



RE at St Mary's Catholic Primary School

R.E. and St. Mary's Drivers

At St. Mary's, our whole curriculum is underpinned by our FAITH and three other drivers - COMMUNITY, COMMUNICATION and *WHOLE CHILD*. These drivers are reflected in our R.E. curriculum.

Community

St Mary's is a multicultural school and we celebrate our richness of diversity. That diversity is echoed in the realisation that the Catholic Church is a local, regional and global community. Throughout the school, pupils study the formation of the community of the Church and what it means to be part of that community.

Communication

We believe that communication is an essential life skill and feel passionately about enabling all pupils to develop effective communication skills. As part of the R.E. curriculum, there are many opportunities for pupils to communicate their learning through written and oral presentations and creative output such as role play.

Whole Child

Our curriculum is designed to meet the needs of all the children in our school and to prepare them for success in life, however and whatever that might mean to them as they grow and develop. The R.E. curriculum is designed to allow all pupils to flourish. Lessons are both academic and creative to allow all to be successful. The spirituality of a child is important in their sense of self and this is encouraged and developed through the R.E. curriculum too.

R.E. and Cultural Capital

In R.E. there is great potential for children to acquire cultural capital in the following ways:

- The study of other world faiths;
- Using works of art as a springboard for learning;
- Visits to other places of worship;
- Attending church services;
- Drama (role play) used as a teaching technique;
- Dramatic performances of religious events, e.g., the Nativity story;
- Spirituality and reflection sessions;
- Charitable giving;
- Partnerships with charitable foundations such as CAFOD and FIND;
- Collective Worship with a variety of themes.

What RE looks like in our school

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

- A candle is lit, the sign of the cross is made and a prayer is said – God is with us!
- After this, every lesson starts with key vocabulary (from the RED)
- 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 and clearly.
- Displays represent the learning journey within the class.
- Floor books to record additional RE work and work from class displays.

This is what we do:

- We follow the RED: To know you more clearly
- Teachers to use the set planning format
- Regular book scrutiny, learning walks, planning audits, pupil perceptions
- Whole school CPD
- Raised profile of RE- termly celebration assemblies, entering competitions etc.
- Parental involvement- through various types of collective worship.
- Adaptive teaching to meet the needs of all children

This is what you might typically see:

- Clear vocabulary instruction
- Open ended questions
- Good News Bibles in use
- Role play
- Paired/group work
- Engagement and perseverance
- Children challenging themselves
- Children talking about, sharing and reflecting on their learning; many opportunities to talk
- Opportunities for children to discuss ideas and make connections.

This is how we know how well our pupils are doing:

- At the start of every branch an assessment sheet will be stuck in to each pupil's book. As the pupils move through the topic the teacher will highlight the statements the pupil has achieved.
- Half termly End of Branch assessments, using the Diocesan assessment template.
- Pupil progress meetings

- Constructive marking and feedback. Every piece of work to be marked, including incorrect spelling of key vocabulary to be picked up. Close marking once a week in RE:
 - next steps will be identified
 - comments or questions to extend learning / thinking will be written (and read to the child if they are unable to read them themselves). The following lesson, these need to be responded to by the children and recorded by child or adult as appropriate.
- Targeted use of TA in class - TA noting and recording observations of individual children/groups that they are working with

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

Books:

- Always have high expectations of presentation and address as necessary and in the moment. Make adaptations where needed (for example where a child has a special educational need).
- Common Prayers for each key stage will be stuck in the front of RE books.
- An individual pupil assessment sheet will be stuck into pupil books at the beginning of each branch. This will be highlighted as the pupils work through the branch.
- Lesson objective using format below to be stuck into books at the beginning of every lesson.
- At least one written piece of work in books per week. At the end of this piece, children must respond to their learning with a **3-word reflection** - to consider the impact their religious learning will have on their own life and development and that of those around them – what will they take forward?
- Floor special /book to be kept by each class with at least 1 entry per week. Exceptional pieces of work by individuals to also be put in the floor book and celebrated.
- From Y1 each child will have a Prayer book, this will travel with them through the school. This is a special book that is personal to each child. This book will not be shared with the class teacher unless the child wishes. These books should not be marked. Special prayer time will take place towards the end of the day each Friday. Children will have the opportunity to write and illustrate their personal prayers.



Display:

- Backing paper must reflect the colour of the Liturgical Season (see appendix D)
- Key vocabulary, with definitions, must be clear displayed
- Examples of children's learning

Holy Table:

- Front and centre of classroom
- Cloth colour and objects on table must reflect the correct liturgical season.
- There should never be anything else on the Holy Table e.g. bits of paper / elastic bands.
- Flowers during Mary month.

Tracked pupils:

- 4 pupils are selected in Reception and their work is tracked through the school. Each year work and assessments are added.