment in RE involves:

- ❖ **Pupils engaging in in self-assessment** of their work and progress as well as that of their peers in every lesson linked to the specific **success criteria** for the set task or learning covered
- ❖ **Pupil Voice** in dialogue with the teacher, RE Lead, Governors, Parish Priest, MAT SIP- articulating their understanding/ learning and giving feedback.
- ❖ **Formative Assessment- responding to a range of differentiated and adaptive teaching questions** requiring thinking at the **literal level** (for who, what, when and where questions) the **inferential level** (for the why, how and explain your thinking/ideas questions) and at the **critical and analytical level** (for the what if? Ever wondered why/how? How could this have been done differently and explain what you would do or how would you approach...? Questions

Assessment In RE takes many forms including:

- ❖ **Notes from observations** of pupils' levels of engagement, quality of class work, work ethics and approach to learning in lessons and levels of participation in programmes
- ❖ **Written comments by staff linked to the LO** on children's work in their books
- ❖ **Verbal feedback** and **live marking** during lessons to facilitate addressing misconceptions or praising pupils' for the quality of work or depth of understanding
- ❖ **Visual evidence** – for example photographs of outcomes generated in EYFS or other in displays, dance, role play/drama and pupils **creative expressions** during celebrations in class assemblies, discussions, presentations (verbal/PPT) Art work done on topics taught, commentary on and annotation of scripture passages and famous religious art work
- ❖ **Class/school portfolios** capturing quality work and actions taken in line with expectations
- ❖ **Formal written assessment** linked to a specific topics/ criteria in books
- ❖ **Capturing pupils' verbal comments** articulated in response to questions asked during free flow interactions in the outdoor classroom
- ❖ **Quality in written outcomes** in response to stretch and challenge posed in class in the form of a reflection question or research given for homework
- ❖ **Formal reporting to parents in written form** which is undertaken on a termly basis through Parents' Consultation Evenings and annually through a written end of year report.
- ❖ **The implementation and meeting of attainment targets and levels for Age Related Expectations** as published by the National Board of Religious Inspectors and Advisors form part of our RE action plan.

- ❖ Staff Inset/CPD/Training are used for moderation workshops to quality assure assessment outcomes provided to ensure judgements and outcomes are sound and to foster consistency with progression.

Assessment in RE using the RED Expected Outcomes at the end of Units

Attainment in religious education is recorded on the end of unit sheets; staff assess their children in each unit covered and level according to the expected standards set from the RED as well as using their professional judgements based on :

- ❖ **Observations** of pupils engagement and participation in lessons
- ❖ **Quality of work** produced in books, learning journals, programmes/projects
- ❖ **Pupil voice**-ability to articulate their learning and understanding
- ❖ **Living the schools Christian values, morals and ethos daily**

ROLE OF R.E. SUBJECT LEADER IS TO:

- ❖ Ensure all relevant policies are in place, in date and being followed with outcomes and expectations clearly outlined
- ❖ Provide up to date CPD for staff to ensure Religious Education is planned and delivered to the highest standard
- ❖ Monitor Religious Education's planning as well as the quality of Teaching and Learning
- ❖ Assist class teachers in preparing for class assemblies and prepare the Whole School Masses
- ❖ Ensure there are sufficient resources for the classroom and other RE tables and areas around the school.
- ❖ Regularly update the whole school RE displays and collect pieces of work to keep the portfolio up to date.
- ❖ Work within the Deanery partnerships to moderate Religious Education.
- ❖ Evaluate the standards of Religious Education with the completion and updating of the CSED.
- ❖ Attend Diocesan training to ensure St Antony's is in line with expectations such as ensuring policies and schemes of work must emphasise the importance of pupils being able to apply the core skills, processes and concepts learnt but be sufficiently flexible to meet pupils at their individual needs levels (eg. for SEND/HN)
- ❖ Continue to review methods of assessment and recording pupil's achievements in RE
- ❖ Undertake the necessary reading, research and Inset appropriate to the pedagogical development of the RE Subject Leader
- ❖ Prepare and lead staff meetings on RE, advice, assist and support staff where appropriate
- ❖ Prepare the reading materials, resources and supporting books available for RE and advise on suitability
- ❖ Order, in consultation with the Headteacher and staff, appropriate resources for RE across the school (Bibles, YOUCAT, CCC, RED Curriculum Books: for Staff)
- ❖ Take responsibility for all resources within the RE remit and list contents and monitor use and care of all equipment and material

- ❖ Monitor the coverage of the curriculum, teaching and learning in RE and record outcome notes using the school's monitoring system this includes : Teachers' Plans, Central Resources, Lessons and Samples of Pupil' work according to the requirements of the School's Monitoring Programme.
- ❖ Work in good, close partnership with the Diocese of Brentwood and with your Deanery RE network.

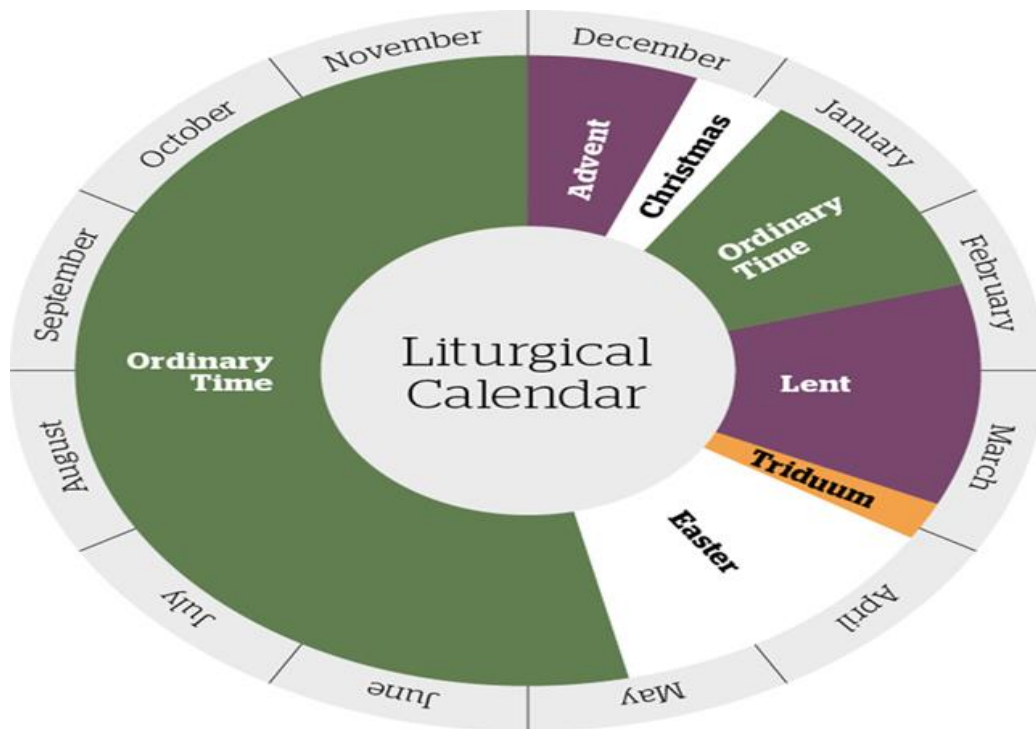
OTHER RELATED POLICIES

This policy should be read in conjunction with the:

- ❖ **Collective Worship Policy,**
- ❖ **Prayer and Liturgy Policy**
- ❖ **Personal Social Health & Citizenship Education Policy (PSHCE)**
- ❖ **RSHE Policy**
- ❖ **Equal Opportunities / Equalities Policy**
- ❖ **School Curriculum Policy Statement**
- ❖ **Teaching and Learning Policy**
- ❖ **Educational Visits Policy**
- ❖ **Assessment Policy**

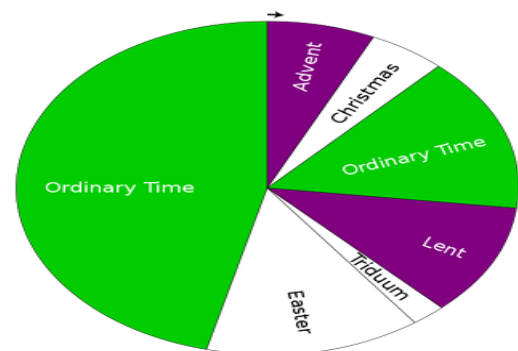
Appendix 1

The Liturgical Calendar



Each Liturgical Season:

- has a particular **theme**
- has a particular **colour**
- concentrates on different parts of the **Bible**
- has different religious **practices** and **symbols**



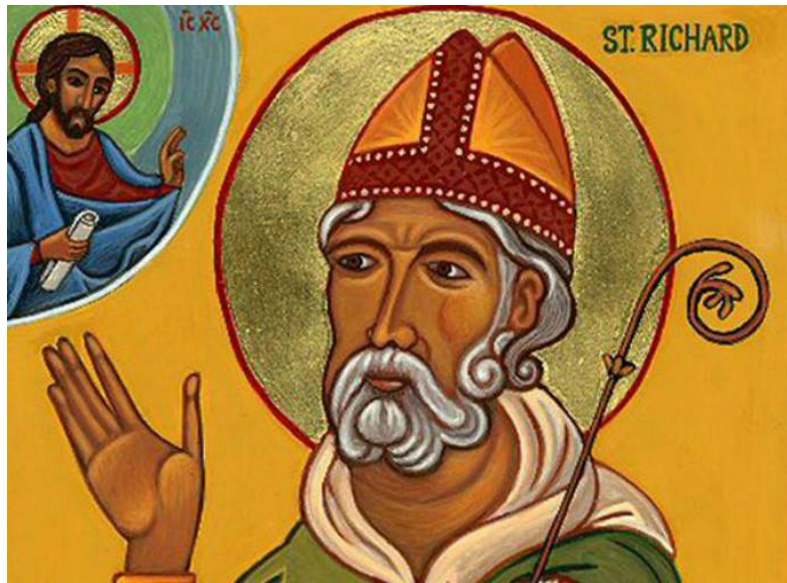
Different colours are associated with the celebration of different sacraments, seasons and feasts. These colours are shown in the church and in the vestments (the special clothes worn by the priest):

- **green** for Ordinary Time;
- **red** for Palm Sunday, Good Friday, Pentecost, Confirmation, feasts of the apostles and martyrs;
- **purple** for Advent, Lent, Penitence, Reconciliation and funeral liturgies;
- **white/gold** for Christmas, Easter, saints, Baptism and Marriage.

Appendix 2

Special Prayers

Prayer of St Richard of Chichester Linked To The New RED Curriculum



*Thanks be to You,
my Lord Jesus Christ,
for all the benefits you have given to me,
for all the pains and insults
you have borne for me.
O most merciful redeemer,
friend and brother,
May I come to know you more clearly,
Love you more dearly,
And follow you more nearly,
Day by day.
Amen.*

Prayer for the Catholic Church Jubilee Year 2025



God, our loving Father, in this Jubilee Year,
You remind us of our call to love creation.
Help us to work together to replant, repair, and
renew

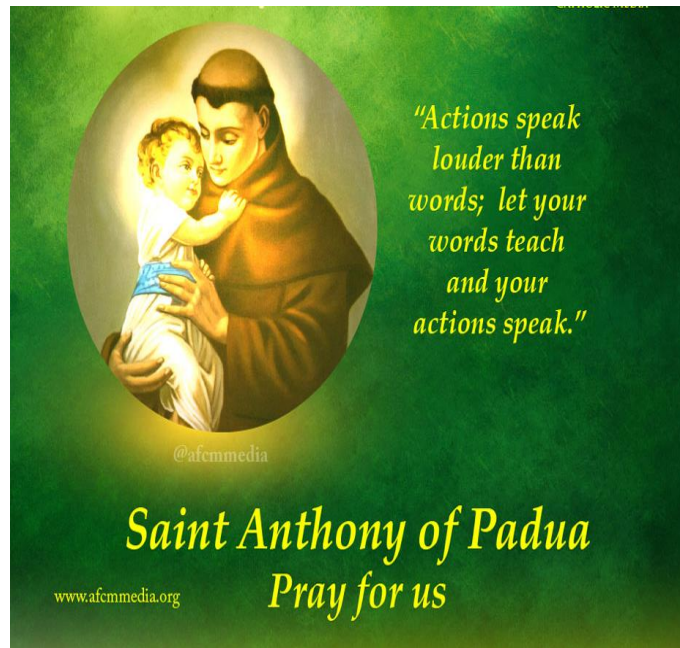
R: Guide us on our journey as pilgrims of hope.

Jesus, our light, in this Jubilee Year, you remind us
of our call to love our neighbours and to set free
those who suffer.
Help us to treat everyone with dignity; to be fair,
forgiving and kind.

R: Guide us on our journey as pilgrims of hope.
Holy Spirit, our inspiration, in this Jubilee Year,
You remind us of our call to grow in faith and love.
Help us to hear you in scripture, to see Jesus in
others,
And to be united as God's global family.

R: Guide us on our journey as pilgrims of hope.
Amen.

Prayer To St Anthony of Padua For Our Children



Dear Saint Anthony,

Please protect our children.

May they experience daily,

The tender compassion and care

Of you, our loving God,

Who gave them breath and life,

And whose image they bear.

Amen.