

St Boniface Federation



RE Policy 2024-2027

St Saviour's Catholic Primary School, Totland

St Mary's Catholic Primary School, Ryde

St Thomas of Canterbury Catholic Primary school, Carisbrooke

The policies of the Governors of the St Boniface Federation are intended to ensure that the children rejoice in their dignity as children of God and as a unique creation of God's love. The policies are written so as to support the most effective teaching and learning that we can provide. It is our intention that every aspect of school life will support this fundamental aim.

Signed on behalf of Governors: Alexandra Pettitt Chair of Governors Date: October 2024	To be reviewed by: October 2026
Revisions made	

Each of us is on a journey in faith. We are all on different points on the path. It is our responsibility to help every child in our care, regardless of ability, race, gender or background, to progress along this path, from their current understanding of themselves and the world in which they live, to an increased awareness of their role in society both within the community and the wider world. We do this within an ethos which respects individuals' faiths, beliefs and cultures.

1. PHILOSOPHY

Our Aims:

At the St Boniface Federation we aim:

- To help the children appreciate their special role and worth within God's creation and to enable them develop a personal relationship with God.
- To create a framework for learning about the Catholic Faith in which deeper exploration of our faith is possible, so that the children develop a positive attitude of enquiry towards religion.
- To enable the children to become familiar with religious language, symbols of worship and prayer.
- To help children develop a love and reverence of God through Christ, expressed in prayer and worship.
- To help them where possible take an active part in the sacraments of the Catholic Church and increase their understanding of the teaching rites of the Church.
- To develop an awareness of spiritual and moral issues in life experiences.
- To develop an understanding of and respect for religious traditions and beliefs.
- To develop an appreciation of cultural diversity.

To these ends, the Diocesan RE programme "God Matters" provides a whole school approach through cross-curricular themes appropriate to each year group and the Collective Worship Policy and timetable enhance and support this. The Catholic Curriculum Directory provides a clear explanation of the underlying theology and objectives. There is a new Catholic Directory that will be introduced by 2026.

2. CONTENT

The Religious Education Programme

Religious Education (RE) is at the heart of the curriculum and many other core foundation subjects relate to the topic.

Curriculum planning in Religious Education

We plan our RE curriculum in accordance with the agreed Diocesan scheme, "God Matters". The units studied in RE build upon prior learning. It offers opportunities for children of all abilities to develop their skills and knowledge in each unit, and it is ensured that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. The assessment and delivery of RE is being reviewed by the Diocese and the schools are following direction accordingly.

Curriculum planning in RE is based on the key questions as identified through the support material provided by the Diocese. Staff know that the learning intentions and follow up activities printed in red, may need priority teaching and recognise that this will be dependent on the knowledge and understanding of the children in their cohort. There are also elements of multi-faith that need to be taught with each unit.

3. TIME ALLOCATION

Religious Education is given 10% of lesson time (as recommended by the Bishops of England and Wales).

4. PRAYER

Prayer is an integral part of each day within the classroom. Children will be encouraged to pray together using the main prayers of the Catholic Church - The Our Father, Hail Mary and Glory be, as well as a lunchtime prayer and an end of the day prayer. There are also opportunities for pupils to say their own prayers. Periods of reflection are also given. Termly there are school / class masses or liturgies with the Parish Priests. Worships are held weekly in a variety of forms including whole School, Key stage and Class. The schools also visit the Parish churches for Mass.

School celebrations are also held where possible on holydays of obligation and pupils will be given instructions on the significance of these feasts.

Our Lady - During the months of May and October special attention is focused on Mary, as the mother of Jesus and as someone we can turn to in prayer "to exercise her maternal role on behalf of the members of Christ" (Catechism of the Catholic Church 975).

5. TEACHING AND LEARNING STYLE

The St Boniface Federation bases its teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. The teaching enables children to extend their own sense of values and promotes their spiritual growth and development. Children are encouraged to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

The teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of Christian traditions. The children share their own experiences at religious festivals such as Easter, Christmas, Lent, Advent Passover etc. The schools organise visits to the local churches and invite the parish priests to come into school and talk to the children.

Children carry out research into religious topics. Children discuss religious and moral issues using ICT and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in worships.

Teachers recognise the fact that all classes in the schools have children of widely differing abilities, and so provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses.
- setting tasks of increasing difficulty (not all children are expected to complete all tasks) •
grouping the children by ability in the room and setting different tasks for each ability group.
- providing resources of different complexity, adapted to the ability of the child.
- using classroom assistants to support the work of individuals or groups of children.

6. FOUNDATION STAGE

Religious Education is taught to all children in the schools, including those in the Reception classes. In the Reception class, RE is an integral part of the learning covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, the Religious Education aspects of the children's work are related to the objectives set out in the EYFS, which underpin the curriculum planning for children aged three to five.

7. CONTRIBUTION OF RELIGIOUS EDUCATION TO THE TEACHING OF OTHER SUBJECTS English

Religious Education contributes significantly to the teaching of English in the school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used have religious themes or content, which encourages discussion, and this is a way of promoting the skills of speaking and listening. The children are provided with opportunities to meet the English objectives through RE.

Information and communication technology (ICT)

ICT is used where appropriate in Religious Education. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE), SEAL and citizenship

Through Religious Education lessons, the children explore the values and moral beliefs that underpin individual choices of behaviour. So, for example, the children contribute to the discussion of topics such as smoking, drugs and health education. The Federation also promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, children are enabled to appreciate what it means to be positive members of a multicultural society.

Spiritual, moral, social and cultural development & Relationships Education

Through teaching Religious Education in school, the children are provided with opportunities for spiritual development. They consider and respond to questions concerning the meaning and purpose of life. They are supported to recognise the difference between right and wrong through the study of moral and ethical questions. Their social development is enhanced by enabling them to build a sense of identity in a multicultural society. The children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives. Each child follows planned Relationships education that meets the Department of Education requirements and is delivered through the Ten:Ten programme Life to the Full that is supported by the Catholic Diocese of Portsmouth.

8. ASSESSMENT AND RECORDING

The children's work is assessed in RE by making informal judgements as we observe them during lessons. Work is marked in accordance with the School's marking policy that focuses more on in lesson assessment and guidance than written comments. On completion of a unit of work, a summary judgement is made about the work of each pupil, using the descriptor levels, specific to each God Matters topic. Judgements are not made on Advent, Christmas, Holy Week & Easter.

There is now clear guidance from the Diocese about the way to use and record assessment for RE. The Federation uses the resources that the Diocese provide and are able to present a suggested outcome for each child at the end of the main units based on the statements within the Diocesan Assessment material.

Parents receive an annual written report on their child which includes a section on RE. There are termly parents' evenings/progress reports in which a pupil's progress is discussed.

Staff look at samples of work across the IOW Catholic Cluster and through Diocesan RE managers' meetings in order to have a fuller understanding of RE requirements and outcomes.

9. RESOURCES

There are sufficient resources in the school to be able to teach all the RE units. Resources are kept in individual classes. The shared area on the staff computers is also used to share good practise and resources. The Catholic Cluster continue to develop the teaching and resourcing of God Matters in cluster schools.

11. ROLES AND RESPONSIBILITIES

The class teacher is responsible for planning lessons using a variety of teaching approaches to suit the stages of the unit and the age and ability of the children. Each week 10% of curriculum time is dedicated to RE which covers work at the appropriate stage of the current unit. Lessons on other curriculum areas may extend and support this work.

The RE Leader is responsible for monitoring progress across the school, leading developmental work and providing or accessing support where appropriate. The RE Leader will also manage the annual budget for RE.

The RE Governor will monitor work in RE using the Diocesan self-evaluation document and the School Development Plan. Governors will be invited to join staff for certain events and training throughout the year.

The Parish Priests will be invited to visit the schools on a regular basis and lead both class and whole school worship on occasions. They will also support individual class work when requested.

12. LINKS WITH HOME AND PARISH

Baptised Catholic children, usually when they are in Year 3, are prepared for First Holy Communion in a Parish based programme. The unit on 'Sacraments', extends their understanding of the Eucharist and its relevance to their every day lives and in this way the school supports the programme.

Parents receive an annual written report on pupil's progress in Religious Education and may also receive a verbal report at the termly parent interviews. Parents are always invited to the class assemblies, class masses, school mass and other seasonal celebrations. The content of the RE learning is shared with families via usual channels of communication and is also available on the Schools' websites.

13. REVIEW

This policy will be reviewed every two years.

R.E. Manager: Mrs Steph Foster / Mrs Jo Cass / Mrs Rachel McCraith

R.E. Governor:

Parish Priest: Fr. Nishan/ Fr. Steven Restori