



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

POLICY FOR RELIGIOUS EDUCATION

This policy has been approved and adopted by
St Charles Borromeo Catholic Primary School

Next review – October 2025

St Charles Borromeo Mission Statement

We will **grow** in our Catholic faith by praying and worshipping together.

We will work hard so that we can **learn** and be the best that we can be.

We will **work** together in our families, school, and parish and with those both near and far to make our world a better place for us all.

We will **follow** the example of Jesus and his teachings in all that we say and do.

Policy for Religious Education

In keeping with our Mission Statement, we at St Charles Borromeo Catholic Primary School aim to provide a Religious Education (RE) that attends to the needs of every pupil. Within this environment we believe that:

“...Religious Education is not one subject amongst many but the foundation of the entire education process. The beliefs and values it communicates should inspire and unify every aspect of school life.” (*Bishops Conference of England and Wales 1988*)

“For the teacher does not write on inanimate material, but on the very spirits of human beings.” (*The Catholic School on the Threshold of the Third Millennium 1998*)

This policy should be read in conjunction with our PSHE statement, Prayer and Liturgy and RSE policies.

Our Mission Statement is central to the life of our school. All members of the school community are encouraged to think of ways in which they can strive to live out the Mission Statement in their everyday lives.

THE ROLE OF PARENTS IN RELIGIOUS EDUCATION

“The first educators in the faith are parents. It is they, above all others, who establish in their children the first sensitivity and responsiveness to the presence of God, to the practice of prayer and to the patterns of life in the community of faith, the parish. By their example in the home and, their participation in the Mass and the other sacraments, the foundations of a life-long faith and discipleship in their children are laid down.”

Statement from the Bishop’s Conference of England and Wales on Religious Education in Catholic Schools 2000.

It is, with this statement in mind that we recognise and acknowledge the importance of the partnership with the home and parish communities to which our children belong. As the General Director for Catechesis affirms: “This partnership between home and parish is enhanced by the role of the Catholic school in which the educational mission of the church finds a particular and important expression.”

AIMS

We aim:

- to lead children to a deeper knowledge and understanding of the Catholic faith, other religious traditions and the ways in which they seek to express the significance of human life,
- to challenge children to examine their own lives, to deepen their personal faith commitment and to respect that of others,
- to ensure that children acquire a deeper understanding of themselves, their relationships with others and with the natural world,
- to promote spiritual and moral development in all aspects of school life, since God is present in all things, thus enabling children to make sense of how God is active in our world,

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- to encourage the children to develop Catholic Christian attitudes and values,
- to help the children understand and value people whose customs and beliefs differ from their own,
- to support parents in the faith development of their children,
- to help the children to develop a range of skills including the ability to investigate, interpret, communicate, criticise, evaluate and socialise,
- to foster attitudes of wisdom, understanding, knowledge, right judgement, courage, reverence, awe and wonder,
- to deliver a curriculum that fosters excellence and enjoyment for all pupils.

OBJECTIVES

Within the context of our Mission Statement, Learning and Teaching, Special Educational Needs, PSHE, Assessment, Marking, Recording and Reporting, Equal Opportunities and Health and Safety Policies, the teaching of RE will give children the opportunity to:

- appreciate that God's love and presence are made real and celebrated in the seven sacraments of the Church,
- develop the appropriate skills and attitudes to promote an informed and full response to God's call in everyday life,
- reflect, discuss and question their thoughts, feelings, emotions and attitudes,
- study, investigate and reflect upon their learning,
- develop ways of expressing themselves through the various types of informal and formal prayers,
- familiarise themselves with the sacred books of the Old and New Testaments,
- take part in a variety of celebrations including non-Eucharistic liturgies, Masses and assemblies,
- come to know and understand the teachings and traditions of the Catholic Church.

THE ORGANISATION OF RELIGIOUS EDUCATION TEACHING

In EFYS, Year 1, 2, 5 and Year 6 we have introduced the new RED curriculum.

The curriculum structures

The model curriculum has six components that will be known as branches which might, in practice, map helpfully onto the six half-terms of the school year. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1). In this branch, pupils will encounter the God who creates and calls a people. They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Galilee to Jerusalem: ‘God’s only Son, who is at the Father’s side, has made him known’ (Jn 1:18). In this branch, pupils will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus

Desert to garden: ‘Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day’ (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church’s Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

To the ends of the Earth: ‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19). In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Dialogue and encounter: ‘For “In him we live and move and have our being”’ (Acts 17:28). In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

The sacramental life is taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

Ways of Knowing in Early Years

The Religious Education Curriculum is enriched by Ways of Knowing and throughout the curriculum children will experience, be taught through and learn by understanding, discerning and responding. Children will be enabled to SEE-JUDGE-ACT. Early Years children will use the same process by using age-appropriate language.

Ways of Knowing		
Understand	Discern	Respond
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

The new curriculum follows a Hear, Believe, Celebrate and Live lenses structure – see example below for EYFS:

Autumn Term		
<p><i>Identify, name or label something or someone previously seen, heard or encountered.</i> <i>Use the skills words to complete a variety of activities.</i> <i>recognise, talk about, label, name, match, sort, retell, sequence, recall.</i></p>		
	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise
Hear	<p>God made our beautiful world and everything in it.</p> <p>God made me.</p>	<p>Mary was going to have a baby. His name will be Jesus.</p> <p><i>Mary's Baby is based on Luke 1:26-31,38.</i> Jesus was born in Bethlehem. <i>Based on Luke 2:4-7</i> Shepherds hurried to see Mary and Joseph and baby Jesus. <i>Based on Luke 2:8-20</i></p>
	<p>The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen"</p> <p>God created the world and said, "Indeed it is very good" (Genesis 1:31) LS 84 – the whole of creation shows God love for us.</p>	<p>The Annunciation <i>Luke 1:26-31, 38</i> The Nativity <i>Luke 2: 4-7</i> The Shepherds visit the manger <i>Luke 2:8-20</i></p>
Believe	<p>God made me. God loves me. God loves everyone. God made the wonderful world.</p>	<p>Mary had a baby called Jesus</p>
	<p><u>God is love</u> God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family- CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And, God tells us we must take good care of them. It is an important job! Stewardship</p>	<p>Mary was chosen by God to give birth to his son Jesus was born in a stable and laid in a manger Shepherds were told by angels to visit him</p>
Celebrate	<p>The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" Give thanks for God's Wonderful World</p>	<p>Advent Wreath. The tradition of the crib Nativity celebration</p>
	<p><u>Celebrate God's beautiful world</u> The words and actions of the Sign of the Cross. ...We enter God's family <u>the Church</u> through Baptism</p>	<p>The tradition of the crib to tell the story of Jesus' birth</p>
Live	<p>Look after me. Look after God's world.</p>	<p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all</p>
	<p>Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person</p>	<p><u>Various cultures</u> celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. The Dignity and Rights of Workers</p>

In Year 6, the new curriculum also follows a Hear, Believe, Celebrate and Live lenses structure – see example below for Branch 1 Creation and Covenant:

CCC Links	Knowledge lens content
<p>Fall CCC 390</p> <p>John's prologue CCC 240-241, 460-461</p> <p>Creed YC 26, 29 CCC 185-188, 192-197</p> <p>Stewardship YC 436 CCC 2415</p> <p>Original sin YCFK 22</p> <p>YC 68-69</p> <p>CCC 388-389, 396-412, 402-404</p> <p>Jesus YC 76 CCC 456-460</p> <p>Faith & science YC 23 CCC 159, YC 42 CCC 282-289</p> <p>Baptism YC 194 -195, 197 CCC 1213 -1216, 1229-1245, 1250, 1276 -1278, 1282</p> <p>CCC 9852</p>	<p>Hear</p> <p>By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19) • Jn 1:1-5, 16-18 • The Nicene Creed • Laudato Si' 66-67 <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The literary forms employed in the Genesis account. • The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159). <p>Believe</p> <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCFK 22) • In Jesus, God restored humanity's relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. <p>Celebrate</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The symbols in the Sacrament of Baptism that point to a Christian's new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. <p>Live</p> <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69).

Come and See Curriculum

Years 3 and 4, still follow "Come and See," the Catholic scheme for primary schools, in line with Diocesan guidance and The Curriculum Directory. Teaching in RE is based upon the four Constitutions of the Second Vatican Council.

REVELATION – God speaks – finding meaning in life.

CHURCH – Christ the light of the nations – Community of Faith

CHRISTIAN LIVING – Joy and hope – Way of Life

SACRAMENTS – Liturgy: Celebration – Celebration in symbol and ritual

THE THEMES

Come and See is developed through three themes based upon the above documents of the Second Vatican Council, which are gradually explored each time at greater depth. They are Church, Sacrament and Christian Living. The basic question – belief for each season time is explored through three kinds of themes:

- Community of Faith – Church
- Celebration of Ritual – Sacraments
- Way of Life – Christian Living

Each of the themes occurs in each season time and each theme gradually builds on the understanding of the previous theme. The themes for each season are as follows:

AUTUMN

The three autumn themes are developed in the light of an understanding of Creation.

Family - Domestic Church focuses on life as a gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.

Belonging – Baptism/Confirmation focuses on the call to belong. Baptism and Confirmation, sacraments of the gift of God's life and friendship.

Loving – Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born to Mary, born as one of us.

SPRING

The three spring themes are developed in the light of an understanding of Incarnation.

Community - Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.

Relating – Eucharist focuses on the invitation to know Jesus, to live in communion with him and one another.

Giving - Lent/Easter focuses on Jesus' loving self-giving. On the cross, the Father's love that raises him to new life and the challenge of Christians to follow Jesus' example of self-giving.

SUMMER

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

Serving - Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.

Inter-Relating – Reconciliation focuses on love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.

World – Universal Church focuses on the same love revealed in the diversity of the world and its people, and the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

Catholic Social Teaching

At St Charles Borromeo we believe it is our mission to love God, to love each other and the world – our common home. Catholic Social Teaching (CST) provides the principles which helps us to do this. It is about how we can live our lives and put our faith into action.

Catholic Social Teaching is based on the belief that God has a plan for creation, a plan to build His kingdom of peace, love and justice. At St Charles Borromeo, we recognise that God has a special plan for every one of us, whoever we

are. That plan involves every aspect of our lives, from the things we pray about, to how we live as a responsible global citizen. Our part in this story is a vocation for the common good, a call to treat everyone as our brothers and sisters.

Catholic Social Teaching underpins the essence of our daily school life. As members of the Catholic Church, we are all called upon to preserve the dignity of all human beings, to care for creation, and to reach out to our sisters and brothers in need. Pope Francis emphasises that it is our duty to work together to bring about a more just and peaceful world: to put love into action.

CST comprises seven key principles that help to guide Catholics in their mission to walk in the footsteps of Christ and to share the good news of his Gospel with all those that they encounter.

These principles are intrinsic to how we live our lives as a Catholic community. We share these principles with our children through all that we do, through the curriculum, prayer and liturgy, fundraising activities, through our ordinary actions in school and in service of others in our community.

At St Charles Borromeo, we strive to put CST at the heart of all we do. The principles are displayed in every classroom and in the school hall where we gather together as a school family. CST is referred to in prayer and liturgy, which makes the worship relevant to our lives today. CST is incorporated into RE lessons, where relevant, and links are made with the actions of the saints, people from the Bible and people today.

As a school we use CAFOD's resources to support our children in recognising how to become the best global citizens that they can be. The animal mascots are used with Nursery, Reception, KS1 and Lower KS2. The keys are introduced in the resources for Upper Key Stage 2 – see below. Children from all year groups take part in workshops led by CAFOD which have helped to enrich their understanding of these principles.

COMMUNITY OF FAITH - CHURCH

The children will be encouraged to:

- understand that we are all made in the likeness of God and are called to be members of the community of the Church,
- understand the roles of the people of the Church, past and present and that to be a member of the Church is to follow the example of Jesus Christ,
- reflect upon the benefits and responsibilities of belonging to a community by becoming active members within it,
- explore the relationships between the Catholic Church and other denominations and faiths.

Our links with the community include:

- prayer in the Stations of the Resurrection Garden
- work in the parish with St Vincent de Paul,
- inviting elderly members of the parish and local community to join us for various liturgical and non-liturgical celebrations,
- supporting various charities, including the parish charities,
- joining with the parish for various celebrations during the liturgical year,
- Sixth Form pupils from St George's College supporting children in their 'Come and See' work as part of their catechetical programme,
- supporting the Parish Catechists in the preparing children for their First Holy Communion,
- sharing our Christian message through song at a range of venues in the parish local community.

The priest within the parish regularly supports the RE Lead and Prayer and Liturgy Lead in developing the religious life of the school, through advice and providing staff CPD. In addition to this, he is available to help staff and children with

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the principles of different topics within the curriculum. On occasion, visiting seminarians spend time in the school working with staff and children during RE lessons and prayer and liturgy.

CELEBRATION OF RITUAL - SACRAMENTS

We will help the children to explore the meaning of celebration in the following ways:

- Preparing and participating in the Mass. This will take the form of Masses at the beginning and end of term and on holy days of obligation. Masses may also be organised to celebrate special occasions.
- Every class leads a school Mass each year.
- Prayer is an integral part of everyday school life. The children are given the opportunity to pray formally and informally and to experience personal and communal prayer at various times of the day. Daily prayers are said and special times of prayer take place in the classroom twice weekly. Each Key Stage also has a gathering for prayer once a week, led by a member of the phase staff. Twice a week the whole school comes together for the Celebration of the Word led by the Prayer and Liturgy Lead, Headteacher or members of the SLT. Participation by the children is encouraged in different times of collective prayer.
- Years 4 to 6 will lead a service for the school as part of the Sacrament of Reconciliation.
- As part of the Celebration of the Word on Wednesdays, we learn music and songs that will be used in prayer and liturgy.
- The children will learn certain prayers from memory and be introduced to other prayers which they will use for different occasions. There are also opportunities provided for spontaneous prayer in acts of prayer. The children can also write intentions and put them onto the prayer tree in the corridor.
- Through the Dialogue and Encounter branch of the RED and the faith week topics in “Come and See” the children will develop an understanding of the ways in which other people worship and pray.

WAY OF LIFE – CHRISTIAN LIVING

The children will be encouraged to:

- see Jesus as the model of the Christian way of life,
- form moral judgements based on the values which Christ expressed in His life and teaching,
- understand the traditions and values of other world faiths,
- examine core values and their impact upon themselves and the whole community.

TEACHING AND LEARNING

One of the main purposes of classroom RE is to draw pupils into a systematic study of the teaching of the Church and the saving mystery of Christ, which the Church proclaims. The following strategies and aims underpin the delivery of religious education in our school.

- In our school, RE will be taught discretely and developmentally. It will include the deepening of knowledge and understanding of key theological ideas and their applications to life. It is the policy of this school to give 10% of the timetable to the teaching of RE in accordance with Diocesan guidance.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

At St Charles Borromeo we believe in providing the children with rich and varied learning opportunities. Teachers are encouraged to be as creative as possible in their lesson planning and to employ a range of teaching styles including:

- whole class discussion and teaching
- group discussion and feedback
- differentiated activities according to ability
- children are given the opportunity to choose how they respond to the learning
- partner work
- individual research and study
- Staff are also encouraged, where appropriate, to conduct lessons in the church. This would be particularly relevant when teaching about the sacraments and the order of the Mass but may support other aspects of the RE curriculum.
- Drama/role play

Homework

R.E. homework is set where appropriate and is linked to the R.E. being taught in the classroom or to special feast days and events in the Liturgical Year.

MULTIFAITH PROGRAMME

As part of the 'Come and See' programme, two weeks are set aside for the study of other faiths, one in the autumn term and one in the summer term. Judaism, the root of our faith is studied every year along with one other world faith. The other faiths studied are: Islam, Hinduism and Sikhism. They are studied in a rolling three year cycle. In the new curriculum, the Dialogue and Encounter branch will allow the children to develop their understanding of those of other faiths and those who do not hold a faith.

During our Faith Weeks, pupils are given the opportunity to explore aspects of these faiths through practical activities and, wherever possible, from input by representatives of other faiths as well as trips to their place of worship.

PRAYER AND LITURGY

Prayer and liturgy are a central and ever living part of our school day. Through prayer, we seek to deepen the children's relationship with God in a way that is relevant and meaningful to them. We feel that at every stage the children in our care should be encouraged to spontaneously express their joy, wonder, awe, concern, thanks, sorrow, sadness, anger, fear and disappointment through prayer (see Prayer and Liturgy policy).

Prayer forms an essential part of all acts of liturgy. Each class has their own prayer table which is a focus for the children's prayer. More formal prayers are shared too, such as morning and evening prayers, grace before and after meals. Children are also encouraged to compose their own prayers. There is a crucifix in every classroom.

Our parish priest comes into school to support the prayer life of the school and is available to lead the staff and children in prayer. He also leads us in our Eucharistic and Reconciliation liturgies throughout the year.

Staff and Governors pray together before every meeting.

SPIRITUAL AND MORAL DEVELOPMENT

At St Charles Borromeo, we believe that spiritual development relates to that aspect of inner life through which the children acquire insights into their personal existence. It is the experience of love, of goodness and beauty. It is a sense of being taken out of oneself; the sense of wonder, of questioning, of awe, or simply the instinct that there must be more to life than this. We believe that enhancing spiritual development helps children to create increasingly coherent narratives about themselves. Through spiritual development, the children are encouraged to grow in self-awareness and in awareness of their responses to experience, seen especially in the light of faith.

At St Charles we aim to provide a safe environment in which our children feel confident to open themselves to the truth of their own experience and feelings. We encourage children in their spiritual development by encouraging a

questioning and searching attitude about the self which will include “Who am I?” “Where do I fit in?” and “How do I relate to others?”

Staff are also encouraged to develop their awareness of their own spiritual journey and that, like the children, they can experience the excitement of discoveries and should be prepared to risk sharing their experiences with the children.

Moral education at St Charles is promoted through the R.E. curriculum, PSHE and all other subject areas. It is promoted in interpersonal relationships, enlivened by the whole school Catholic ethos and is concerned with personal decision making on the basis of what is right and wrong.

Spiritual and moral development is promoted in all aspects of school life, since God is present in all things: curriculum subjects, extra-curricular activities, interpersonal relationships, prayer and liturgy – each are avenues into understanding and experiencing God, thus enabling pupils to make sense of how God is active in our world. Therefore, every member of staff in our school has a role to play. All share in the nurturing of the whole person and by their witness to Christian values, help create the ethos in which all can grow, spiritually and morally, and be formed in the likeness of Christ.

Children’s spiritual growth is aided by opportunities for religious experiences, meditation and reflection; prayer and liturgy allows pupils to explore and share beliefs, appreciate the discipline of silence and prayer, raise and address moral, personal, social, national and international concern (see policy for Prayer and Liturgy).

RESOURCES

Each teacher has access to the relevant resources from the “Come and See” to inform their planning. The resources for the new RED curriculum are provided by our Diocese.

Children at both Key Stages have access to Bibles in their classroom. Other resources are stored centrally in the staffroom.

SPECIAL EDUCATIONAL NEEDS

A wide variety of strategies are used by teachers in order for each child to participate in the learning of RE, appropriate to their specific need. These are outlined in our Special Educational Needs Policy.

MARKING, ASSESSMENT AND RECORDING

Each class teacher is responsible for the marking of work. Marking is carried out in accordance with the school guidelines (see Assessment, Marking and Recording Policy).

Assessment is carried out in line with Diocesan guidance and this can take the form of observations by teachers and self/peer assessment by students. One topic per term is formally assessed for Come and See and moderated within school. The new assessment standards are used to moderate learning on a termly basis and this is used to inform assessments for all children. For those classes using the new RED curriculum, the assessment is in line with the guidance for each objective. External moderation of these assessed topics also takes place at the Xavier Trust R.E. Lead meetings and also through shared moderation in year groups within the Trust. The standards will be recorded using Arbor in line with school practise. This will allow the progress of each child to be tracked and for comparisons to be made with the pupil’s performance in writing.

Careful consideration is given to children’s verbal responses, particularly in class and group discussions, their willingness to contribute ideas and relevant material and the quality of their written work when retelling and interpreting stories. Parents are informed on a termly basis of topics to be covered and comments from parents and pupils are encouraged.

In EYFS, the staff also use Tapestry to record observations.

REPORTING TO PARENTS

An induction evening, in the summer term for Reception and Nursery and early in the Autumn term for Key Stages 1 and 2, provides parents with an outline of the R.E. curriculum and how parents can be involved. A termly curriculum overview is accessible to parents on the school, providing them with information about the topics for that term and any other relevant information.

There are parent evenings in the Autumn and Spring terms when parents have the opportunity to discuss their child's progress and parents are also invited into school see their child's work. A report is sent home during the summer term which informs parents of their child's attainment.

MONITORING

The subject lead is also responsible for carrying out a range of monitoring activities such as lesson observations and pupil interviews.

The Senior Leadership Team/ RE Lead regularly take samples of children's work. General feedback and examples of good practice are given at staff meetings. Individual feedback is also given if appropriate.

POLICY MONITORING AND REVIEW

This policy is monitored by the RE Lead together with the RE Governor and is evaluated and reviewed by governors every year.

Any additional policies referred to can be viewed/downloaded from the school website (www.stcharlesb.surrey.sch.uk). All policies should be read in conjunction with central policies of Xavier CET which can be viewed/downloaded from xaviercet.org.uk