

English Martyrs Catholic Voluntary Academy
Religious Education Policy



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“We grow and learn with the gifts we have been given, following in the footsteps of Jesus “

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MISSION STATEMENT

English Martyrs Catholic Voluntary Academy was founded to pass on to the children the faith heritage of the local Catholic Community. Each child is valued as a unique individual, a child of God, made in the image of Father, Son and Holy Spirit. In partnership with parents and parish and with God's grace, the school tries to discern and help the child to develop fully as a person with particular gifts and aptitudes. Guided and challenged by Gospel values, the school aims to provide a community in which the child will grow and experience the love of God, self and neighbour.

'WE GROW AND LEARN WITH THE GIFTS WE HAVE BEEN GIVEN, FOLLOWING IN THE FOOTSTEPS OF JESUS'

Aims of Religious Education

The academy acknowledges that religious Education is a lifelong process and recognise that the primary years are significant in the lasting impression they make upon our children.

Religious Education in school is concerned with children understanding mankind's search for meaning, value and purpose in life. The religions of the World are classic expressions of this search and, for many people, provide the context within which the experience is to be understood. Through his or her understanding of this search, the child is helped towards a deeper awareness of their identity enabling him / her to grow and develop freely in a world of divergent beliefs and values.

Education is concerned with the development of understanding. Religious Education is concerned with the development of the understanding of religion as a significant area of human experience.

'Understanding' is used in a wide sense, being concerned with feeling and empathetic insight as well as an intellectual grasp of certain information. The child is not simply learning about religion, they are learning from it.

The Religious Education Programme

To fulfil our aims we use the '*Come and See*' programme of Religious Education. R.E is a core subject and covers 10% of the curriculum. This taught RE time can be carried out in several shorter sessions throughout the week or in longer sessions. This time does not include time spent in collective worship.

It integrates the Catechism of the Catholic Church, the Catholic Levels of Attainment and the Religious Education Curriculum Directory. Children explore the mystery of Faith through Scripture and Tradition. Links are made explicitly in planning documents to the resources and plans are adapted to meet the needs of the unique cohort. The '*Come and See*' programme is used to deliver the curriculum, but other resources can be used alongside it. The programme follows an annual cycle and each following the themes of God as our Creator, God as our Saviour and God as the Spirit are taught. Each Year Group has their own planning

and series of topics to follow throughout the year. Lessons are very well resourced with both interactive stimuli, a variety of artefacts and making cross curricular links. There are three topics taught each term and 2 other 'faith' units; Islam, Hinduism, Sikhism and Judaism. Come and See meets the requirements of the Curriculum Directory.

Planning

Taking a whole school approach in using *Come and See*, we are confident that the breadth of the curriculum is being taught and there is good progression from year to year. There is a planning template for staff to use each topic. Please refer to the *Come and See* materials for more detail about planning and curriculum coverage.

The advantages of this approach are:

- Appropriate content for each group is ensured
- Planning and recording are easy
- Continuity and progression across the school are assured
- Communal celebrations are possible

Assessment and Record Keeping

Each teacher has the responsibility for maintaining records on the children in their class. Summative assessment is carried out through an Assessment task three times a year focusing on a rolling programme of Attainment Targets and strands.

Assessments are regularly moderated by the RE subject leader and by all staff during timetabled staff meetings. In addition to this RE work is moderated at Trust meetings and at Diocesan level with other RE Coordinators in the Nottingham Diocese. Regular advice from the diocesan Education Advisor is sought to assist with moderation. Progress against the end of year expectations are entered by class teachers onto the pupil progress forms. The subject leader then analyses attainment and progress at whole class and group level. This information is then used to inform action planning. RE is reported formally to parents in the whole school reports which go out to parents 3 times a year and staff are responsible for providing assessment information at pupil progress meetings 3 times a year. An analysis of summative data is provided by the subject leader 3 times a year for the SLT team and presented to all staff.

Home, School, Parish Links

We recognise the importance of parents as the child's first teacher and their role in faith development. Parents and staff do everything possible to work in close partnership. There are many opportunities for parents to engage in school life and our school seeks in partnership with parents and parish, to develop and nurture the catholic faith of our children. We strive to bring pupils to a fuller understanding and knowledge of the Roman Catholic tradition.

On Holy Days of Obligation (where circumstances permit) the staff and pupils of English Martyrs will celebrate mass in the Parish church. Children across the school in all classes prepare and lead class liturgical services to which parents and members of the parish are invited to attend.

Children are prepared for Holy Communion in the parish. Christmas and Easter celebrations take place in the church in consultation with the parish. Our friends of English Martyrs (FEM) are a group of parents and carers who give generously of their time and raise sums of money for the good of all our children.

Parents are:

- Given a warm welcome when they visit our school
- Given termly curriculum overviews which inform them of the topics covered in class, as well as ways they can support with their child's learning.
- Given an opportunity to give support / input with their child's RE Homework.
- Given weekly school newsletters containing RE information.
- Given a verbal report on their child's RE development during Parents' Evening.
- Given a written report on their child's RE development through progress reports 3 times a year.
- Given opportunities to be involved in all charity activities during the year for school or for the wider community as well as invited to all Masses and liturgies.

Monitoring and Evaluation

The school's provision of worship will be evaluated regularly through observation, parents, pupil and staff surveys and feedback both written and verbal, to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship. The R.E Leader and Head Teacher will monitor the RE curriculum through lesson observations, scrutiny of books, environment monitoring, collective worship monitoring and pupil interviews. This is in line with the school management cycle.

At English Martyrs, whilst we believe that academic rigour is as necessary in RE as in any subject, this should not negate spiritual and emotional development and learning which are not always possible to assess using formal methods, but are an integral part of Religious Education.

The Religious Education Subject Leader

The first purpose of the RE subject leader's role is to help improve the quality of the teaching and learning that the pupils receive in Religious Education.

The subject leader is responsible for:

- Promoting the catholic ethos, mission statement and identity of our Catholic School
- Supporting the teaching throughout the school by encouraging collaboration between year groups or key stages
- Being involved in the process of assessment, recording and reporting

- Monitoring the quality of teaching, the progression and continuity of Religious Education throughout the school
- Offering support and advice to colleagues
- Identify resource requirements
- Maintaining a strong relationship between the school and the Diocese, and with the school's Diocesan advisor. Attend the subject leaders diocesan meetings.
- Maintaining the high status of worship within the school
- Completing the Religious Education action plan and using it to inform the School Improvement Plan
- Keeping resources well stored, catalogues and available
- Ensuring the Curriculum Directory is understood and being followed
- Work with the designated governor for RE and report to the Governing Body on RE and the Catholic Life of the school

Environment and Display

From the moment you enter English Martyrs CVA the school environment reflects that we are a Catholic school. There is a special area devoted to prayer and worship in our school hall. Our school mission statement is clearly displayed. Each classroom has a prayer area in a prominent place in the classroom and a display dedicated to current learning in Religious Education. Within the hall and foyer, displays of the children's work are evident as is work, statues of saints and the Holy Family and prayer boards and prayer areas. We also have an outdoor Prayer Garden where anyone may visit and sit and pray or enjoy silent contemplation.

Resources

Whole school resources are kept in the hall for children and staff to access.

Each class has '*Come and See*' planning resources and access to the bank of interactive resources. Missions Together resources are ordered and distributed during Lent and Advent each year. Travelling Nativity bags are used by all key stages in Advent and Lenten Journeys during Lent.

Holy Areas

Each class has a holy area for prayer focus, which should be in an area where all children can see it when they pray. The theme of the prayer focus should relate to the season of the liturgical year.

The holy area should feature a cloth reflecting the liturgical year or a feast day and some ritual objects. Cloths for the holy areas in each class reflecting the liturgical year are kept in each class.

Ritual objects may include pictures, icons, stones, bibles, flowers, bark, holy water, rosary, seashells or candles. Cloths and ritual objects are stored in the Chapel and they are the responsibility of the teachers and the children.

Wider Community

We encourage involvement wherever possible with the community. At the heart of a vibrant and caring community, English Martyrs close network of local partners help to drive exceptional outcomes for children. Parents are also invited to our special events such as monthly masses, the Christmas Nativity, the Carol service and summer concert. We hold special celebrations and assemblies annually to thank our partners. Our parish links are strong with many volunteers from the Parish volunteering weekly in school, the parish support school fund raising events and there is a weekly school article in the Parish newsletter.

Across the curriculum, we aim to deliver full engagement and learning for each child. As well as promoting cohesion, community and partner engagement enhances our children's progress, resilience and resourcefulness by facilitating:

- A curriculum that is constantly challenging and innovative
- A richer school environment
- Direct mentoring support
- A range of encounters with possible professions
- A learning culture giving the freedom to experience, experiment and discover

Spiritual, moral and Social Education

The Come and See programme encourages the children to think about their relationships and act responsibly. Year 5 and 6 children take on specific roles and leadership responsibilities within our school to develop their sense of community including helping with younger children at play times, this includes library leaders, sports ambassadors, the school council and learning mentors. Our behaviour policy is founded on our 10 school virtues and the principals of restorative justice following the trust guidelines for behaviour agreed by all Head teachers across the trust.

Equal Opportunities

We believe that all children are entitled to equal access to the R.E Curriculum. Children with SEN, Gifted and Talented and EAL children should be allowed to express themselves according to their ability, for example by using art/drama to record ideas and thoughts where writing skills are less developed. All work should be valued. We should be aware of children's various cultural, social, and ethnic backgrounds and be sensitive in our approach and the use of materials.

Other Faiths

We believe that learning about other faiths and cultures is essential for a better understanding of their own faith and culture. The emphasis should be on similarities rather than differences.

Everyone will study Judaism during the Autumn Term. In the Spring or Summer term (whichever is longer) children will study a different faith Sikhism, Islam, or Hinduism depending on the year group they are currently in.

However through topic based learning in other curriculum areas the children will also have the opportunity to learn about aspects of other faiths and cultures either current or historical.

Collective Worship

Prayer is an essential part of collective worship. It is an important way of expressing our faith and talking to God. Helping children to pray, to learn our prayers, explore different styles of prayer and enable children to write their own prayers are all important parts of R.E

Children are expected to participate in all worship that takes place in school or is led by the school. This can also include Masses on Holy Days of Obligation, and Masses for special occasions such as English Martyrs Feast Day. This may include reading, drama and mime, bringing the Offertory, welcoming, dance, the use of instruments, singing and altar serving.

For further information about Collective Worship see the Collective Worship and Liturgy Policy.

Other Events

During other significant parts of the year the school provides other opportunities for the children to participate in prayer and reflection for example; Lectio Divina. The school also actively aims to participate in Diocesan events as they arise.

Marking

Work should be marked in accordance with the school's marking and feedback policy. Whole class feedback sheets are used to address misconceptions and provide direction for next steps for learning.

Please also see

- Catholic life and Collective Worship Policy

Appendix 1

Non-Negotiables for Lessons

- Lessons begin with a focal point (liturgical colour, Bible on stand, cross and lit candle) (It can be on whiteboard Music and prayer can be used.
- Power points to be used.
- Retrieval task as part of the lesson where appropriate.
- Work must be scaffolded for children needing support.
- Extension must also be provided.
- Creative resources to support learning.
- Use working wall , knowledge organisers and topic web in teaching

Non-Negotiables for Books

- Attractive front cover relating to the 'Come and See' or Mission statement.
- First page End of Year expectations/ Big Question
- Knowledge Organisers – to be reviewed
- Assessment tasks in books – no tracker books
- Finish topic with Response booklet and liturgy- KS1 photos/KS2 Booklet
- KS1 – at least 4 pieces of work per topic / KS2 – at least 4/6 pieces of work per topic
- Evidence of learning intention
- Use school feedback policy.
- EYFS – Class Learning Journal (record of coverage) Pentecost Term own books
- Examples of task which have been differentiated using the Levels of Attainment
- Variety of tasks – writing styles, pictorial, cross topic, prayer etc.
- Big questions within the books

Non Negotiables Classroom Environment

1 Every class should have a designated prayer area and RE board for current display of current RE teaching. The prayer area should have a bible, candle etc on it.

2 Prayer areas should reflect the time in the liturgical year - think about it being liturgically relevant eg statue of Mary, Lent promises etc

3 Exemplar of best practice in written work – annotated and highlighted (use as a working wall)

4 Driver words displayed and referred to – within head, heart and cloud.

5 The big questions populated with pupil thoughts and reflections.

6 RE scaffolding materials eg prayers, scripture links, pictures of the Pope etc

7 Some evidence of pupil voice

8 Bishops themes – symbols as well as the symbol for God speaks.

9 School prayer



Appendix 3

Other Faiths at English Martyrs CVA

At English Martyrs we teach our children to be understanding, respectful and tolerant of other people and their religions, beliefs, practices and customs. Our RE programme “Come and See” caters for the exploration of other faiths to this end. The world religions explored throughout the child’s primary education at English Martyrs are Judaism, Hinduism, Sikhism and Islam.

A variety of teaching methods and resources are used, including stories from Holy Books, songs, exploring traditional foods, role play, art, videos and discussions as well as visits out and visitors coming in to school. Children may also begin to draw comparisons to Christianity in Key Stage Two.

Judaism

Judaism is taught in the Advent Term 2 between topics 2 and 3 to all year groups.

There are 3 elements to the content provided by Come and See for Judaism.

- Look
- Discover
- Respect

These elements may be merged together into **two lessons** which taught during Judaism week equate to the allocated time for RE as advised by the Diocese (2hrs KS1 / 2.5 hrs KS2)

Other Faiths : Hinduism, Sikhism and Islam.

All other faiths are taught in the **Pentecost Term 2 between topics 8 and 9** and are divided into Key Stages. The three other faiths covered in Primary RE from Come and See are Hinduism, Sikhism and Islam.

There are three elements to the content provided by Come and See for these World Religions :

- Look
- Discover
- Respect

These elements may be merged together into **two lessons** which are taught during Other Faiths Week, equating to the allocated time for E as advised by the Diocese (2hrs KS1 / 2.5 hrs KS2)

The table below outlines the religions taught in Key Stages and what the lessons should centre around (taken from Come and See)

Key Stage	Other Faith	Lesson foci and suggested activities
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EYFS / KS1	Hinduism	<p>EYFS:</p> <p>1 How we celebrate festivals and events generally (pinata, Chinese New Year, New Year's Eve etc) make party / celebration invite.</p> <p>2 The story of Rama and Sita and the celebration of Diwali – dolls to act out the story, decorate Rangoli patterns (represent happiness at this time)</p>
		<p>Yr 1 :</p> <p>1 Stories of Ganesha – pictures / recognise symbols</p> <p>2 The birth of Krishna – create masks and act out</p>
		<p>Yr 2 :</p> <p>1 Learn about shrines to Hindu gods in people's homes and think about where we go at home to pray to our God – what might they have and why ? What do we have and why ?</p>
Lower KS2 (years 3 / 4)	Sikhism	<p>Yr 3:</p> <p>1 Gurdwara as a place of worship and Sikh symbol "Khanda" – explain meaning of symbol and why it is important to Sikhs.</p> <p>2 Story of Guru Nanak and the rich and the poor man – share a meal and invite all in – what moral do we learn from this ? Is this similar to any Christian stories / traditions / morals / meal times. Begin to make a link between the two.</p>
		<p>Yr 4 :</p> <p>1 The Sikh Holy Book : Guru Granth Sahib and items used with this (chauri) – research popular phrases /</p>



		<p>teachings and say how this may shape the life of a Sikh.</p> <p>2 Guru (meaning teacher)</p> <p>- could focus on Guru Gobind Singh – qualities of a Guru – any similarities and differences to teachers of Christianity ?</p>
Upper KS2 (years 5 and 6)	Islam	<p>Yr 5 :</p> <p>1 Fasting during Ramadan and Eid – why do Muslims do this ?</p> <p>Similarities / differences to fasting as Christians</p> <p>2 Pilgrimage: Haji – special garment worn, why do they go to Mecca, what might they bring back with them and how will this shape their lives for the better – any similarities to pilgrimages in Christianity ?</p>
		<p>Yr 6 :</p> <p>1 The five pillars of Islam – how do they give guidance to the life of a Muslim ? Any connection to the three pillars of Lent for Christians ?</p> <p>2 Muslims and their care for creation – how do they show this ? Make links to Pope Francis call to action in Laudato Si (care for our common home)</p>