


The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A bright blue callout box is centered on the page, containing the text 'R.E.' and 'How to...'.

R.E.

How to...

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Intent
Implementation
Impact

Intent

Through the teaching of Religious Education, we intend to make a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

We aim to promote knowledge and understanding of Catholic faith and life. Religious Education aims to enable pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious Education is an essential component of a broad and balanced education.

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It aims to engender in the children a curiosity in the ultimate questions about human life, its origin and purpose and to develop the skills required to engage in the examination of and reflection upon religious belief and practice.

Implementation

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. R.E. is taught as explicit lessons but is also embedded in other areas of the curriculum and day-to-day life of the school.

To fulfil this, 'The Way, the Truth and the Life' and 'Come and See' programmes of work are used in conjunction with the Diocesan 'I Can Statements' throughout the school.

- EYFS - R.E. is taught in topics and in blocks supported by the Diocesan 'I Can Statements'.
- KS1 - R.E. is taught in topics as per the 'Diocesan of East Anglia R.E. Curriculum Plan for Primary Schools' supported by the 'Diocesan I Can Statements'. Learning is done in termly topics.

R.E. is taught for 2 hours and 15 minutes each week.

- KS2 - R.E. is taught in topics as per the 'Diocesan of East Anglia R.E. Curriculum Plan for Primary Schools' supported by the 'Diocesan I Can Statements'. Learning is done in termly topics.
- R.E. is taught for 2 hours and 30 minutes each week.

Talk for learning is a crucial component in R.E. lessons. Higher level questions are used by teachers to develop children's thinking and understanding.

Teachers undertake a programme of induction upon commencing work at St. Mary's to develop their understanding of the Catholic ethos and teaching.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by the Bishops' Conference.
- Assessment tasks, classroom conferences and creative output for each module support teachers in making accurate assessments. These tasks also ensure consistency of levelling across the school.
- All children are assessed in all six modules over the year.
- Each teacher keeps a portfolio of three pupils' work (from across the ability range) to allow a more in-depth tracking of progress to be made. These portfolios are held by class teachers and are available for inspection.
- Monitoring of teaching and learning, a book scrutiny and a planning scrutiny are carried out every year.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Teachers work hard to ensure there is a good balance between creativity and written outcomes in the teaching and learning of RE across the school.

Impact

Religious Education at St Pancras develops pupils'...

- knowledge and understanding of the Catholic faith and life;
- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at St Pancras encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at St Pancras enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at St Pancras offers...


- opportunities to develop personal reflection and spirituality.

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What R.E. looks like
in our school

What an R.E. lesson looks like in our school

- A candle is lit and the sign of the cross is made – God is with us!
- Mixed ability groups/seating which allows children to work with different people over the course of time
- Lots of talk—reflecting, exploring, investigating
- Big questions
- Key words and questions on display
- Various resources to inspire – scripture, photos, objects, texts etc.
- A creative approach
- Misconceptions are corrected quickly, clearly and with kindness.

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This is our
philosophy

- **Foundation stone is Jesus Christ**
- **Assessment is not just formal and written**
- **Learning and living through faith**
- **Cross-curricular links wherever possible**

This is what we do

- Diocesan 'I Can Statements' to ensure coverage of the topics.
- Teachers can plan weekly/daily how they see fit as long as these things are on these plans: learning objectives, clear differentiation, key vocabulary, adult support (this may be added at the end of a lesson as it evolves) and scripture sources.
- Safe-space learning environment to explore big ideas.
- Regular book scrutiny, learning walks, planning audits, pupil perceptions
- Whole school CPD
- Raised profile of RE- termly celebration assemblies, faith weeks, entering competitions etc.
- Parental involvement- through various types of collective worship.

This is what you
might typically
see

- Open ended questions
- Bibles in use
- Role play
- Conscience Alley
- Paired/group work
- Engagement and perseverance
- Children challenging themselves
- Children talking about, sharing and reflecting on their learning; many opportunities to talk
 - Focus on vocabulary and key questions - use of the RE display.
 - Opportunities for children to discuss ideas and make connections.
 - Children given time they need –may return to a task in following lesson – not 'compartmentalised' sessions but 'fluid'.

This is how we
know how well
our pupils are
doing

- **Termly assessment, using the 'I Can Statements'**
- **Pupil progress meetings**
- **Constructive marking and feedback**
- **Targeted use of TA in class - TA noting and recording observations of individual children/groups that they are working with**
- **Targeted discussions with whole class/groups**

This is the
impact of the
teaching

- Greater knowledge and understanding of Catholic life
- Confident children who can talk about RE
- RE is taught with real passion leading to a love of the subject
- Depth of understanding making connections in different contexts

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This is how we
use intervention

- **Small group TA/Teacher support, (based on need)-
immediate response as and when directed by CT.**

This is how we
challenge the
higher
attainers/rapid
graspers

- Further reasoning and justification- Higher level questions
- Describing more complex scripture passages and relating them to others
- Showing what is happening- transferring knowledge and understanding into other formats, e.g. a poem, poster, drama
- Giving more open tasks which provide them with the opportunity to shine