

St Saviour's RC Primary School

Pray Together, Learn Together, Stronger Together in Jesus



RE Policy

Including SMSC

Date Agreed: September 2017

Review Date: September 2019

St. Saviour's R.C. Primary School

R.E. Policy

Mission Statement

Pray Together, Learn Together, Stronger in Christ

The main aims of Religious Education are to assist parents and the parish in the Christian formation of young Catholics, and to help pupils to recognise and appreciate the spiritual and religious dimensions of life

We aim to achieve this by:

- making prayer, worship and liturgy real educational experiences, and by contributing successfully to the development and faith of each individual in the school community.
- ensuring that the pupils' experience of relationships within the school have a formative and significant influence on their understanding of relationships.
- ensuring that the curriculum provides a Catholic Christian setting in which children can grow in understanding and in the acquisition of skills, attitudes and values.
- showing concern, in a school which looks to Christ for the basis of its existence, for all the teaching staff together with all non-teaching staff and parents, as well as the pupils.
- To foster the pupil's sense of mystery, wonder, delight and joy and a sense of ritual
- To encourage our pupils to reflect on their lives and on society in light of the Gospels.
- To support the parents and parish in creating a Christian community built on the experience of prayer and liturgy.
- To consider moral issues, so helping pupils to form their consciences in the light of the Church's teaching.

What is Religious Education?

Religious education is the foundation of our Catholic Christian education, communicating beliefs and values which inspire and unify every aspect of school life. It seeks to promote a deeper knowledge, appreciation and understanding of our Catholic Christian faith.

Whilst endeavouring to challenge pupils about their beliefs, religious education encourages them to deepen their faith and to respect others in their search for meaning. Pupils are encouraged to recognise and appreciate the religious and spiritual dimensions of life appropriate to their ages and maturity.

As we live in a multi-cultural and multi-faith society, children need to be aware of the culture and beliefs of people of other faiths, so that greater understanding and respect of others can be fostered from an early age.

Planning for RE

Planning should contain three elements:

- Come and See
- The Church's Year
- Prayer and worship.

Come and See

The school have adopted the 'Come and See' Religious Education Scheme of Work throughout the school.

The programme follows a four year cycle with three themes in each year:

- | | | |
|-----------------------------|-------|------------------|
| ▪ the community of faith | ----- | church |
| ▪ the celebration in ritual | ----- | sacraments |
| ▪ the way of life | ----- | Christian living |

Each theme is explored through four topics, and each topic is developed through five levels from Nursery to Year 6.

The Process

The Word who is life – this is the subject

SEARCH-EXPLORE

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

REVELATION

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

RESPONSE/ RESPOND

This is where the learning is assimilated, celebrated and responded to in daily life.

EXPLORE

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

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

EXPLORE will take one week of Religious Education time to complete.

REVEAL

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery 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;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

REVEAL will take two weeks of Religious Education time to complete.

RESPOND

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and 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. The grid below, which is in every topic, offers guidance as to content of the celebration.

See below in Section 12 Celebration for more detail on the planning.

GATHER

Consider how the children will begin the celebration.

WORD – LISTEN

To some scripture read or enacted

RESPONSE

How will the children respond to all they have heard?

GOING FORTH

How will the children take away the message?

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. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

RESPOND will take one week of Religious Education time to complete.

	Foundation Stage	Class	Class Two	Class Three	Class Four	Class Five	Class Six
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

Time Allocation

Each topic will take between four and- five weeks to complete, three are covered in each term. Religious education takes 10% of the curriculum time each week, excluding assemblies.

Key Stage 1 spends approximately 1 ½ - 2 hours a week.

Key Stage 2 spends approximately 2 – 2 ½ hours a week.

As with all areas of the curriculum, it is important to plan each topic so that all relevant aspects are covered in the time allowed.

The school has adopted a 'fixed topic approach' to aid teachers with their planning.

Other Faiths

At St Saviour's, we aim to develop the children's knowledge of other faiths and a willingness to empathise with people who hold different beliefs than our own.

Fifty percent of the time given to other faiths will be spent on Judaism and the other faith will be chosen from Islam, Hinduism or Sikhism. Judaism will be taught in the Autumn Term and another faith in the Summer term from between 1 to 2 weeks.

Assessment, Recording, and Reporting

Teachers cannot make judgements on the faith development of a child. Religious education is about spiritual growth and development, which is in itself, immeasurable. It is possible, however, to make a general comment on the child's interest, attitude, skills, knowledge and understanding for each 'Here I Am' topic.

One topic every half term is formally assessed and teachers level children using the revised level of attainment (2008). A copy of the assessment is then given to the RE Co-ordinator. Tracking sheets are used by each teacher in order to monitor progress being made by each child which can be found on the shared area of the schools intranet.

Teachers will report to parents on pupils' work and development at open evenings, and in the end of year report.

Equal Opportunities

'Every learner:

- *has a divine origin and is a unique individual;*
- *is 'gifted by the Holy Spirit;*
- *has the right to be included fully in the life of the Church community;*
- *has the right to education and to have potential identified and developed;*
- *has the right to be regarded as having equal value and worth;*
- *has the right to a broad, balanced relevant and differentiated curriculum;*
- *has the right to genuine access to the whole curriculum;*
- *has the right to be challenged by and to achieve in the learning situation;*
- *has the right to share with and learn from others'.*

Bishops of England and Wales

In religious education, we are particularly mindful of the Gospel teaching that we are all equal in the eyes of God.

As a school we are committed to ensuring that all pupils, regardless of gender, race, class or ability/disability enjoy equal opportunities in every aspect of school life.

We try to ensure that all resources reflect positive images of women and men, able and unable, and, people from differing ethnic groups.

Reference should also be made to the school Equal Opportunities Policy, and the Diocesan Statement as well.

Special Needs

As a Catholic Christian school, we share in the community's responsibility to care and cater for those with 'physical disabilities, or learning, emotional or behavioural difficulties'. We seek to promote positive attitudes towards all those with special needs.

In religious education, as in other areas, we have a responsibility to provide differentiated learning programmes to meet any special needs that our pupils may have.

Reference should be made to the school Special Educational Needs Policy, DfEE Code of Practice, and approved statements from the Bishops Conference of England and Wales.

Collective Worship and Prayer

Prayer and worship are a fundamental part of our school life. It is important that we develop in the children an appreciation of, and an active participation in prayer, worship and liturgy. Celebration of the Eucharist is the high point of Catholic worship, and therefore during the year the children will participate in whole school, key stage and class masses. In addition they will take part in other forms of liturgical experience e.g. the celebration of work at the end of the Here I am topic, class prayers and assemblies.

Prayer

Children have a natural aptitude for prayer. They are open to God. They respond in joy, wonder, anger, disappointment and elation to the world around them. The whole of creation is new to them and their days are full of endless exploration and discovery. The task of the teacher is to recognise that this is the beginnings of prayer and to create and maintain an environment where this is fostered and developed.

Children are introduced to a variety of forms and styles of prayer:

- Praying the psalms "I thank you for the wonder of my being," (Psalm 139)
- Traditional prayers Our Father, Hail Mary, Glory be to the Father,
- Repetitive prayer phrases eg 'Jesus, I love you', repeated several times, slowly or sung repetitively
- Scripture – reflection/meditation/ use of imagination
- Bodily prayer raising hands in praise, bowing, dancing, genuflecting
- Prayer of the heart, stillness to listen to God: "Be still and know that I am God."
- Contemplation – looking at trees, a sunset, an icon, work done in the topic
- Gestures – the sign of the cross, sign of the cross on forehead, lips and breast before the gospel, the sign of peace, genuflecting etc
- Hymns both traditional and modern are suggested
- Music – listening to quiet reflective music or other appropriate pieces
- Litanies eg, for all creation: Thanks be to God
- Processions – Gospel procession with sung acclamation.
- Prayer services and liturgies – formal and spontaneous, prayer using holy water, candles, etc
- Celebrations – gathering in prayer, song, scripture, celebrating all aspects of life, sharing food and drink
- Use of visuals images – art, banners, displays, flowers, candles, PowerPoint presentations etc

Appropriate use of all the above can enhance the experience of prayer.

Prayers to be learnt:

Foundation stage: Sign of the Cross, Morning, Lunch time and Evening prayers.

Class One: Glory be, Hail Mary.

Class Two: Our Father, Mass responses

Class Three: Act of Contrition, holy holy,

Class Four: I confess, Lamb of God.

Class Five: Gloria, Eternal rest.

Class Six: Angelus, Mysteries of the Rosary

Worship

We aim:

- To join the work of the home and parish in developing the spirituality of the children.
- To bring the children to a fuller understanding of our main act of worship – the Mass
- To develop the concept of Worship as a central element of our school life,
- To lead the children to “a full conscious and active participation in the liturgical celebration demanded by the very nature of Liturgy” (Vatican 2)

The aims will be achieved by

- Careful preparation and involvement in class, year group and whole school masses.
- Preparation of Class assemblies and Corporate acts of worship.
- Attention to devout and reflective prayer.
- Development of Para liturgical services to celebrate the festivals of the Church.
- Development of classroom worship and the establishment of a focal point for prayer.
- Supporting the parish programmes of Reconciliation and First Communion.

Assemblies.

School assemblies are held four times a week. This includes a class led assembly once a week.

Monday Whole school Assembly based on Sunday’s scripture readings

Tuesday KS1/KS2 Assembly

Wednesday Class Assembly

Thursday Hymn Practice

Friday Achievement assembly

The times and arrangements for these assemblies are found on the staff notice board.

A corporate act of worship will be held in class on the days that classes do not attend assembly.

The themes of our Key stage assemblies are based on the liturgical year, reflect themes in Here I Am, deal with moral issues or celebrate Bible stories. Once a week the assembly is led by a particular class, and Masses are held on a regular basis. Parents are encouraged to join us whenever possible.

Class Based worship

Display is an important part of sharing and celebrating our Religious Education. Each class room has an RE display board and a central focal point for prayer. These reflect the current liturgical theme. The focal point benefits from quality rather than quantity. The ritual objects that might be displayed include rosaries, pictures, icons, statues, holy water, prayer books, Bibles or candles. The items on the focal point should be changed on a regular basis.

The Rejoice part of the Come and see programme should take the form of a class worship/celebration session. The children should take an active part in arranging this celebration by choosing pieces of work to show, prayers to be said, readings from the Bible and hymns to be sung based on the topic that they have just studied.

Spiritual Development

In school opportunities to support the spiritual development of our pupils permeate the whole curriculum. The children are given opportunities to question, think, reflect and wonder. Anything that will put children in touch with their imagination and with wonder will encourage spiritual growth, This can be developed through story, which can comfort, challenge and affirm our beliefs, and through Scripture which develops a child's personal relationship with God. A sense of awe and wonder is developed through encouraging children to take pride in themselves and others and appreciating that we are all creations of God made in His image and likeness. The children are encouraged to have an enquiring mind, become independent thinkers and learners and to think about others ahead of themselves.

Moral Development

Children in our school are encouraged to reflect on their actions and the actions of others. Through the RE programme and subjects such as Geography and science the children are taught to appreciate God's gifts in themselves, in others and in creation. They will begin to understand how people can strengthen or damage their relationships with one another through the choices they make. We can find moral values, moral dilemmas in every subject across the curriculum which can develop pupils growing awareness of moral questions and moral choices. The formation of moral conscience involves teaching children to understand difference between good and evil and right and wrong.

Practical Suggestions for Enhancing Spiritual Development

- Prayer focus in each class reflecting the liturgical season, 'Come and See', etc.
- Use of artefacts, symbols, fabric, music, silence.
- Stilling techniques, posture, breathing; encouraging children to listen 'within.'
- Circle Time, powerful time enhancing spiritual development and self esteem, a time when all can be listened to.
- Use of guided meditation, creative visualisation.
- Captions, photos, posters, statues, candles, icons, flowers, shells. etc.

Skills in Religious Education

The first two skills are central to religious education.

Reflection - this includes:

- reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices.

Empathy - this includes:

- considering the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination in identifying feelings such as love, wonder, forgiveness and sorrow;
- seeing the world through the eyes of others, and seeing issues from their point of view.

Progression in religious education also depends upon the development of the following general

learning skills applied to religious education.

Investigation - this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religion[s]

Interpretation - this includes:

- drawing meaning from artefacts, works of art, poetry and symbolism;
- interpreting religious language;
- suggesting meanings of religious texts

Evaluation - this includes:

- debating issues of religious significance with reference to evidence and argument

Analysis - this includes:

- distinguishing between opinion, fact and belief,
- distinguishing between the features of different religions

Synthesis - this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life into a meaningful whole;

Application - this includes:

- making the association between religion and individual, community, national and international life

Expression - this includes:

- explaining concepts, rituals and practices;
- expressing religious views, and responding to religious questions through a variety of media.

Attitudes in Religious Education

Teachers will be aware that the school promotes attitudes in every area of school life. The following are prerequisites for entering fully into the study of religions and learning from that experience.

Fairness - this includes:

- listening to the view of others without pre-judging one's response;
- careful consideration of other views;
- willingness to consider evidence and argument;
- recognition that things might not be as they appear outwardly

Respect - this includes:

- respecting those who have different beliefs and customs to one's own;
- recognition of the right of others to hold their own views;
- avoidance of ridicule;
- discerning between what is worthy of respect and what is not;
- appreciation that people's religious convictions are often deeply felt;
- recognition of the needs and concerns of others

Self-Understanding - this includes:

- sense of self-worth and value;
- recognition of the personal relevance of religion

Enquiry - this includes:

- curiosity and a desire to seek after the truth;
- developing a personal interest in metaphysical questions;
- an ability to live with ambiguities and paradox;
- the desire to search for meaning in life;

- being prepared to reconsider existing views;
- being prepared to acknowledge bias and prejudice in oneself

Extra Curricular Activities

Money collected during the year from different fundraising events is donated to various charities. We believe that these fundraising activities are an important feature of our School, enabling the pupils to become involved in the wider community.

Role of the Religious Education Co-ordinator

- to assist the Head teacher and Deputy Head teacher in monitoring the religious education curriculum and evaluating its effectiveness.
- In consultation' with staff, to review and develop the school's Mission Statement and Religious Education Policy.
- To act as an information source for colleagues.
- To support newly appointed or non Catholic teachers as required.
- To liaise with other co-ordinators to ensure that religious, moral and spiritual issues are addressed in all curriculum areas.
- With colleagues, to identify opportunities to help pupils learn about, understand and value other faith traditions.
- To arrange school liturgies or other services as required.
- To identify training needs and to arrange or lead Inset as required.
- To liaise with the Religious Education Advisor and to develop links with Religious Education Co-ordinators in neighbouring schools.
- To assist in the development of links between the school, the home and the Parish.
- To be aware of the need for ongoing professional development, and to undertake further training and study.

Communication

We recognise that the primary educators of the children in our school are their parents. We seek to support parents in this role, and establish a partnership between home and school.

In turn, we need the support of families and the parish community in order to fulfil our aims. Parents and priests are welcomed into the school to participate in a range of activities, and to share our faith in assemblies, liturgical celebrations and other services.

Inset

We acknowledge the need to provide induction training for new teachers, as well as in-service training for all members of staff.

Inset may take the form of training days, workshops or meetings. It can be shared with neighbouring schools or co-ordinated by the Diocesan Religious Education Advisor.

All members of the school community are encouraged to attend external courses on all aspects of religious education.

Resources

These are some of the resources that can be found in most classrooms, or that are held in a central storage place:

- Range of R.E. Books - Library
- crucifixes
- candles
- candle sticks
- statues
- Advent wreath
- display fabrics
- music [C.D's and tapes]
- pictures
- Come and See files
- Rejoice One and Rejoice Two - *Song* books and tapes
- Teacher reference books
- Praise

This Policy has been agreed by the Staff and Governors September 2017

For Review: September Term 2019