

St Mary's RC Primary School  
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# St Mary's R.C. Primary School, Lowestoft

## Religious Education Policy

Policy Status: Statutory Reviewed By: Local Governing Body

This Policy was agreed in: June 2019 It will be reviewed in: June 2021

### Our Mission Statement

At St Mary's we celebrate God's love for us, as we learn and grow together. We live life to the full, to become the best that we can be.

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### **Rationale of Religious Education:**

- We believe Religious Education to be ‘the core of the core curriculum.’
- We believe Religious Education is central to the educative mission of the Church.
- We are aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

‘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 St Mary’s. 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. Religious Education is, then, the core subject in a Catholic school.’  
(Statement on Religious Education in Catholic Schools – Bishops’ Conference 2000)

‘Religious Education at St Mary’s is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject.’  
(Curriculum Directory. p10)

‘The outcome of 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, who are aware of the demands of religious commitment in everyday life.’ (Curriculum Directory p10)

### **Our Values**

We focus on a different value each month (Appendix 1). We make links with the values we explore and our mission statement, in all areas of the curriculum, as appropriate and all aspects of school life.

### **The Aims of Religious Education**

1. To promote knowledge and understanding of Catholic faith and life.
2. To promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
3. To promote the skills required to engage in examination of and reflection upon religious belief and practice.

### **Curriculum time allocation**

In line with Bishops’ Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Collective Worship.

Prayers in the classroom take place at the start and end of every day and at lunch time.  
(See Appendix 1 – Classroom daily prayers)

## **Programme of Study**

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the 'Diocese of East Anglia – RE Curriculum Plan for Primary Schools' is used. (Appendix 1)

## **Process**

We teach Religious Education through the process of Search, Revelation, Response. It follows the pattern of: The human **search** for meaning, God's initiative in **Revelation** and the **response** in faith.

'Teaching in Religious Education at St. Mary's should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.' (Curriculum Directory p11)

## **Methodology**

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

## **Assessment, Monitoring, Recording and Reporting**

- Assessment of standards is carried out according to Diocesan guidelines using the RE standards agreed by Bishops' Conference. (Appendix 3)
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- A portfolio of samples of assessed work is retained for each child starting in YR through to Y6 to track progress from one year to the next.
- Monitoring of teaching and learning is carried out by regular lesson observations and work scrutiny.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

## **Policy review**

This policy will be monitored, evaluated and reviewed by *the RE Subject Leader and the Head of School* and updated every 2 years.

## **Management of the subject**

The R.E. Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

**Other Activities** : CMAT schools Mass, Pilgrimage to Walsingham, May procession, Pentecost Celebration, Charities.

We use every opportunity to demonstrate faith in action, throughout the curriculum, particularly RE and PSHE. We also demonstrate how we live our faith by providing play buddies, social skills/nurture club, school nurse drop in time as well as regular fundraising for local and global charities, particularly CAFOD.

## **Other Faiths**

Two other faiths are taught from Reception to Year 6 following the Diocesan programme of study. These are Judaism and one other. Two weeks teaching and learning time per year is given. Various other faiths are explored on a rotational basis including Sikhism, Islam, Hinduism and Buddhism.

## Appendix 1

### Diocese of East Anglia RE Curriculum Map

Continuous Themes: Jesus Christ Son of God, Love of Neighbour, Holy Orders, Catholic Liturgy, Sacraments

#### Autumn Term

#### Prayers: The Lord's Prayer, Hail Mary

Term	Theme	Class	Topic	Resource	Assess
1	<b>Belonging</b>  <b>(God the Father)</b>  <b>Curric.Directory</b> -Creation -Catholic -Church -Human community -One & Holy -Baptism -Matrimony  <b>Values</b> Sept: Love and Kindness Oct: Love and Patience Nov: Love and Respect Dec: Joy	YR	God's World – Creation ( <i>Cafod Our World</i> )	WTL F1	CD ELG
			Welcome - Baptism	Come and See	ELG
			Judaism 1 week	Come and See	ELG
			God's Family - Advent	WTL F2	CD ELG
		Y1	God's Great Plan - Creation	WTL 1.1	WTL
			Families ( <i>Cafod Neighbours</i> )	Come and See	Grid
			Judaism 1 week	Come and See	Grid
			Mary Mother of God - Advent	WTL 1.2	WTL
		Y2	Beginnings - Creation	Come and See	Grid
			Belonging Signs & Symbols	Come and See	Grid
			Judaism 1 week	Come and See	Grid
			Mysteries Advent not Trinity	WTL 2.2	WTL
		Y3	Homes - Families	Come and See	Grid
			Christian Family - Baptism	WTL 3.1	WTL
			Judaism 1 week	Come and See	Grid
			Mary Our Mother - Advent	WTL 3.2	WTL
		Y4	The Bible - Creation	WTL 4.1	WTL
			Judaism 1 week	Come and See	Grid

			Trust in God - Advent	WTL 4.2	WTL
		Y5	Creation <i>(Cafod Stewardship)</i>	WTL 5.1	WTL
			The Rosary - Mary	WTL 5.5	WTL
			Vocation	Come and See	Grid
			Judaism 1 week	Come and See	Grid
			Loving: Hope	Come and See	Grid
			Y6	The Kingdom of God	WTL 6.1
		Judaism 1 week		Come and See	Grid
		Justice – Advent <i>(Cafod The common good)</i>		WTL 6.2	WTL

**Spring Term**

**Prayers: Penitential Act**

2	<b>The Word of God (God the Son)</b>  <b>Curric.Directory</b> -Scriptures -Prayer -Reconciliation & Anointing -Love of God -Law, Grace, Sin  <b>Values</b> Jan: Support Feb: Peace Mar: Forgiveness Apl: Hope	YR	Getting to know Jesus	WTL F3	CD ELG
			Sorrow and Joy	WTL F4	CD ELG
			Growing – Giving - Lent	Come and See	ELGs
		Y1	Families & Celebrations - Presentation story	WTL 1.3	WTL
			Following Jesus- New Testament	WTL 1.4	WTL
			Giving: Change - Lent	Come and See	Grid
		Y2	The Chosen People - Old Testament	WTL 2.1	WTL
			The Good News- New Test. Jesus, the Healer	WTL 2.3	WTL
			Giving: Opportunities - Lent	Come and See	Grid
		Y3	Being a Christian	WTL 3.6	WTL
			Call to change – Reconciliation Lent	WTL 3.3	WTL
		Y4	The Bible (not p6,7) adapt according to length of term	WTL 4.1	WTL
			Jesus, the Teacher	WTL 4.3	WTL
			Jesus, the Saviour – Lent - Easter	WTL 4.4	WTL
		Y5	The Commandments	WTL 5.2	WTL

			Reconciliation	WTL 5.4	WTL
		Y6	Jesus, Bread of Life	WTL 6.3	WTL
			Jesus, Son of God	WTL 6.4	WTL

### Summer Term

### Prayer: The Niceno-Constantinopolitan Creed

3	<b>Journey with Christ</b>  <b>(God the Holy Spirit)</b>  <b>Curric.Directory</b> -The Holy Spirit -Love of God -Law, Grace, Sin -Eucharist & Confirmation  -Trinity -Apolistic -Mission -Love of Neighbour -Holy Orders -Catholic  <b>Values</b> May: Challenge Jun: Courage Jul: Trust	YR	New Life	WTL F5	CD ELG
			Serving: Good News (pentecost)	Come and See	ELG
			Special Places – The Church	WTL 6.3	CD ELG
		Y1	The Resurrection	WTL 1.5	WTL
			Serving: Holidays & holydays	Come and See	Grid
			Other Faiths	Come and See	Grid
		Y2	Eastertide	WTL 2.5	WTL
			The Church is Born (The first apostles)	WTL 2.6	WTL
			The Mass	WTL 2.4	WTL
			Other Faiths – Hinduism 1 week	Come and See	Grid
		Y3	Celebrating Easter & Pentecost	WTL 3.4 WTL 3.5	WTL
			The Eucharist	Come and See	Grid
			Other Faiths	Come and See	Grid
		Y4	Jesus, the Saviour	WTL 4.4	WTL
			Mission of the Church	WTL 4.5	WTL
			Belonging to the Church	WTL 4.6	WTL

			Other Faiths	Come and See	Grid
		Y5	Life in the risen Lord	WTL 5.5	Grid
			Pentecost - Serving	Come and See	Grid
			Other Faiths	WTL 5.6	WTL
		Y6	The Work of the Apostle	WTL 6.5	WTL
			Called to Serve	WTL 6.6	WTL
			Other Faiths	Come and See	Grid

## Appendix 2

### Daily Prayers

#### **Whole School Prayer Focus** *(Beginning and end of each day)*

##### **Autumn Term:**

**Our Father**, who art in heaven hallowed be thy name.

Thy kingdom come, thy will be done on earth, as it is, in Heaven.

Give us this day, our daily bread and forgive us, our trespasses as we forgive those who trespass against us. And lead us not, into temptation but deliver us, from evil. Amen.

**Hail Mary** full of grace the Lord is with thee. Blessed art thou amongst women and blessed is the fruit of thy womb, Jesus. Holy Mary, mother of God, pray for us sinners, now and at the hour of our death. Amen.

##### **Spring Term: Penitential Act**

- I confess to almighty God and to you, my brothers and sisters, that I have greatly sinned, in my thoughts and in my words, in what I have done and in what I have failed to do, through my fault, through my fault, through my most grievous fault; therefore I ask blessed Mary ever-Virgin, all the Angels and Saints, and you, my brothers and sisters, to pray for me to the Lord our God.

##### **Summer Term: The Apostles Creed**

I believe in God,  
the Father Almighty,  
Creator of heaven and earth,  
and in Jesus Christ, His only Son, our Lord,  
who was conceived by the Holy Spirit,  
born of the Virgin Mary,  
suffered under Pontius Pilate,  
was crucified, died and was buried;  
He descended into hell;  
on the third day He rose again from the dead;  
He ascended into heaven,  
and is seated at the right hand of God the Father Almighty;  
from there He will come to judge the living and the dead.  
I believe in the Holy Spirit,  
the Holy Catholic Church,  
the communion of Saints,

the forgiveness of sins,  
the resurrection of the body,  
and life everlasting.

Amen.

**Sign of the cross**

*(Before and after every prayer)* In the name of the Father and of the Son and of the Holy Spirit. Amen.

**Grace before meals**

Bless us, O Lord, and these Thy gifts, which we are about to receive from Thy bounty, through Christ our Lord.  
Amen."

**Grace after meals**

"We give Thee thanks, Almighty God, for all thy benefits, Who livest and reignest, world without end. Amen.

**Candle Prayer** *(Before RE lessons)*

The candle flame is warm and bright, it changes darkness into light.

We feel its warmth, we see its glow and when we look at it we know, the light of Christ is burning bright,  
for we are the children of that light, Amen.

Appendix 3

**RE Standards - Assessment**

<b>Developing Knowledge and Understanding ('learning about') LA</b>		
<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Developing Knowledge and Understanding (LA1)</b>		
<p>i) Sing songs; make music and dance to express religious stories.</p> <p>ii) Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</p> <p>iii) Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</p> <p>iv) Read and understand simple sentence from scripture or from their own religious stories.</p> <p>v) Share religious stories they have heard and read with others.</p> <p>vi) Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</p> <p>vii) Listen, talk about and role play how people behave in the local, national and global church community.</p> <p>viii) Listen and talk about religious signs and symbols used in worship. Use religious signs and symbols in role play.</p>	<p>LA1i) Recognise religious stories</p> <p>ii) Retell, in any form, a narrative that corresponds to the scripture source used</p> <p>iii) Recognise religious beliefs</p> <p>iv) Recognise people in the local church</p> <p>v) Recognise religious signs and symbols used in worship</p>	<p>i) Describe the life and work of some key figures in the history of the People of God ( place below in Historical Development)</p> <p>ii) Recognise key people in the local, national and global Church</p> <p>iii) Describe different roles of some people in the local, national and global Church</p> <p>iv) Describe some religious symbols and the steps involved in religious actions and worship</p>
<b>Making Links &amp; Connections (LA2)</b>		
<p>i) Listen and talk about religious stories and respond to what they hear with relevant comments.</p>	<p>LA2i) Recognise that people act in a particular way because of their beliefs</p>	<p>i) Describe some of the actions and choices of believers that arise because of their belief</p>

<p>ii) Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</p> <p>iii) Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.</p>		
<p><b>Historical Development (LA3)</b></p>		
<p>i) Listen and talk about key figures in the history of the People of God</p>	<p>LA3i) Recognise key figures in the history of the People of God</p>	<p>i) Describe the life and work of some key figures in the history of the People of God.</p>
<p><b>Specialist vocabulary (LA4)</b></p>		
<p>i) Decode key religious words appropriate to their age and stage of development.</p> <p>ii) Use key religious words appropriate to their age and stage of development.</p>	<p>LA4i) Use religious words and phrases</p>	<p>i) Use religious words and phrases</p>
<p><b>Engagement and Response ('learning from') LF</b></p>		
<p><b>Meaning &amp; Purpose (LF1)</b></p>		
<p>i) Answer 'how' and 'why' questions about their experiences and in response to religious stories or events</p>	<p>LFi) Say what they wonder about</p>	<p>i) Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer</p>
<p><b>Beliefs &amp; Values (LF2)</b></p>		
<p>i) Talk about how they and others show feelings.</p> <p>ii) Give their attention to what others say and respond appropriately.</p> <p>iii) Express themselves effectively, showing awareness of listeners' needs.</p> <p>iv) Talk about past and present events in their own lives and in the lives of family members.</p>	<p>LF2i) Talk about their own feelings, experiences and the things that matter to them.</p>	<p>i) Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>

v) Know that other children don't always enjoy and share the same feelings and are sensitive to this.		
<b>Analysis and Evaluation (AE)</b>		
<b>Use of Sources as Evidence (AE1)</b>		
i) Talk about and share religious resources	AE1i) Respond to pictures and stories.	i) Respond to pictures and stories, recognise the difference between religious and non religious stories
<b>Construct Arguments (AE2)</b>		
i) Confidently speak in a familiar group and talk about their ideas	AE2i) Express a point of view	i) Express a point of view and give a reason
<b>Make Judgements (AE3)</b>		
i) State a preference	AE3i) Say when an action is fair/unfair	i) Say when an action is fair/unfair, right/wrong.
<b>Recognise Diversity (AE4)</b>		
i) Show sensitivity to others' needs and feelings	AE4i) Show sensitivity to others' needs and feelings and respond accordingly	i) Show sensitivity to others' needs and feelings and respond accordingly
<b>Analyse &amp; Deconstruct (AE5)</b>		
i) Make choices	AE5i) Make choices and decisions	i) Make choices and decisions

## **APPENDIX 4**

### **The Role of the Religious Education Subject Leader**

#### **The Religious Education Subject Leader will be responsible for:**

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Taking part in CMAT moderation of standards meetings.
- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.

