RELIGIOUS EDUCATION

'The Core of the Core Curriculum'

Family-Friendship-Faith

"I am the Way, the Truth and the Life." (John 14:6)

Religious Education

A whole school approach to Religious Education

Whole School

Gospel Value selected by Pupil Prayer Leaders each half term (excluding the Christmas Card display and perhaps the science display for Science Week). Love, Justice, Courage, Faith, Forgiveness and Community (not always in that order!). A Gospel Value focus display is on the ground floor.

Planning and teaching

At Our Lady of Victories, Religious Education is taught weekly for **10% of the curriculum time**. Teachers use the medium term plans (in line with the Religious Education Curriculum Directory) to inform their planning. These are saved on both Google and P Drives.

Teaching Time Allocations:

FYS and Key Stage 1: 2 hours 15 minutes
Key Stage 2: 2 hours 30 minutes

This time does not include Prayer and Liturgy, Collective Worship, hymn/choir practice, assemblies etc. It is distributed appropriately across the timetable to ensure that quality time is given for effective teaching and learning throughout the week.

Other faiths allocation of teaching time is 5 hours throughout the year where the children explore at least 4-5 other faiths through a **'Big Question,'**to develop their critical thinking skills and self-enquiry(click)

A 'Big Question,' encourages all children to have an opportunity to develop their critical thinking skills, to respond spiritually, to ask questions and to consider aspects of equality, diversity and inclusion as part our *Steps IN Faith Reflection (*see below).

The 'Big Question' is designed to encourage children to make links between and within concepts; to use and apply their skills to connect new learning with existing knowledge, so that they remember and retain more.

For Religious Education, we use 'The Way, the Truth and the Life' scheme of work, which includes detailed theological preparation for teachers for each of the topics taught. The scheme is based on the Catechism of the Catholic Church and it covers requirements of the Religious Education Curriculum Directory. We supplement this scheme with 'Come and See,' which supports teachers' questioning, assessment and planning.

Planning documents on g/drive: RE PLANNING CL 2023.docx

A typical unit of work lasts seven weeks and incorporates the following:

- can sometimes start with a prayer
- a starting point eg., prerequisite learning, big question, artefact, picture, video clip etc
- a discussion, debate or an explanation
- the main activity can be drama, discussion, physical RE artefacts/objects, art, video etc
- Steps IN Faith Reflection (for a deeper learning opportunity)
- Plenary and/or sometimes a prayer

The planning cycle is progressive for the children 'to do more and remember more,' eg., Steps IN Faith Reflection is a metacognition strategy. And where possible, teachers strive to include outdoor learning, practical activities, drama, visits and to use the local area.

Key Stage Two pupils are given opportunities to make thought provoking faith-based trips such as a trip to Wintershall for the wonderful re-enactments of 'The Life of Christ' or to take part in Diocesan Schools' Masses at St. George's Cathedral and Faith Trail in Wandsworth.

KS1 children make an annual trip to the Living Nativity.

We encourage children to take an active role in our wider community by raising funds for national and local charities, as well as responding to natural disasters overseas. They participate (and sometimes organise) sponsored activities, talent shows and non-uniform days.

Steps IN Faith Reflection

Steps IN Faith is a developed concept implemented (November 2023) for Our Lady of Victories (OLV). It brings together the principles of Catholic Social Teaching (the CAFOD characters), Equality, Diversity and Inclusion (EDI), and UNICEF. Steps IN Faith also encourages and grows the children's spiritual awareness through their reflections to ponder on how Jesus's teachings have touched their lives, impacted a change in their thinking, learning and daily experiences.

What does this look like and what value does this add to our children's learning?

The children are given opportunities to reflect through the Equality, Diversity and Inclusion principles and the four spiritual knowledges lenses of the [1] Religious Education Curriculum Directory (RECD, 2023):

'...to hear, believe, celebrate and live…(as we) reflect the language of the Catechism and the mystery of faith…'(CCC 2558).

Steps IN Faith Reflections encourages the children to articulate their learning and to understand the wider world of 21st Century citizens. To step out confidently in their faith, make cultural links and respect the beliefs of others (Equality Act 2010, inclusion and diversity).

How often the children need to write a 'Steps IN Faith Reflection'? ***Ideally at the end of each lesson***, it is a reflection of their thoughts (like a journal), but if you are teaching the same concept split over 2 lessons for instance, then write during the second phase-lesson. You will know as you develop your children's understanding and give them the key vocabulary to articulate their thoughts and growth. This type of self-reflective learning is a metacognitive tool, where the children are able to plan, evaluate and make changes to their ideas as they develop.

This forms part of our informative assessment, because you will be able to see the depth of their learning and thinking:

Luke 5:4 'And when he had finished speaking, he said to Simon,
*"**Put out into the deep** and let down your nets for a catch."*

Assessment

Regular and on-going assessment through:

- marking of children's work to affirm, celebrate and to encourage learning and understand of the 'driver words' and key vocabulary (tier 3)
- WALT achieved stamp, or a tick, verbal feedback and adult assisted stamps.
- 'Steps IN Faith Reflection,' at the end of each lesson for all children to have an opportunity for synthesis of their learning and greater depth thinking.
- EYFS and KS1 verbal feedback will mainly be used
- An extension question or feedback comment should be written in the children's exercise books **once a half term** which forms part of the **teacher's on-going assessment.**
- RE Moderation is in line with the Diocesan's 'End of Year Descriptors' and The Religious Education Curriculum Directory (RECD, 2023)
- The Diocese RE Leaders' Moderation meeting use one of the curriculum branches as an assessment focus (twice a year)
- RE Moderation in-house follows the same protocols (as above) where the teachers and the RE Leader moderate together from samples of children's work at all levels of attainment - working towards, working at, or working beyond
- Children's attainment and progress is recorded and monitored on our Target Tracker system

*The Red Directory has **six curriculum branches** (6 half terms) in the programmes of study and expected outcomes - 'To know you more clearly,' (p.20), which are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the Earth, and dialogue and encounter.

- Assessment resources: The Way, The Truth and The Life Teacher's book and exemplifications of standards, and Diocese's assessment criteria.
- All teachers are using Target Tracker in order for us to monitor the children's progress.
- Reporting to parents takes place in the end of year written report and during Parents' Consultation Evenings in the autumn and the spring terms.

- Pupils have self-assessment opportunities ie., discuss what makes good learning and share their reasoning and understanding through, for example, making a mind map or a thinking map, using 'post it' notes and writing down or saying what they have learnt that is likely to help them throughout their lives.

Talking about learning

In Religious Education lessons, the children explore important questions in order to deepen their understanding of **who** Jesus is, **what** they believe about Him and His Church and **why** they believe it. The children are provided with lots of opportunities to pause and discuss different themes during their RE lessons.

It is hoped that each day, the children will draw closer to Jesus, who loves us and sends us his peace.

Book and Pupil Work

- All book work is produced to the highest standard.
- All handwriting is formed correctly, legibly and neatly.
- Worksheets are used as a last resort as the pupils are able to set their work out neatly.
- Each piece of work has a title, date and WALT and is marked by the pupil or teacher.
- A title page is used at the beginning of each new topic with key vocabulary (widget for adapted/differentiated learning)

In some cases, pupil work may be represented by a photograph or a brief review of a practical activity that took place.

Lessons – I do, we do, you do

All lessons start with a prayer for guidance, awe and wonder in learning, revisit aspects of prior learning experiences before the new learning. Then the main activities (ie.,discussion, drama, art, songs, quiz, research etc) and a plenary. All lessons are adapted for different learners and multi-sensory where possible. Learning activities are planned to deepen the children's understanding and long term memory where they are encouraged to work collaboratively as well as independently.

The key learning objective (or split objectives) ensures that teaching is well matched to pupils' stage of learning and to extend their learning experiences. All learners throughout the lesson are given the opportunity through teacher questioning to deepen their 'knowledge lenses,' and challenge their thinking for synthesis and analytical thinking.

Visual resources, (ie.,scriptural art), Bibles, The Way, The Truth and The Life, PowerPoints, videos and other materials, including iPads, are used for children to carry out research and to complete their work.

Sometimes, the classroom is silent and at other times it is buzzing with talk for learning and peer activities. Lessons are engaging and have a 'pace' to them.

No pupils are left behind, nor are pupils limited by scaffolding or modelling of work. No pupils copy out work written by staff. At times, staff may scribe for pupils who have difficulty recording their learning and laptops/iPads may be used for children to type/complete their work.

Pupils work respectfully with each other and seek assistance from staff when needed. Staff are skilled in questioning in order for pupils to problem solve and explore their work resiliently.

Marking

In Religious Education, the following are used to mark the children's work:

- WALT achieved stamp or just a tick, verbal feedback and adult assisted stamps.
- A question or feedback comment should be written in the children's exercise books at least once a half term.
- For EYFS and KS1, constructive, verbal feedback will be used and teachers can write comments, use stamps or stickers.

Support Staff

Prior to RE lessons, teachers and support staff are encouraged to read the theological notes in the Teacher's Book for The Way, The Truth and The Life scheme of work. Support staff gather necessary resources e.g. sets of Bibles. During lessons, support staff support the working below or exceeding group or those children with SEND.

If support is not required, support staff are deployed to other year groups under the guidance of the SENDCo in order to share expertise, meet school development objectives and have the most impact on pupil learning and progress across the school.

Displays

- Displays for Religious Education and the Gospel Values are changed every term.
- KS2 pupils can use handwriting pens to publish display work.
- Each classroom has a religious focal point or prayer area, in order to assist children's daily formal prayer and to display their own informal prayers.

- R.E. displays around the school, which support the current R.E topics and reflect the Liturgical year and the current Gospel Value.
- Outdoor Prayer area (garden) devoted to Our Lady, as well as mosaic Stations of the Cross and pictures of our six Gospel Values in the school grounds.
- All work on display must be neatly presented and accurate with the fundamentals/commensurate to English book standards/expectations – grammar, spelling, capital letters and all work is mounted and named.

Displays have titles, engaging questions and may have a short explanation of how the piece of work was completed. All staff are responsible for ensuring that displays are neat and tidy.

SEN

Provision is in place for all SEN pupils by support staff and teachers. SEN Support Records are completed termly and shared with pupils and parents/guardians. Children's and parents'/guardians' views are very important and are included on every SEN Support Record. Children's targets are reviewed and updated every term.

Staff work closely with the SENDCo to inform provision and short term attainable targets are in place.

Religious Education lessons provide all children with opportunities to take part fully and to develop at their own pace. Appropriate tasks should be set for children of different academic abilities. Additional adult support may also be needed for individual children. Religious Education lessons are an area where all children, respective of their academic ability, can play a full part.

Behaviour and Attitudes

Pupils behave respectfully and share their learning space well. Staff keep all areas of the classroom tidy and clutter-free.

Staff follow the 3 step warning system, but always aim to redirect and praise pupils for excellent behaviour and attitudes. Pupils know why and how they learn and are able to articulate this verbally and in the written form.
Lessons are fun and engaging and promote respect and a love of learning.

Resources

For Religious Education, these are kept in classrooms and in the Crib room

Monitoring

For Religious Education, monitoring takes place every term by the subject leader and feedback is given to SLT, staff, Governors and the children.
Religious Education monitoring is inclusive of book looks, walk-throughs, pupil, staff and parent surveys, lesson observations and analysis of data, which takes place at the end of every term.

Competitions

We encourage both in-school competitions organised by School Council (children) eg., Handwriting, Prayers, art work and national competitions where applicable.

How parents and guardians can get involved.

Parents, guardians and governors are invited to attend Holy Days of Obligation and Class Masses at St. Simon's Church (every half term) and special assemblies. All events are advertised on the weekly, school newsletter and on the school website. Parents and guardians are encouraged to take their children to Mass every week and to support them when preparing for the Sacrament of Reconciliation and the Sacrament of Eucharist. The school has a tradition of fostering relationships with the local community by visiting local homes for the elderly, where the children sing Christmas hymns and carols. Local, elderly residents are also invited to attend Christmas celebrations in school.

Each half term, the subject leader produces an RE newsletter for each year group. This includes information for parents/carers and children on the topic to be studied. RE newsletters are available on the school website at the end of each half term so that the parents can see them in advance of the following half term. This gives parents/carers the chance to work with their children by taking part in the listed 'At Home' activities together.

Subject CPD and Networking

The Religious Education Coordinator attends Catholic Cluster and Diocesan RE Coordinators' meetings and events. The Coordinator and staff also attend courses about Religious Education and Catholic Life, run by the Education Commission.

The Parish Priest of Our Lady of Pity and St Simon Stock works closely with the school, visiting classes, helping with assemblies and liturgies, delivering INSET, making regular visits to the school before and after the school day to meet with staff, parents and governors. The school works with the Parish Priest to prepare Year 3 children for the Sacrament of Reconciliation and First Holy Communion.