



Sacred Heart Catholic Primary School Policy for Religious Education

Mission Statement

We are a caring community which aims to promote respect and understanding of all individuals through a sharing of Catholic Faith and the love of Christ. All children will feel a sense of worth, knowing that they are valued and loved by God in their uniqueness.

We seek to create a learning environment which enables our children to succeed to their best ability and which recognises and values their variety of talents

We acknowledge the importance of our role in support for the family, the parish and the wider community.

Religious Education is regarded with the highest priority in our school. Whilst having specific lesson times it, it underpins the foundation of every subject and extends into the daily life and routines of the school. Through teaching, example, worship and shared Christian values we are helping to foster, in partnership with the family and parish, a living and personal faith in the children.

Aims

Religious Education in our school should:

- Nurture children's faith
- Promote in a gradual way their understanding and appreciation of Catholic teaching and practice
- Develop their involvement with the Church Community
- Develop their ability to show care for others
- Foster pupils' religious, spiritual and moral development
- Develop the skills required to be able to examine and reflect on religious belief and practice, including those from other faiths and cultures
- Enable pupils to develop their mortal qualities harmoniously, in order for them to become responsible and caring members of society
- Develop a sense of awe and wonder

(Article 14: You have the right to choose your own religion and beliefs.

Article 30: You have the right to practice your own culture, language and religion - or any you choose.)

Curriculum Planning

Sacred Heart has adopted the Archdiocese scheme, 'Learning and Growing as the People of God.' The scheme provides progression from Early Years to Year Six and it also allows opportunities for monitoring and assessment. The scheme is intended to link in with other curricular areas and it should be resourced by using Bibles, Sacramental programmes, Multicultural resources and other resources appropriate to the programme of study.

Other R.E. experiences

- home situations and events being brought into school life e.g. sickness, birth, bereavement. –
- daily events in school itself e.g. telling the truth, honesty, unselfishness, respect for other's property, good manners, obedience, caring for others.
- community events e.g. harvest festival, Lenten collection. - living alongside and respecting those who practice other faiths.

Worship and Liturgy

Collective worship takes place in our school every day

- Monday Whole-school Gospel Assembly (led by Executive Principal or Head of School)
- Tuesday Phase assemblies
- Wednesday Class Worship (planned by children)
- Thursday Whole School Mass (led by Year groups in turn)
- Friday Gifts from God assembly

Children are given opportunities for spontaneous prayer and individual reflection both in collective worship and in the Classroom.

Staff lead prayers during meetings on a rota basis and staff briefings start with prayer every Monday morning.

R.E. Lessons

- R.E. is a timetable subject covering 10% of teaching time.
- R.E. is taught systematically throughout the school using the Diocesan Scheme "Learning and Growing as the People of God." This provides continuity and progression in each year group.

- R.E. is taught as a subject in isolation and where appropriate should be linked with other curriculum areas, although the Catholic ethos of the school pervades through all aspects of school life and cannot be compartmentalised.
- Children are expected to develop a repertoire of prayers appropriate to their year group. (see Prayer Progression document).
- All KS2 children should have a development knowledge and understanding of the Stations of the Cross and the Rosary.
- All children should be provided with the opportunity in their R.E. lessons to pray together as a class, to make up their own prayers in both oral and silent form.
- R.E. written work should be marked in accordance with the marking policy. Special emphasis must be made on the spelling of key words, e.g. “God”, “Jesus,” ensuring the correct use of capital letters.
- Lesson objectives should be shared with the children and an opportunity for prayer and reflection may be included at the start and end of each lesson.

Teaching and Learning

Children are taught:

- Knowledge and understanding of religious belief
- Knowledge and understanding of how religious beliefs shape life
- Knowledge and understanding of religious language, action and concepts
- To engage with their own beliefs and values
- To engage with the beliefs and values of others
- To engage with questions of ultimate meaning
- To reflect and contemplate

Prayer has an important role in the scheme and is taught both as an integral and a discrete area of study. Each classroom and the school hall should have a religious focal point. A crucifix and a Bible should be displayed in a prominent place. The prayer areas should include colours to represent the Liturgical Season.

S.E.N. Provision

Lessons and activities from the scheme should be planned and adapted sufficiently to allow children to work at them at their own ability level, including extending the most able and gifted and talented children.

Display

In order to highlight the importance of Religious Education and the Catholic ethos of the school, displays of a religious nature should be evident in each classroom throughout the year. Similarly such displays should be encouraged in corridors, and at appropriate times of the year, in the school entrance.

An R.E. / Prayer focus area forms an essential part of the classroom. This area should have the appropriate liturgical colour, a crucifix and a candle. Statues, artefacts and posters should be prominently displayed whenever possible and changed on a regular basis.

Breadth and Study

- ◆ Each class is involved in daily acts of worship, using a focal point of prayer within their classroom.
- ◆ Whole school masses take place regularly; Induction, Harvest, Advent, Ash Wednesday, Feast of the Sacred Heart
- ◆ Whole school masses weekly in school
- ◆ Mass at Sacred Heart Church on Holy days of Obligation
- ◆ Penitential Services, Stations of the Cross and the Rosary denote the liturgical seasons.
- ◆ Year Six celebrate a Leaver’s Mass during the last week of the academic year.

Sacramental Preparation

The preparation for the Sacraments of Confession, Communion and Confirmation emphasises the co-operation between the school, home and parish.

All of these have their part to play in the child’s sacramental development.

- Each year Catholic children in Year 3 are prepared to receive the Sacrament of Reconciliation and the Sacrament of the Eucharist.
- Bi-annually Catholic children in Year 5 and Year 6 are prepared to receive the Sacrament of Confirmation. Parents are invited to Sacramental Preparation evening meetings and prayer services led by the Parish Priest.

Parents and Parish

Many opportunities arise to strengthen the partnership between the school, parents and parish:

- Whole school masses which are advertised on school newsletters
- Annual celebrations: Induction, Harvest and Christmas, Ash Wednesday, Thanksgiving Mass
- Children's reception service of the Sacraments of First Communion, Reconciliation and Confirmation
- Class-led assemblies
- Involvement of parents as volunteers: - supporting in the classroom/ on trips, etc.
- School newsletters and Website keep parents informed and up to date with school matters

- Support from priest in local community to support families with housing, domestic and financial issues.
- Proactive partnership with family support worker, social services and other external agencies to support pupils and their families
- Growing links with Our Lady of the Caribbean Chaplaincy

Assessment

Teachers, using their professional judgement, are continually assessing children's progress, knowledge and understanding, through discussion, written responses and other class RE work. Such assessments are used to plan future learning activities. Each class teacher also has copies of the relevant Diocesan recommended assessment proforma for each unit of 'Learning and Growing as the People of God'. We follow the assessment schedule as advised by the Diocese which assesses one of the four strands of 'Learning and Growing' each year as follows, on a four year cycle:

2016-17 Scriptures

2017-18 The Sacraments

2018-19 Living as Christians - including Prayer

2019-20 The Liturgical Year

Completed proformas are given to the RE Co-ordinator for monitoring purposes.

RE assessment contributes to an integral part of pupil progress meetings each half term.

Monitoring

- ◆ Each teacher completes a weekly planning proforma to give a clear indication of the content of lessons.
- ◆ Each class teacher has copies of the relevant assessment proformas, which are monitored by the Co-ordinator.
- ◆ The RE Co-ordinator has management time to implement monitoring strategies; lesson observations, book trawls, teacher planning, display monitoring, learning walks and staff and pupil discussion.
- ◆ Regular staff meetings allow feedback, moderation and discussions to be held.
- ◆ The Co-ordinator monitors the availability of Professional Development and informs the relevant teachers.

Equal Opportunities

The individual needs of children will be considered to ensure all children, irrespective of gender, needs or cultural background will be given equal opportunities to achieve success. Multicultural issues will be further explored during curriculum time, allowing the children to discuss and debate. The school library stocks a good range of child friendly material to support the sharing of other cultures.

Resources

Each class has their own bible and Y6, Y5 and Y4 classes have a set of children's bibles.

Relevant storybooks and prayer books have been distributed through Key Stage One.

The Catholic School Pupil Profile is prominent around school for staff and children to reference.

All resources are reviewed annually to ensure replacements are made when necessary.

All staff are invited to make suggestions for purchases.

Monitoring and review

This policy is monitored by the Academy Committee and will be reviewed every two years, or before if necessary.