

# Christ the King Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust (CMAT)



## Policy on Religious Education

*'Faith can move mountains'*

*Matthew 17: 20*

The principles underpinning the spiritual development of our children are based on the Gospel Values of justice, compassion, forgiveness and reconciliation. Children learn to appreciate the love of God in their everyday lives and in the world about them.

The life of the school is underpinned by the school's Mission Statement, which is displayed in every classroom and is celebrated every week in our 'CTK Missionaries Assembly', and is explored more deeply on 'Mission Day'. All school policies begin with carefully chosen Scripture extracts to ensure school life is driven and shaped by these values and the Catholic ethos.

The School Mission statement is;

*'Christ the King welcomes everyone in our community as we share the joys of our Faith. We worship, learn and play together in the love of Jesus, helping one another to develop the talents given to us by God.'*

The intent of this policy for Religious Education is to guide school practice to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development and moral development.

### 1 Rationale

1.1 Every Catholic school in the Diocese of Nottingham is required to teach, develop and resource Religious Education with the same commitment as any other core subject;

*'The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'*  
*Religious Education Curriculum directory for Catholic Schools (CES 2012)*

### 2 Our aims and objectives

2.1 At Christ the King, we aim to nurture every aspect of Catholic Life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation
- A celebrating community, which uses prayer, assemblies, festivals, liturgies, positive discipline and worship
- A sense of belonging to and participating in a community
- A real understanding and practise of the Catholic Faith

- Opportunities to develop understanding, respect and appreciation of other faiths
- Familiarity with religious language, symbols, signs and gestures of worship and prayer
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional and physiological growth.

### 3 The Religious Education Curriculum

3.1 Religious Education is a core subject which is central to the Catholic life of the school, based on the expectations and aims outlined in the Religious Education Curriculum Directory for Catholic Schools (CES 2012).

*“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 a Catholic school.”*

*Catholic Bishops ‘Conference of England and Wales (May 2000)*

### 4 The ‘Come and See’ Programme and the Religious Education Directory (R.E.D.)

4.1 This programme of study forms the basis of our scheme of work and teaching. It is developed through three themes; the Church, the Sacraments and Christian Living. Each theme occurs once in every term and gradually builds on the understandings of the previous theme. Each theme is explored through different topics across the year groups.

4.2 During the Advent Term, a week is set aside to learn more about Judaism, which is another Abrahamic faith, and during the Pentecost Term, a further week is set aside to learn about another world faith, such as Islam, Hinduism, Sikhism and Buddhism.

4.3 In addition to the timetabled RE sessions and daily collective worship, Christ the King celebrates holy days, special feast days, key stage assemblies, class assemblies, hymn practice, liturgies, Adoration, class Masses and whole school Masses.

4.4. A new Religious Education Directory (R.E.D.) is currently under review from the Catholic Education Service and is scheduled to be fully implemented in schools by September 2025. Christ the King have adhered to diocesan advice to use the academic year of 2022-23 as a planning year and to use the academic year of 2023-24 as a trial year before beginning a two-year implementation and review phase. The RE lead, supported by the Headteacher, will decide during these years which year groups to initially trial the new R.E.D. and will conduct regular reviews, which will feedback to the diocesan working party, with the view of having the R.E.D fully mapped ready for whole-school roll-out by September 2025. As of September 2023, EYFS are the only year group taking part in the trial units at Christ the King, with a view to expand this trial later in the academic year.

### 5 The Structure of Religious Education Teaching

5.1 This is delivered through a process recognised in the Catechism of the Catholic Church:

- By exploring their life experience to discover value and significance: **EXPLORE** (approx. 1 week)
- By hearing, understanding and reflecting on the Christian message: **REVEAL** (approx. 2 weeks)
- By bringing it to mind, by celebrating and applying it: **RESPOND** (approx. 1 week)

## **6 Planning**

6.1 We carry out the curriculum planning in RE in two phases; long-term and short-term. The long-term planning maps the RE topics studied in each term by each year group. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group, using the Come and See primary map. Class teachers write short-term topic plans using the template provided in addition to planning guidance from the RE Advisor at Nottingham Diocese Education Service. Class teachers are provided with planning sessions with the RE subject leader, and plans are reviewed termly by the Senior Leadership Team. Planning must outline specific learning objectives and expected outcomes linked to the 'driver words' suitable for each year group (*Nottingham Diocese Education Service End of Year Expectations Document, 2019*). Planning is tailored to the specific needs of the children so that the learning is accessible and engaging.

## **7 Time allocation**

7.1 The time allocation for Religious Education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (*May, 2000*). Therefore, children in EYFS and KS1 will receive two hours of RE per week and children in KS2 will receive two and a half hours per week. In addition to this, children in KS1 and KS2 will receive one piece of RE homework per topic. This allocated curriculum time does not include forms of collective worship as outlined above.

## **8 Early Years Foundation Stage**

8.1 In Reception classes, RE is an integral part of the topic work covered during the year. We relate the RE aspects of the children's work to the objectives set out in the EYFS curriculum planning for children aged three to five. RE is included in 'Understanding the World' and 'Personal, Social and Emotional Development' areas of learning. Children complete a baseline assessment in recognising religious words, actions and objects at the beginning of EYFS and at the end. This information is submitted to the Diocese.

## **9 Assessment**

9.1 Christ the King use the Nottingham Diocese Education Service End of Year Expectations Document (*July, 2019*) to assess children according to their year group expectations. Children are assessed against the 'driver words' applicable to their year group and are assessed in three strands; learning about religion, learning from religion, and forming an opinion about religion. Pupil progress is judged through observations, discussions and extended pieces of recorded work, which is internally and externally moderated to substantiate judgements. The Education Service also set assessment tasks once per term to aid moderation.

9.2 Each class teacher identifies three children to focus on throughout the year and tracks their progress. These selected children represent attainment groups within the context of the class, with some children being monitored individually. Class trackers are reviewed half-termly by the RE subject lead during planning and book scrutinies, and are used to inform termly pupil progress meetings with the Head Teacher.

9.3 Each year group team collates evidence against the standards throughout the year in a Year Group Assessment Portfolio. This portfolio will be compiled of assessment tasks and extended pieces of writing that have been moderated and a judgement agreed upon. The aim of this portfolio is to exemplify RE standards for each year group for tracking purposes, and to further support teaching staff in their decisions and pitch of lessons. Year group portfolios are monitored termly by the RE subject leader.

9.4 Pupil Progress meetings are held termly for each class with the Head Teacher and Head of School. Children may be identified and targeted thereafter to ensure at least expected progress is made in RE. Summative assessment are recorded and monitored using Target Tracker. This data may also be accessed by St Thomas Aquinas Multi-Academy Trust (CMAT). Children deemed to be making less-than-expected progress will be monitored more closely and teachers will be required to make a half-termly data-drop for these children.

9.5 A baseline assessment is carried out at the beginning of Reception to help find out what basic Catholic knowledge, vocabulary and experiences children have on entry to the school. Throughout Reception, the teacher and the school 'add value' (teach the children basic Catholic knowledge, vocabulary and offer a Catholic context to give some experience of Catholic life). The baseline is then carried out at the end of Reception to demonstrate the gains in knowledge and understanding (value-added).

## **10 Marking and Feedback**

When written work has been completed, exercise books are handed in at the end of the lesson and the teacher then analyses each child's work.

Pupils had in their exercise books through self-assessment, organising their books into 3 piles indicating:

- those who need further help (red tray),
- those who understood the concept (yellow tray),
- and those who performed particularly well (green tray).

Those children who require further help will have a specific pre-teach session before the next lesson to enable them to keep-up; they may also be provided with additional support which is planned for in the following lesson.

Each piece of work is ticked to acknowledge that the work has been checked. Any parts of work that the teacher would like to share with the class in the following lesson are starred, using a handwritten star symbol or star stamp at the top of the piece of work.

Any basic errors (e.g. mis-spelling of Mary, Jesus) may be indicated by the teacher using the school's editing symbols (see section 10.4: Marking Codes).

Teachers may add house points (using stamp) or stickers to indicate work that shows particularly good effort on the part of the pupil.

10.1 Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (Teacher Feedback Book)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> <li>☑ Includes teacher gathering feedback from teaching, including verbal responses to questioning, mini-whiteboard work, book work, etc.</li> <li>☑ Takes place in lessons with individuals or small groups</li> <li>☑ Often given verbally to pupils for immediate action</li> <li>☑ May involve use of a teaching assistant to provide support or further challenge</li> <li>☑ May re-direct the focus of teaching or the task</li> <li>☑ May include annotations according to the marking code/teacher modelling in maths</li> </ul>	<ul style="list-style-type: none"> <li>☑ Lesson observations/learning walks</li> <li>☑ Some evidence of annotations or use of marking code in pupils' exercise books</li> </ul>
Summary	<ul style="list-style-type: none"> <li>☑ Takes place at the end of a lesson or activity</li> <li>☑ Often involves whole class/group</li> <li>☑ Provides an opportunity for evaluation of learning in the lesson</li> <li>☑ May take form of self- or peer- assessment against an agreed set of success criteria/steps to success</li> </ul>	<ul style="list-style-type: none"> <li>☑ Lesson observations/learning walks</li> <li>☑ Timetabled pre- and post-teaching based on assessment</li> <li>☑ Some evidence of self- and peer- assessment</li> </ul>
Review Feedback	<ul style="list-style-type: none"> <li>☑ Takes place away from the point of teaching</li> <li>☑ Teacher records on the whole class grid in Teacher Feedback Book at the end of a lesson</li> <li>☑ May involve GPS annotations for pupils to read/respond in line with Marking Code</li> <li>☑ Provides teachers with opportunities for assessment of understanding</li> <li>☑ Leads to adaptation of future lessons through planning, grouping or adaptation of tasks and future retrieval practice required</li> <li>☑ May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>☑ Acknowledgement of all work completed in the pupils' book</li> <li>☑ Written comments and appropriate responses/action in Teacher Feedback Books to be reviewed by subject leaders during Book Looks</li> <li>☑ Adaptations to teaching sequences tasks when compared to planning</li> <li>☑ Use of annotations to indicate future groupings/interventions</li> </ul>

## 10.2 Feedback sessions

Teachers write in their Teacher Feedback Book rather than writing individual comments in each pupil's book. This approach ensures that feedback is timely and actionable. The time saved using this approach can then be used more

effectively to plan a feedback session and adapt the next lesson in light of the feedback. During the lesson and when reviewing pupil's work, the teacher makes notes in their Teacher Feedback Book using the template below:

EXAMPLE	Date: 08.02.21	Unit: Healing	Lesson 1 – Jesus Heals a blind man
<p>Work that exemplifies the driver word for today's lesson – this is shared at the beginning of next lesson to help other children understand what they are aiming for.</p> <p>Any issues regarding presentation will have the code <b>A</b> in their book – teacher feeds back personally</p> <p>Teacher to note down anything that was striking as they marked all the books – address this at the beginning of next lesson and allow a minute for the children to address this in books</p> <p>Teacher to note down anything that was striking as they marked all the books regarding the lesson planning/resourcing/delivery that would improve it for this time next year</p>	<p><b>Work to Praise and Share</b></p> <p>Luke – para 3 – linked to Gospel Value: Justice</p> <p>Deity – para 1 – clear understanding of blind man's faith</p> <p><b>Subtask</b> – para 1 – range of well explained links showing how these events have inspired him to change his values</p>		<p><b>Needs Further Support relating to Driver Word: <u>How understanding a Text</u></b></p> <p>Jesus – <b>can</b> you treat others as you want to be treated? – Para 3 – link to something that has inspired you to hold these values (other than today's main scripture)</p> <p><b>Subtask</b> – extend reasoning para 2</p> <p>Marcus – Isaiah's prophecy – further explain <b>CA</b> inspiration</p> <p>Lukas – further explain para 3</p> <p>Mark – mostly: retell in para 1 – read main link with him and help to make connections</p> <p>Clay – some links – what links? Be specific</p> <p><b>Subtask</b> – only one source used to show understanding – developing</p> <p>Deity – Further develop link between the healing of the blind man and the healing we receive in Reconciliation</p>
	<p><b>Presentation</b></p> <p>Marcus – ruler to stress out</p> <p>Marcus – general</p>		<p>John – some links – what links? Be specific</p> <p><b>Subtask</b> – only one source used to show understanding – developing</p> <p>Deity – Further develop link between the healing of the blind man and the healing we receive in Reconciliation</p>
	<p><b>Notes for Feedback Session in Next Lesson</b></p> <p>Many children are confusing the Golden Rule 'love your neighbour as you love yourself' with the Ten Commandments - this is an incorrectly referenced source -&gt; clarify</p>		<p>John – Beatholutes link – further explain connection</p> <p>Eric, Matias, Austin, Callum, <b>Subtask</b> – how has the event (healing of blind man) shaped your values?</p>
	<p><b>Notes to improve Planning/Delivery for next year</b></p> <p>Make the reference to Isaiah's scripture link will bring sight to blind (Isaiah 61: 1-2) more explicit - this is both literal and metaphorical - Jesus' miracles opened the eyes to non-believers as well as literally giving the blind man his sight back</p>		<p><b>Basic Skills Errors</b></p> <p>Not quoting Greatest Commandment (Matthew 23: 39-40) accurately – avoid paraphrasing 'treat others as you want to be treated'</p> <p>Eric – 'Isaiah's Gospel' it should be 'Isaiah's prophecies'</p>
			<p>Teacher notes today's driver word and assessment strand to ensure all feedback is targeted and appropriate to the lesson/task.</p> <p>Teacher to note down name and reason why child may not have achieved the driver word in today's lesson – teacher would go around the room giving this feedback verbally and privately.</p> <p>Children are then given a couple of minutes to make any edits based on the feedback they have received. They should do this in Purple Polishing Pen.</p> <p>Alternatively, this is your list of intervention children to be taken out to receive further support from the teacher/teaching assistant.</p> <p>Teachers note any basic mistakes relating to RE. The child may still have achieved today's driver word target, but they have made a small mistake which needs addressing.</p>




- Identify common misconceptions
- Identify work to praise and share
- Identify which children require further intervention support and further challenge
- Identify basic skills errors and misspelt age appropriate words that pupils are expected to know
- Identify misconceptions and areas of focus for future retrieval practice
- Inform subsequent lesson planning and delivery

At the start of the next lesson, a 'Feedback Session' takes place and children in Y2 - 6 use purple polishing pens to correct or improve their work.

### 10.3 Marking Codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which uses specific symbols to indicate errors. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Symbol	Meaning
Sp	Sp only to be used in RE for religious words incorrectly spelt eg. Mary/Marry
//	New paragraph
^	Missing word

 P	Presentation
 i	Circle lower-case letters which should be capitalised e.g <u>G</u> od
 The children was playing	Phrasing does not make sense

#### 10.4 Feedback Expectations

Children complete a pre- and post- unit assessment question to showcase the progress they have made throughout a topic.

Pupils complete 4-6 pieces of written work per topic, two of which are extended pieces. These pieces of work are self-assessed by the child, making reference to the 'Driver words' using purple polishing pen.

Teachers will use their discretion on when to complete the whole class feedback sheet in the Teacher Feedback Book. However, it would be expected that a minimum of two sheets are completed per topic.

Teachers tick work to acknowledge it has been looked at. This should be done in any colour pen, apart from blue or purple as children write in these colours.

Teachers may use a sticker/stamp for praise when analysing work. Teachers use a star symbol/stamp when they plan to share a piece of work with the rest of the class as part of a feedback session.

Key religious words such as Jesus, Mary and God MUST be spelt correctly and with a capital letter. Teachers ensure these words are corrected.

Targets to be shared with parents through monitoring reports and parent consultations. This is in addition to short-term ongoing verbal feedback pupil targets which are shared regularly with pupils in feedback sessions.

### 11 Leadership, Monitoring and Review

11.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching by keeping them informed about current developments in RE and providing a strategic lead and direction for this subject. The RE subject leader will provide CPD opportunities for all staff where necessary, and will lead RE staff meetings to ensure teachers are provided with current information and support in the planning, teaching and assessment of the subject.

11.2 The RE leader is to work closely with the Head Teacher and is to evaluate the strengths and weaknesses in RE which is then used to form an action and development plan for the next academic year. The quality of teaching and learning in RE is monitored and evaluated by the RE leader and Head teacher as part of the school's agreed monitoring cycle.

This policy will be reviewed each year.

**Name:** Mr Matthew Blissett    **Role:** RE Subject Leader    **Signature:**

**Date:**

**Head Teacher:** Mrs Annie Carter    **Signature:**                    **Date:**

**Chair of Governors:**                    **Signature:**                    **Date:**

**Date of next review:** October 2024