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| School Logo |
| **RE Policy** *Spring Term 2023* |
| At Saint Illtyd’s with God’s love we play, learn and grow together  |

# SCHOOL DETAILS

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………………………………………………. Date

**“Come and See” is the Religious Education Programme for Primary Schools is our core scheme which we link to the Catholic Directory.**

**Our programme is very much in harmony with the aims of the framework for PSHE and Citizenship.**

The pupils are prepared for the Sacrament of the Eucharist and Reconciliation in the Parish.

“*Meanwhile each individual remains to himself or herself an unsolved question which is dimly perceived. For nobody can entirely escape such questioning at some time, particularly in the major events of life. (Where did I come from? Who am I? Why am I here?) To these questions only God, who calls us to a higher level of thought and a humbler search, can provide the answer completely and with full certainty)*

*(Gaudium et Spes:21)*

**Religious Education addresses all pupils in our school, whether they are from committed Catholic homes or not, whether they themselves practise or not. Religious Education attends to the needs of every pupil.**

**1. Our Aims**

1. To provide a broad and balanced Religious Education curriculum, incorporating Sacred Writings/History/People/Doctrine/Teaching/Beliefs, Worship/Celebration/Liturgy/
Values/Awareness/Lifestyle
2. To ensure continuity and progress in Religious Education through the school
3. To develop their understanding of personal relationships by assisting and supporting their moral, emotional, psychological and physical development
4. To develop their capacity to appreciate, respect and reflect upon the areas they study
5. To develop an enquiring mind for searching and questioning
6. To develop the pupils’ knowledge and understanding of the Catholic tradition and the ways in which it seeks to express the significance of human life
7. To develop knowledge, understanding, awareness and respect for other faith traditions
8. To challenge pupils to examine their own standing in life, to deepen their personal faith, commitment and respect that of others
* To ensure it is taught as rigorously as any other core subject

**2. School Policy and the Diocese Statements of Attainment in Religious Education**

Each pupil will be given access to the key religious concepts and body of religious knowledge set out in the Attainment in Religious Education and curriculum directory. Our Scheme of Work shows the practical application of the “Statements of Attainment”.

**3. Pupils’ Religious Education Experiences**

The pupils will have a range and balance of Religious Education experiences. Religious Education teaching will include:

**(i) Exposition by the teacher**

 Lead lessons (given by the teacher to the whole class or groups within the class, through which the teacher introduces or develops knowledge, concepts, skills or attitudes) are fundamental and can initiate dialogue between teacher and pupils.

**(ii) Discussion between teacher and pupils and pupils themselves**

 Opportunities will be provided for the pupils to relate to one another’s experiences, reflection, recalling their understanding, reviewing and celebrating their experiences.

**(iii) Appropriate practical work**

 All pupils will engage in practical activities which allow them to respond actively through, for example, creative play, movement, drama, painting, drawing, storytelling, reflecting, listening, prayer, worshipping, serving. The amount of time spent and the type of activities provided will vary according to the needs and attainments of the pupils.

**4. Pupil’s Religious Education Activities**

Our Scheme of Work and individual teacher’s plans give accounts and references to the actual learning outcomes and activities covering; Sacred Writings/History/People, Doctrine/Teaching/Beliefs/Worship/Celebration/Liturgy/Values/Awareness/Lifestyle/Other Faith Traditions.

**5. Pupil’s Records of their Work**

As Religious Education is approached through practical activities, it is not always appropriate to record every activity. According to the task, appropriate methods of recording will be selected. These may include:

1. words (oral/written)
2. pictures
3. symbols
4. painting
5. craft work

**6. Cross-Curricular Issues**

Whilst Religious Education is best approached in a subject-specific manner, our aim is to capitalise on opportunities presented in topic work and other areas of the curriculum.

In life experiences are inter-related. A cross-curricular approach in R.E. can reflect the world in which we live and allow pupils to explore religious concepts in a wide range of contexts.

Religious Education can contribute to the development of general skills such as communicating, observing, organising, studying, reasoning, questioning, co-operating, as well as linking with more specific skills in other subject areas, e.g. appreciating and interpreting religious art, communicating using English, chronology of church history, map skills in geography, studying the Holy Lands, singing/performing skills in music by celebrating and worshipping.

**7. Assessment**

The unique development of a pupil’s faith is beyond measurement, and therefore not easy to assess. The attainment levels in Religious Education refer to those elements of Religious Education which are capable of some degree of appraisal and assessment.

We are, therefore, not assessing a pupil’s personal faith.

All pupils will be assessed by the teacher in order to cater for the needs of the pupils and plan future work. Assessment will be used in order to inform the Headteacher, teachers, parents and governors of the pupils’ achievements.

Teacher assessment will include observation and discussion with pupils during written, practical, pictorial and craftwork.

**8. Recording Pupil’s Progress**

Pupils levels of attainment are recorded on the school tracking sheets for each topic and are linked directly to the outcomes that are stated within the ‘Come and See’ teacher’s guides.

**9. Staffing and Resources**

Each classroom is equipped with the “Come and See” RE Programme for Primary Schools (appropriate to the year group/s within the class) and a range of Bibles. Also each class has a reflection table. Other references including music and books for enrichment and reference are kept in the RE resources area.

The saints and feast days we celebrate are listed in Appendix 3.

The RE Coordinator is responsible for reviewing and updating resources. The RE Coordinator, together with the Headteacher, Deputy and outside agencies ( Director of education for Menevia.) will arrange and provide INSET for the staff of the school to meet the needs of the school (as set out in the School Plan) and individuals.

Staff regularly review the RE being taught and discuss approaches and strategies to implement the scheme of work. 10% of the timetable is allocated per week for Religious Education.

Parish based catechists prepare the pupils for the Sacraments of the Eucharist and Reconciliation. The programme is supported by the school through the delivery of the RE programme.

**10. Other Faiths**

All pupils learn about other world faiths as set out in the RE scheme and advised by the Diocese.

**11. Classroom Management**

A variety of grouping methods will be employed including whole class, group and individual, depending on the content and aims of the activity. The composition of groups in group work will vary (ability, mixed ability, friendship) according to demands of the activity and the teacher’s professional judgement.

The pupils will have access to a range of resources for both written and practical activities. The pupils will be responsible for the care, selection and organisation of these resources (appropriate to the age of pupils, resources being used and the activity).

**12. Evaluation**

Pupils’ work will be continually monitored. Teaching methods will be adapted when necessary to ensure the progress of an individual pupil or groups of pupils. Year group meetings, together with whole staff meetings, will be used to evaluate and review the policy and practice.

Our policy statement reflects current practice and thinking. It is dated and will be reviewed by the whole teaching staff and governors.

**13. Inclusion**

We aim to ensure that pupils attain their full potential regardless of race, gender or class. The materials we use reflect a multi-cultural society of women and men. Teachers ensure that no particular group or gender dominates the use of equipment or other aspects of teaching and learning situations.

**14. Special Needs, Gifted and Talented**

We recognise that pupils have different needs in their religious education learning and cater for that by planning a variety of approaches. Pupils’ progress is carefully monitored to ensure that suitably challenging work is given to individuals and groups. (see ALN Needs Policy).

**15. Worship**

All pupils take part in a daily act of (collective) worship. Each class worships together at the beginning and end of the morning and afternoon sessions.

This worship takes the form of specific prayers and may include thoughts for the day from the teacher and/or pupils and any other appropriate prayers as suitable for the times and seasons of the Church’s year.

The pupils learn prayers in a specific order.

Whole school worship takes place four times a week. These are led by teaching staff. Hymn practice led by the Expressive Arts lead is held fortnightly. Seren Yr Wythnos, celebration assembly gold leaf is led by the Head or Deputy each Friday. There is a rota for whole class assemblies that link to the Liturgical year. Parents are invited to attend all class assemblies.

Mass for the whole school is held either at school or at St Illtyd’s Parish at the beginning and end of each term and on Holy Days of Obligation. In the Summer Term Year 6 prepare and participate in a Leavers’ Mass, which is celebrated in the Church with parents, teaching staff and other staff who may wish to attend. Parents and parishioners are welcome.

In the month of May and October the pupils in KS2 say the Rosary in their class reflection time. The class teacher can choose a decade, pray and meditate it.

**16. Charity**

All teachers encourage Lenten Alms giving by providing a Mission Together box in their classrooms for the pupils to donate their own money. Boxes are also provided to all the children so that families can become involved in Lenten Alms giving. This can provide the means for each pupil to fulfil their Lenten duty to fast, pray and help others.

As a school we also support and take part in a range of Catholic charity and prayer event.

We celebrate “Harvest” by attending a special assembly during which the pupils donate their goodies of tins and dried foods for the local foodbank. .

Pupils also give their time during Advent to sing at local venues.

**17. RSE**

There is provision for RSE because our religious and moral beliefs, values and practices underpin and influence personal and social issues, and relationships. See RSE policy.

**18. Role and Responsibility of Governors**

Canon Law establishes that the Bishop of the Diocese of Menevia is responsible for all Church-led education within his Diocese. It is the special responsibility of the Foundation Governors to ensure that the Religious Education in St Illtyd’s School reflects the Menevia Diocesan Policy.

Extract from: The Instruments of Government of a Catholic School

*“The provision of Religious Education for pupils at the school which is required to be included in the school’s basic curriculum shall ... be under the control of the Governing Body and shall be in accordance with any provision of the Trust Deed relating to the school and the Rites, Practices and Doctrines of the Roman Catholic Church.”*

The organisation and implementation of the RE curriculum is entrusted to the Headteacher.