



Mission Statement

We are friends journeying with Jesus in faith, hope and trust as we live, love and learn together.

EMMAUS CHURCH OF ENGLAND AND CATHOLIC PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY

Rationale

We aim to teach Religious Education in a way that reflects the Christian nature of the Foundation of the school. Emmaus, a Voluntary Aided School, is based on Christian values, in which the traditions of the Church of England and Catholic Church are valued and affirmed by the whole community. We believe that Religious Education makes an invaluable contribution to the ethos and spiritual dimension of the school.

As a Voluntary Aided School the management of Religious Education is a distinctive role of the Governors and Headteacher. Religious Education at Emmaus is in accordance with the Trust Deed and with the rites, practices and doctrines of the Church of England and Catholic Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided at the school.

Although Religious Education and Collective Worship naturally complement and enrich one another they are managed separately.

Content and Time Allocation for Religious Education

Religious Education lies at the very heart of the curriculum at Emmaus. We use 'To know You more clearly', the National Catholic Syllabus 2023 and the previous RE Syllabus for Church Schools 2012, 'Come and See'. Every teacher has a pack, compiled by representatives from the Anglican and Catholic clergy, which clearly explains about both the Church of England and Catholic traditions so that teachers can talk about them in lessons if appropriate.

10% of curriculum time is devoted to RE. At our school, this means that KS2 will have R.E lessons for 2 hours 30 minutes per week and KS1 will have R.E lessons for 2 hours 25 minutes per week. In the Early Years, they will have R.E lessons for 2 hours 15 minutes per week. Christianity plays a central role in RE and Judaism is also studied in all year groups, plus one other faith in Years 4, 5 and 6.

New Religious Education Directory 'To know You more clearly' 2023.

This is the new programmes of study, a model curriculum, to be taught in Primary and Secondary Schools. It is linked to the Catholic Liturgical Year with a six Branch structure, one Branch per half term.

The Branches are as follows:

- 1) Creation and Covenant
- 2) Prophecy and Promise
- 3) Galilee to Jerusalem
- 4) Desert to Garden
- 5) Ends of the Earth
- 6) Dialogue and Encounter.

In 2023 -2024 'To know You more clearly', was rolled out from EYFS to Year 2.

Year Group	Began teaching
EYFS	January 2024
Year 1	May 2024
Year 2	May 2024

In Key Stage 2, the process has been extended, as shown.

Year Group	Begin teaching
Year 3	September 2024
Year 4	September 2025
Year 5	September 2025
Year 6	September 2026

All staff receive training before their teaching time begins, to enable them to explore and understand the new content and style of delivery.

Each Branch has expected outcomes that indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens. There are four knowledge lenses, which are:

Hear (Section 1 of Part 1 of the Catechism),
Believe (Section 2 of Part 1 of the Catechism),
Celebrate (Parts 2 and 4 of the Catechism) and
Live (Part 3 of the Catechism).

The names of these four lenses reflect the language of the Catechism itself which states that the mystery of faith which we hear and receive requires us to 'believe in it', to 'celebrate it' and to 'live from it'. These lenses are used to deliver lessons and support pupils' learning.

Information about Come and See

‘Come and See and spend the rest of the day with Him’

The aim of this programme is to explore questions about life, dignity and purpose. For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of Catholics and Anglicans and of other faith traditions.

Overview of Content

Come and See helps us search for the answers to:

- Where do I come from? (Life-Creation)
- Who am I? (Dignity-Incarnation)
- Why am I here? (Purpose-Redemption)

The Come and See flower has the image of Christ in the centre of it symbolising that everything is rooted in Christ. Jesus is at the ‘heart of the programme.’

In the **Autumn Term** we consider God the Father and the question, ‘Where do I come from?’

- *Church Theme* – Family – Domestic Church focuses on life as a gift, myself as a unique and loved creation, the love and care that can be expressed in family groups.
- *Sacramental Theme* - Belonging – Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God’s life and friendship.
- *Christian Living Theme* - Loving – Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift of God’s love in Jesus.

In the **Spring Term** we consider God the Son, Jesus and the question, ‘Who am I?’

- *Church Theme* - Community – Local Church focuses on the people of God, united in the journey of faith, in care for one another, in sharing their story and celebration
- *Sacramental Theme* - Relating – Eucharist focuses on the invitation to know Jesus, to live in communion with him and one another.
- *Christian Living Theme* - 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 to Christians to follow Jesus’ example of self-giving.

In the **Summer Term** we consider God the holy spirit and the question, ‘Who am I?’

- *Church Theme* – Serving – Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- *Sacramental Theme* – Inter-relating – Reconciliation focuses on the 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.

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

Each term each year group works through the same theme within a different topic.

The Process

The process for delivering the topics in ‘Come and See’ has three stages-Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

Each topic takes four weeks to complete.

Explore (Will take one week of Religious Education time to complete)

This is the introduction to the topic where the children’s life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon.

This will involve:

- Exploring experiences through story, music, drama, art etc
- Investigation
- Story telling
- Consideration of the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences

Reveal (Will take two weeks of Religious Education time to complete)

This is the heart of the programme where knowledge and understanding of the Catholic and Anglican faiths are revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

This will involve:

- Meeting new knowledge of religious education
- Developing an understanding of this new knowledge
- Reflecting on the wonder of the mystery
- Gathering information and collecting facts connected with this knowledge
- Researching, collating and classifying
- Becoming aware of the questions raised
- Working with problems and grappling with puzzling experiences
- Exploring experiences through story, music, drama, dance, art...
- Exploring what leads to understanding and meaning
- Asking questions and discussing
- Making links between Christian understanding and the shared life experience
- Valuing life experience
- Acknowledging and respecting differences
- Being open to new perspectives

Respond (Will take one week of Religious Education time to complete)

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This may be done through:

- Creating a quiet, prayerful atmosphere for reflection
- Looking at and thinking about the work done
- Drawing attention to different aspects of this work
- Sharing thoughts and feelings

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration.

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives.

The Religious Education curriculum has a balanced approach of Learning about Religion (Attainment Target 1 QCA) and Learning from Religion (Attainment Target 2 QCA).

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it
- Responding personally to the transforming power of Jesus Christ
- Developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm
- Understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement
- Examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

Purposes

Religious Education at Emmaus aims to help pupils to:

- *think theologically and explore the great questions of life and death, meaning and purpose*
- *reflect critically on the truth claims of Christian belief*
- *see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post modern society*
- *develop the skills to handle the Bible text*

- *recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world*
- *respond in terms of beliefs, commitments and ways of living*
- *develop a sense of themselves as significant, unique and precious*
- *experience the breadth and variety of the Christian community*
- *engage in thoughtful dialogue with other faiths and traditions*
- *become active citizens, serving their neighbour*
- *find a reason for hope in a troubled world*
- *understand how religious faith can sustain them in difficult circumstances and in the face of opposition*

Respect in Religious Education

Religious Education aims to equip pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. It is entirely appropriate and necessary in today's world, therefore, that respect for the great world faiths is fostered at school. This respect is based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation. Religious Education at Emmaus aims to help pupils to:

- *learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue*
- *recognise and respect those of all faiths in their search for God*
- *recognise areas of common belief and practice between different faiths*
- *enrich and expand their understanding of truth while remaining faithful to their own tradition*
- *enrich their own faith through examples of holy living in other traditions*
- *recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.*

Guidelines

The Religious Education curriculum at Emmaus Church of England and Catholic Primary School is distinctive and unique. It includes:

- *opportunities to explore the experience of the Church's year*
- *study of the story of the local Christian communities with its saints and martyrs*
- *visits to places of worship, especially the local parish churches of Our Lady Queen of Martyrs and St. Cuthbert's and the Cathedrals, to develop an understanding of the Church as a living community*
- *welcoming visitors from the local parishes to share their experience of Christian belief and life*
- *liaison with the local parishes to enable these visits and links to occur*
- *opportunities to learn about the Sacraments of Baptism, Confirmation, Eucharist and Reconciliation*
- *support for the pupils; confident use of religious language*
- *sets of Bibles in language that can be understood by the learners and examples of prayer books from a variety of contexts*

- *the facility to listen to Christian hymns and spiritual songs from a wide variety of traditions*
- *access to Christian artefacts that are used with care, respect and confidence*
- *encouragement of mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule*
- *pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity*
- *pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith*
- *pupils from other faith backgrounds to understand and be encouraged in their faith*
- *pupils with no religious background to face the challenge of the Christian faith*
- *pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith*

Religious Education's contribution to Spiritual, Moral Social and Cultural Development

Spiritual development within Religious Education at Emmaus enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

Special Educational Needs Provision

Religious Education is taught in ways appropriate to the children's ability and experience. There is the opportunity for all pupils to contribute to and take part in lessons. Where the need arises, lessons and tasks are differentiated to suit the needs of the individual. As assessment determines planning and teaching, objectives will be set for the needs of all children.

Children working at Greater Depth

These children will be given work which is suited to their needs and abilities. Work and questioning will challenge the children.

Equal Opportunities

All pupils regardless of religious tradition, race or gender have access to Religious Education. The Scheme embraces a variety of cultures and countries, especially in relation to the study of other world faiths. A particular emphasis is given to Judaism and Islam.

Resources

Teaching and learning is enhanced by the use of ICT, books, pictures, artefacts, visits and visitors. Our local clergy play an important role in this. There are also centrally stored resources in the Staff Room/Upper room to support the Religious Education curriculum in EYFS, Key Stages 1 and 2.

Assessment and Recording

Teaching activities are planned in order to challenge all pupils. Children's learning about and learning from religion is assessed throughout the topics with relevant tasks set to enable them to achieve the objectives. Assessment establishes what children know, understand and can do. It does not assess spirituality or the practice of faith. In our school it involves:

Informal Assessment

Early Years, Key Stage 1 and Year 3

As these year groups are all teaching the new curriculum, 'To know You more clearly', assessment formats have not been agreed by the archdiocese as yet. Therefore, assessment is not currently being carried out.

Years 4, 5 and 6

All teachers in Years 4, 5 and 6 keep Respond floor books of topic celebrations, including photographs, scripture and children's responses for each topic.

In summer 2000, the National Board of Religious Inspectors published Levels of Attainment in RE. This document identifies two attainment targets:

AT1 – Knowledge and Understanding of Religion (Learning about Religion)

AT2 – Reflection on Meaning (Learning from Religion – skills)

Throughout the topics, teachers will be assessing children's knowledge and understanding.

Three times a year (once per term) the teacher will give the children a Teacher Assessment Level. Observations of children engaged in class activities and their work informs the teacher of their progress in each topic.

Regular moderation meetings will ensure standards are accurate. The RE co-ordinator will keep Portfolios of annotated work from each topic when moderation takes place, termly. The R.E co-ordinator attends cluster moderation meetings to ensure that our standards are in line with other schools in Liverpool

Parental Rights of Withdrawal from Religious Education

Parents may withdraw their children from Religious Education as they may in any school. We describe this opportunity as follows in the Prospectus:

“The Worship and Religious Education provided by the school is in accordance with the Church of England and Catholic Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England and Catholic Church ethos, removal of pupils from Worship and / or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.”

If such a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation.

Conclusion

To meet the rationale, purposes and guidelines of this policy we endeavour to ensure that all our pupils receive a range of well planned and progressive Religious Education lessons with opportunities for spiritual reflection and celebration. For the most part these are planned and delivered by the class teacher following the scheme of work. Responsibility for the co-ordination of Religious Education is given to Sue Dickson. She leads the process of planning, progression, assessment and recording and the promotion of staff development. Religious Education is discussed at regular meetings of the Performance and Standards Governor Committee and the Spiritual Dimension Group. The link governors for Religious Education are Ann Caffrey and Chris Housbey.

Sue Dickson
September 2024