

# Mary Immaculate Catholic Primary School



**RE Policy**



### Our Catholic School

As a Catholic school our Christian ethos is at the heart of all that we do. Our school should manifest a Catholic ethos which is evident and open to experience by all who enter the school. We promote gospel values and the teachings of Christ and the Catholic faith. We follow policies that reflect and embody the teaching of Christ and the Catholic Church and model leadership inspired by the image and life of Christ. We attend to the spiritual needs of children and young people as a constant priority. We care for the pastoral and special needs of children and young people in accordance with gospel values and the teaching of the Catholic Church. All of our work will manifest the centrality of Christ and the Catholic faith.

### Mission Statement

‘Living and Learning in the Light of Christ’

### Vision Statement

Mary Immaculate is a Catholic school in which each individual grows and thrives whilst living and learning in the light of Christ. We encourage our pupils to be themselves and develop a love of learning and a sense of belonging within a safe, happy and caring environment. In partnership with parents and the whole community, our purpose is to successfully provide a high standard of education, giving the maximum opportunity to realise each individual’s potential and God-given talents. Within an ever-changing world, we aim to empower our pupils and ensure they are emotionally equipped to apply their learning and skills and become life-long learners. Pupil leadership drives inclusivity and inspires our learners to speak up for the good of our school, community and beyond.

### General Data Protection Regulation (GDPR)

The school is committed to ensuring the highest standards of Data Protection. We will treat all personal data as we would expect our own personal data to be treated, i.e. with respect, integrity and confidentiality and in accordance with the GDPR and other Data Protection laws. All of our school policies will adhere to GDPR guidelines. Our Privacy Notice is published on the school website.

### UNCRC (United Nations Convention on the Rights of the Child)

The principles of the UNCRC (United Nations Convention on the Rights of the Child) are embedded throughout all our curriculum and practices. This provides us with a framework which provides a real meaning and understanding for everything we do.

## Our Curriculum

At Mary Immaculate Catholic Primary School, we aim to develop an outstanding curriculum that is broad, balanced and relevant to the needs of our children. Central to all we do in school is the spiritual, moral, social, cultural, intellectual, physical and creative development of the children. We strive to promote an inclusive education for all and are committed to working for quality, equality and equity of opportunity. In partnership with the Diocese of Menevia, Pembrokeshire Local Authority and the Welsh Assembly Government we aim to develop a curriculum that:

- is underpinned by aims, values and purpose.
- places Christ at the centre and Religious Education at its heart, in order to nurture and develop the Catholicism and spirituality of our pupils.
- develops the whole child.
- is broad and balanced.
- has clear progression across the AoLEs.
- offers purposeful experiences for our pupils, rooted in the principles of the Curriculum for Wales.
- is flexible and responsive to the needs and interests of our pupils.
- embeds principles of sustainability.
- uses environments beyond the classroom.
- has a local, national and international dimension.
- continues to raise education aspirations and achievements as a vital key to improving the quality of life of our children.
- continues to promote high expectations about educational standards and achievements, acknowledging and challenging disadvantage and discrimination in all forms.
- values individuals and communities from all backgrounds.
- acknowledges specific individual needs and meet them as far as possible.
- places pupil voice and participation at the heart of learning and school life.

## Diocese of Menevia

The Diocese holds the Governing Body to account to ensure “Leaders and governors ensure that Religious Education has at least full parity with other core curriculum subjects, which will include professional development, resourcing, timetabling, staffing and accommodation.”

## Curriculum Time Allocation

In line with the Bishops’ Conference recommendations, 10% of curriculum time is allocated to RE; this does not include collective worship. This may be delivered in short or longer sessions throughout the week, with the pattern of lessons varying, depending on the activities being delivered.

## Programme of Study

To fulfil the above aims and to address all areas of the RE Curriculum Directory, the school uses the ‘Come & See’ programme, as recommended by the Diocese of Menevia.

## How Religious Education is Taught

We are currently in the beginning stages of implementing the new RED 'To know you more clearly', which will become statutory from September 2026.

Coverage for the academic year of 2024 – 2025 is as follows:

Nursery and Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Come and See	Come and See	New RED	New RED	New RED	New RED	Come and See

### RED 'To know you more clearly'

The new RED programme of study has a framework with four structural elements:

1. knowledge lenses
2. ways of knowing
3. expected outcomes
4. 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 divide the content of the programme of study into four systematic sub sections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of:

- |              |   |  |
|--------------|---|--|
| 1. Hear      | } | Branches 1, 2, 3, 4 and 5                |
| 2. Believe   |   |  |
| 3. Celebrate |   |  |
| 4. Live      |   |  |
| 5. Dialogue  | } | Branches 6 – Other Faiths and worldviews |
| 6. Encounter |   |  |

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey. The three ways of knowing are:

- understand
- discern
- respond

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.

There are 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 as follows:

<b>Mary Immaculate RED Overview – 2024/2025</b>					
<b>Autumn 1</b> 03.09.24 – 25.10.24 8 weeks	<b>Autumn 2</b> 04.11.24 – 20.12.24 7 weeks	<b>Spring 1</b> 06.01.25 – 21.02.25 7 weeks	<b>Spring 2</b> 03.03.25 – 11.04.25 6 weeks	<b>Summer 1</b> 29.04.25 – 23.05.25 4 weeks (INSET Day and Bank Holiday)	<b>Summer 2</b> 02.06.25 – 18.07.25 7 weeks
<b>Branch 1</b> Creation and Covenant	<b>Branch 2</b> Prophecy and Promise	<b>Branch 3</b> Galilee to Jerusalem	<b>Branch 4</b> Desert to Garden	<b>Branch 5</b> To the ends of the Earth	<b>Branch 6</b> Dialogue and Encounter (other Faiths and worldviews)

### Come and See

Teachers use the learning focuses in the ‘Come & See’ scheme as the basis for their planning. A variety of teaching and learning approaches are utilised to ensure the curriculum is engaging. Where appropriate, teachers plan and deliver creative activities, allowing the children to use develop knowledge and skills from other areas of the curriculum.

Two other world religions are taught, following the ‘Come and See’ scheme. Judaism is taught once each year in the Autumn Term. Islam, Hinduism and Sikhism is taught on a three-year cycle in either the Spring or Summer Term, depending on when Easter is celebrated and the length of the term.

### Inclusion & Equality

In line with the Equalities Act 2010, all children in our school, irrespective of faith, ability, background, or any other protected characteristics, receive appropriate access to the RE curriculum. Teaching is adapted to meet the needs of all learners, particularly those with ALN.

### Assessment, Recording and Reporting

Assessment of attainment is carried out using the Age-Related Standards in the Religious Education (3-19) interim document, agreed by Bishops’ Conference. Assessment of children’s knowledge, understanding, skills and attitudes in RE are assessed during every activity. These can be demonstrated through discussion or written work.

Marking is undertaken in accordance with school marking policy. Where appropriate, teachers’ comments will provide opportunities for the children to think more deeply about their learning.

Marking will be focused on the levels of attainment through the language of the driver words, which will be included within the Amcan Dysgu (Learning Aim). A double tick of the Amcan Dysgu will show that the attainment level has been achieved, where a single tick will show that children are developing the ability to/ working towards.

Differentiated next step questions will be provided to further deepen pupils understanding in preparation to answer the end of topic big question. In Nursery, Reception Year 1 and Year 2, pupils will have the opportunity throughout an RE topic to orally answer these questions, using Flipgrid, Book Creator etc. In Year 3 to Year 6, pupils will be provided with the written questions to answer following the RE lesson.

Pupils self-assess against the Amcan Dysgu using the following symbols:

- a single tick if they think they are beginning to achieve the Amcan Dysgu.
- a double tick if they think they have achieved the Amcan Dysgu.

In-house moderation of children's work is held once across the year. Moderation with colleagues from our Catholic cluster of schools is carried out at least once per year. For every unit of work, a range of assessment for learning techniques are used to indicate children who have or have not met their learning objectives. As a result, teachers can identify pupils who are working below, at and above expected levels.

Comments related to achievement in RE are made for each child on their annual report. Teachers also comment on standards within RE twice a year in their Pupil Progress reports.

### Monitoring

The RE coordinator monitors teaching and learning in all year groups at least twice per year. When possible, the RE coordinator is joined by the Governor(s) responsible for RE, and the Faith Ambassadors. Monitoring processes may include a learning walk, book looks and listening to learners. A monitoring report is then completed to identify strengths and ways forward. Work scrutiny is carried out on a termly basis.

### Leadership of Religious Education

#### Governors

It is the responsibility of the Governing Body to ensure that the best possible Catholic education is provided for all our pupils. The governors ensure that the school is run according to its Instrument of Government and that its religious character is preserved and developed, with the aim of attaining the highest academic standards. The governors ensure that the school consistently bears witness to our Catholic faith in every aspect of its life. In terms of curriculum RE, the governors make a priority of their strategic role in setting its aims and objectives and play an active role in monitoring the effectiveness of provision and its impact on the spirituality and faith development of our children. They monitor that the school's curriculum is rooted in the Gospel, ensuring that national and diocesan guidelines are met. Governors receive updates about all aspects of the school's religious provision at their termly meetings, both verbally and through the detailed written report provided by the Headteacher.

#### Headteacher

The Headteacher's first responsibility is to establish and sustain the Catholic identity of the school and safeguard the teaching of the Church. This must be reflected in every aspect of school life, including: the curriculum, which should be 'the core of the core'.

The Headteacher, working with the governors and others, draws on the person, life and teachings of Jesus Christ to create a shared vision and strategic plan, which inspires and motivates pupils, staff and all other members of the community. To do this, the Headteacher is responsible for:

- communicating the mission of the Catholic school
- promoting Gospel values in policy, practice and relationships

- ensuring that the Religious Education programme is given full regard, both in terms of classroom religious education and in the whole Catholic life of the school
- ensuring that the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- leading by example, providing inspiration and motivation for pupils, staff, governors and parents, demonstrating the vision and values in everyday work and practice in order to create a shared culture and positive climate.
- working within the school community to translate the vision for an effective Catholic school into reality, through agreed objectives and action plans which will promote and sustain school improvement and secure the school's mission.
- creating and implementing a strategic plan, underpinned by sound financial planning, which promotes school improvement; priorities and targets are identified to ensure that pupils achieve high standards and make good progress and so protect and pursue the right and opportunity for everyone to be the best they can be as a child of God

### RE Leaders

The role of RE coordinator has been shared into the following three roles:

<b>Role</b>	<b>Staff Member Responsible</b>
Teaching and Learning of RE	Miss H. Williams
Catholic Life and Mission	Mrs K. Joseph
Collective Worship	Mrs M. Kerrison

### Role and Responsibilities of the RE Co-ordinators

#### Strategic Direction and Development:

- Supporting the Head Teacher in carrying our vision, values and Catholic ethos out into the school and wider community
- Coordinating Religious Education throughout the school
- Leading staff in the review of RE policies
- Coordinating the implementation of assessment arrangements
- Monitoring attainment in RE through analysis of assessment data. (i.e. scrutiny of children's work)
- Providing information regarding RE to the governing body so that they are able to carry out their statutory responsibilities
- Working alongside other leaders in developing the school's CSED
- Contributing to the School Development Plan
- Identifying and organising appropriate Diocesan training for the development of the RE leader role and for other staff within school

#### Developing Teaching & Learning

- Supporting colleagues in the implementation of Diocesan schemes of work through the dissemination of good practice
- Keeping abreast of new initiatives regarding teaching and learning in RE, and sharing best practice with staff (for example, through attendance at termly cluster meetings and other diocesan training)
- Monitoring teaching and learning activities in order to inform school self-evaluation

- Delivering staff training, where appropriate, in aspects of RE

#### The management of staff

- Taking on the role of coach/mentor for staff who are participating on the Catholic Middle Leadership Programme (where applicable)

#### The management of resources

- Updating and managing resources for RE
- Promoting an attractive environment which stimulates learning and enhances the appearance of the school and expresses its Catholic identity.

#### Relationships

- Liaising with the parish Sacramental Programme Coordinator
- Liaising with leaders of other subject areas in order to create meaningful cross-curricular links with RE
- Liaising with the parish priest with regards to developing the Catholic life of the school and parish links
- Liaising with the staff who coordinate pupil leadership teams (e.g. GIFT Team; Caritas Ambassadors; Playground Peacemakers)
- Keeping parents and carers informed about the school's RE provision
- Developing links with external agencies and organisations, in order to enhance and enrich our curricular provision

#### Policy Review

- This policy was revised and agreed by our staff at their meeting on 3<sup>rd</sup> October 2023
- This revised policy was adopted by our governors at their meeting on 14th March 2024
- This policy will be reviewed on 11<sup>th</sup> October 2024