



**St Saviour's RC Primary School**

**Religious Education Policy**  
(Including SMSC)

Summer 2015

..... **J. Chandler**  
**Chair of Governors**

**FOR REVIEW SUMMER TERM 2017**



# St Saviour's RC Primary School

## Religious Education Policy

### St Saviour's RC Primary Mission Statement

*Pray Together, Learn Together, Stronger in Jesus*

St Saviour's is a Roman Catholic Primary school serving the parish of St Saviour's and Ss John the Baptist and Evangelist Lewisham, which forms part of the Archdiocese of Southwark. As a place of learning it exists to educate the children of the community with the Gospel values, traditions and beliefs of the Catholic Faith at the centre of its ethos, while recognising and understanding and individuality of the "faith journey".

Taking account of National Curriculum requirements, our school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential. The school will foster a respect for self and others in a climate of tolerance of individual differences, whilst recognising the importance of striving for excellence and enhancing children's transition to responsible adulthood.

#### **The School Mission Statement**

Through our mission statement we aim to lead the children toward a lasting belief in our Catholic Christian faith. We do this through prayer, celebration and a caring attitude to each other, based on the Gospel values of love and reconciliation.

#### **Aims**

- Develop respectful and reflective attitudes towards prayer, worship and liturgy
- To recognize the important contribution that everybody in the school makes
- Develop the children's understanding of and participation in Catholic celebrations
- Develop the children's involvement in the preparation of Catholic celebrations as they progress through the school
- Main strong links with the parish of St Saviour's
- To ensure the children have the opportunity to participate in a daily act of worship
- To facilitate children in their move from an inherited faith to a personal faith
- To ensure that religious education and the Catholic Christian faith is embedded into all aspects of school life

#### **Objectives**

- All children will have access to daily worship
- All children will be involved in whole school, Key Stage and year group liturgical celebrations
- Each child will be actively involved in termly class Masses and assemblies
- Parents will be invited to liturgical celebrations
- Members of the clergy will be welcomed to participate in all aspects of school life
- Enable the children to be confident in the use of religious vocabulary
- Integration of Gospel values and principles, through religious education, will be facilitated through a variety of teaching materials and methods

## Teaching and Learning

Teaching and learning of religious education is central to all aspects of school life and learning. The pupils will have opportunities to expand their knowledge, understanding and skills through direct teaching, collaboration and discussion. In addition to the whole school approach the children will study specific aspects of the Catholic faith through the use of the 'Come and See' programme of study which follow the directives as outlined in the Bishops' Conference R.E. Curriculum Directory. We will develop the children's knowledge of other faiths and willingness to empathise with people who hold beliefs that are different to our own. The pupils will have the opportunity to study the faiths of Judaism, Islam, Sikhism and Hinduism on a rolling programme, as part of 'World Religions Week' as they move through the school.

## Planning

We currently follow the 'Come and See' Programme (updated in Sept 2012). We have adopted a fixed topic, whole school approach - (See Appendix 1)

The whole school explores each religious theme through the same topics at the same time following a four year cycle. We allocate at least 10% curriculum time to the teaching of R.E. as recommended by the diocese.

The Curriculum Directory is incorporated into the scheme, and is closely linked to the levels of attainment AT1 – Learning about Religion and AT2 – Learning from Religion.

## Marking

Marking R.E. will follow the school marking policy. It will be positive and constructive so that it affirms and celebrates success and encourages future learning.

## Assessment

We aim to assess the children using the Levels of Attainment in Religious Education Assessment (AT1 – Learning about Religion and AT2 – Learning from Religion) which are closely linked through summative assessment tasks in each Come and See topic. Each child is formally assessed in one topic each term. The formal assessment piece will be leveled by the class teacher, and moderated as a staff, and with partner schools.

The process of assessing and recording will enable us to provide evidence of the quality of teaching and learning for ourselves, stake holders and external agencies. We set achievements targets and the levels are then tracked throughout the school to ensure continued progress and attainment.

The Archdiocese of Southwark (Education Commission) recommends that schools continue to use levels as they work towards creating a universal system to offer guidance to all schools.

The timetable for assessment work for school portfolios is as follows. Over the next three years, all strands will be covered.

Year	2015/16	2016/17	2017/18
Autumn	Christian Living Theme Advent/Christmas ~Loving	Church Theme Domestic Church ~Family	Sacramental Theme Baptism/Confirmation ~Belonging
Spring	Church Theme Local Church ~Community	Sacramental Theme Eucharist ~Relating	Christian Living Theme Lent/Easter ~Giving
Summer	Sacramental Theme Inter-relating ~Reconciliation	Christian Living Theme Pentecost ~Serving	Church Theme Universal Church ~World

Assessment is also ongoing and evidenced through use of formative assessment grids with 'I can' statements specific to each topic. This allows teachers to easily track individual children's progress.

## **Monitoring**

Will take place regularly in line with the school's monitoring policy and cycle. Feedback will be provided individually and collectively and shared with management and outside agencies.

## **PSHE**

We follow the SEAL programme - see PSHE policy. These are linked to R.E. planning, where appropriate.

## **Prayer**

Prayer is a fundamental part of our school life including formal prayers and children's own informal prayers. The prayers in class lessons and assemblies follow the prayers of the Catholic Church. Additional prayers include prayers at the beginning and end of the school day and prayers before meals; these follow the Come and See programme.

*Informal prayer* has a very important place in the spiritual life of the children and should include the everyday language of praising, thanking, asking and saying sorry. Informal prayer should encourage reflection by all pupils on their everyday life.

## **Liturgical Worship**

Through worship we aim to join the work of home and parish in developing the Spirituality of the children and to develop the concept of worship as an integral part of School life.

We also aim to develop an understanding of different forms of worship and to reflect the multicultural nature of our children in various acts of worship.

*Ways in which we provide opportunity for different forms of worship:*

- Careful preparation of and involvement in class and school masses
- Whole school assemblies and separate key stage assemblies
- Special liturgical services to celebrate the feasts of the Church's year
- Non-liturgical services to celebrate the beginning and ending of the seasons of Advent and Lent
- Classroom worship supported by focal areas where the children can reflect and pray

## **Focal Areas**

Every class has a prayer corner which is changed regularly to reflect the changing church seasons. Items that appear in the prayer corner include: a cross, candle and Bible. Children are encouraged to bring in items from home to display, linking to the Come and See topic.

## **Resources**

Resources for R.E. are kept in the Resource Room and are accessible to all staff. Resources are updated on a rolling programme which is regularly reviewed by the R.E. coordinator as necessary. There are a number of electronic resources available on the Come and See website, specifically linked to each topic and session within it.

## **The Role of the Coordinator**

It is the coordinator's responsibility to ensure:

- Development, monitoring and evaluation of whole-school policy
- Colleagues are supported in the teaching of Religious Education using the school's current scheme of work
- Continued professional development is available for all colleagues of all faiths
- Appropriate systems are in place for the assessment and tracking of R.E.
- The school is aware of developments, through establishing links with fellow R.E. coordinators throughout the Deanery, the Diocese and by liaising with the parish clergy
- Resources are developed and maintained
- Smooth organization of the programme for Collective Acts of Worship, including class and whole school Masses.
- Action plan that sets achievement targets

## **Social, Moral, Spiritual and Cultural (SMSC) provision at St Saviour's**

### **Spiritual Development**

Pupils' spiritual development is shown by pupils':

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Planned opportunities for spiritual development in all subjects can be seen across the school.

Children are given opportunities to reflect upon the meaning of spiritual experiences.

Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness

The school enables a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals.

These can occur during any part of the school day, eg. when listening to music, discussing the care needed for animals, exercising empathy or creativity, how we live, contemplating the future, etc.

### **Moral Development**

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives.
- understanding of the consequences of their actions.

### **Our school develops pupil moral development by:**

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided

Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

This is done through collective worship, circle time, Social Skills groups and SEAL/PSHE/Circle Time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers,

### **Social Development**

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

At St Saviour's RC Primary School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family, the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided.

## **Cultural Development**

Pupils' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world.

This can be done through music, PE, art and many other curriculum areas.

Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An interest in exploring the relationship between human beings and the environment

Our school develops pupils' cultural development by:

- Extending pupils' knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE, RE, MFL, & School Council

Area of SMSC	How it is developed/ evidenced
<p><b>Pupils' spiritual development is shown by their:</b></p> <ul style="list-style-type: none"> <li>• beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible</li> <li>• use of imagination and creativity in their learning</li> <li>• willingness to reflect on their experiences</li> </ul>	<p><b>It is developed through:</b></p> <ul style="list-style-type: none"> <li>• a broad and balanced curriculum which incorporates the RE syllabus RE weeks to support other faiths included</li> <li>• Regular monitoring and updates from subject leaders</li> <li>• providing high quality learning and teaching that engages and motivates</li> <li>• a curriculum that has been developed so that it allows children to explore subjects imaginatively and creatively, finding links within their learning <ul style="list-style-type: none"> <li>• planned opportunities within lessons and sequences of learning/topics for children to reflect on and evaluate their learning</li> <li>• Visiting places of worship. (Planned visit for Summer Term to Mosque).</li> <li>• Whole school assemblies and celebrations of Learner of the Week.</li> <li>• Outdoor learning-e.g. reception,</li> <li>• Residential visits</li> <li>• Feast Day celebrations</li> <li>• Harvest, Christmas and Easter celebrations</li> <li>• Visits from local parish priest, prayer visits and children attend church regularly.</li> <li>• Time to reflect upon learning and experiences in class</li> </ul> </li> </ul>
<p><b>Pupils' moral development is shown by their:</b></p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives</li> <li>• understanding of the consequences of their actions</li> <li>• interest in investigating, and offering reasoned views about, moral and ethical issues.</li> </ul>	<p><b>It is developed through:</b></p> <ul style="list-style-type: none"> <li>• following the positive behaviour policy consistently and explicitly modelling/teaching appropriate ways of behaving in a range of contexts including when working with others outside of the school community</li> <li>• exploring the impact of behaviour with children and modelling the language of consequences, rights and responsibilities. Regular reviews of Behaviour Policy assemblies and specific learning opportunities that explicitly explore pertinent moral and ethical issues, e.g. anti-bullying week assemblies, SMSC assemblies Monthly school values certificates to children in SMSC assembly <ul style="list-style-type: none"> <li>• Celebration of children achieving Learner of the Week</li> <li>• Headteacher awards</li> <li>• E-Safety teaching</li> <li>• Circle times</li> <li>• Child participation in a range of pupil groups: School Council,</li> <li>• Sports teams, Choir</li> <li>• Charity appeals</li> <li>• Choir singing at Catford, Lewisham Town Hall</li> </ul> </li> </ul>
<p><b>Pupils' social development is shown by their:</b></p> <ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> </ul>	<p><b>It is developed through:</b></p> <ul style="list-style-type: none"> <li>• partnership work with other schools and communities – this includes taking part in sports competitions, joint projects (transition project with a secondary school for example)</li> </ul>

<ul style="list-style-type: none"> <li>• willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively</li> <li>• interest in, and understanding of, the way communities and societies function at a variety of levels</li> </ul>	<ul style="list-style-type: none"> <li>• <i>modelling and explicitly teaching how we will work with different groups before taking part in collaborative learning opportunities</i></li> <li>• <i>exploring different societies and communities through our thematic curriculum After school clubs, breakfast clubs, lunchtime clubs</i></li> <li>• <i>Residential visits in Year 6</i></li> <li>• <i>Educational visits</i></li> <li>• <i>Afterschool clubs including: football, choir</i></li> <li>• <i>Participation in Music events:</i></li> <li>• <i>Playground friends</i></li> <li>• <i>Class Buddies</i></li> <li>• <i>Participation in Charity support:</i></li> <li>• <i>Carol Mullings (PPA Teacher), Year 4 Art project</i></li> </ul>
<p><b>Pupils' cultural development is shown by their:</b></p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</li> <li>• willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities</li> <li>• interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</li> </ul>	<p><b>It is developed through:</b></p> <ul style="list-style-type: none"> <li>• <i>assemblies and specific learning opportunities that explore our cultural heritage</i></li> <li>• <i>a curriculum that is rich in experiences across all subjects</i></li> <li>• <i>a curriculum that has PSHE and global learning embedded across all year groups School visits to museums, galleries, concerts, theatre visits</i></li> <li>• <i>Meeting authors (World Book Week)</i></li> <li>• <i>Year 4 Art project</i></li> <li>• <i>Opportunities to take part in school productions /Performances</i></li> <li>• <i>Opportunities for individual instrumental lessons</i></li> <li>• <i>Visits from people of different cultures</i></li> <li>• <i>Multi-cultural days</i></li> <li>• <i>Sports Day</i></li> <li>• <i>Emphasis on Black History Month in October but on-going throughout the year</i></li> </ul>

## Appendix 1

### Come and See Themes & Topics

Overview for the year:

<b>Domestic Church: Family</b>	<b>Judaism Week</b>	<b>Baptism/Confirmation: Belonging</b>	<b>Advent/Christmas: Loving</b>
<b>Local Church: Community</b>	<b>Eucharist: Relating</b>	<b>Lent/Easter: Giving</b>	
<b>Pentecost: Serving</b>	<b>Reconciliation: Inter-Relating</b>	<b>Islam Week</b>	<b>Universal Church: World</b>

Autumn Term

Spring Term

Summer Term

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Domestic church family</b>	<b>Myself</b> God knows and loves each one	<b>Families</b> God's love and care for every family	<b>Beginnings</b> God at every beginning	<b>Homes</b> God's dream for every family	<b>People</b> The family of God in Scripture	<b>Ourselves</b> Created in the image & likeness of God	<b>Loving</b> God who never stops loving
<b>Baptism/confirmation belonging</b>	<b>Welcome</b> Baptism; a welcome to God's family	<b>Belonging</b> Baptism an invitation to belong to God's family	<b>Signs &amp; symbols</b> Signs & symbols in Baptism	<b>Promises</b> Promises made at Baptism	<b>Called</b> Confirmation: a call to witness	<b>Life choices</b> Marriage commitment and service	<b>Vocation &amp; commitment</b> The vocation of priesthood and religious life
<b>Advent/Christmas loving</b>	<b>Birthday</b> Looking forward to Jesus' birthday	<b>Waiting</b> Advent a time to look forward to Christmas	<b>Preparations</b> Advent; preparing to celebrate Christmas	<b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Gift</b> God's gift of love & friendship in Jesus	<b>Hope</b> Advent; waiting in joyful hope for Jesus; the promised one	<b>Expectations</b> Jesus born to show God to the world
<b>Local church community</b>	<b>Celebrating</b> People celebrate in Church	<b>Special people</b> People in the parish family	<b>Books</b> The books used in Church	<b>Journeys</b> Christian family's journey with Jesus	<b>Community</b> life in the local Christian community: ministries in the parish	<b>Mission</b> Continuing Jesus' mission in diocese [ecumenism]	<b>Sources</b> The Bible, the special book for the Church
<b>Eucharist relating</b>	<b>Gathering</b> The parish family gathers to celebrate Eucharist	<b>Meals</b> Mass; Jesus' special meal	<b>Thanksgiving</b> Mass a special time for saying thank you to God for everything, especially Jesus	<b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Giving &amp; receiving</b> Living in communion	<b>Memorial sacrifice</b> The Eucharist the living memorial of Jesus' sacrifice	<b>Unity</b> Eucharist enables people to live in communion.
<b>Lent/Easter giving</b>	<b>Growing</b> Looking forward to Easter	<b>Change</b> Lent a time for change	<b>Opportunities</b> Lent; an opportunity to start anew in order to celebrate Jesus' new life	<b>Giving all</b> Lent a time to remember Jesus' total giving	<b>Self discipline</b> Celebrating growth to new life	<b>Sacrifice</b> Lent a time of aligning with the sacrifice already made by Jesus	<b>Death &amp; new life</b> Celebrating Jesus' death & resurrection
<b>Pentecost serving</b>	<b>Good News</b> Passing on the Good news of Jesus	<b>Holidays &amp; holydays</b> Pentecost: feast of the Holy Spirit	<b>Spread the word</b> Pentecost a time to spread the Good News	<b>Energy</b> Gifts of the Holy Spirit	<b>New life</b> To hear & live the Easter message	<b>Transformation</b> Celebration of the Spirit's transforming power	<b>Witnesses</b> The Holy Spirit enables people to become witnesses
<b>Reconciliation Inter-relating</b>	<b>Friends</b> Friends of Jesus	<b>Being sorry</b> God helps us to choose well Sacrament of Reconciliation	<b>Rules</b> Reasons for rules in the Christian family Sacrament of Reconciliation	<b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Building bridges</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	<b>Freedom &amp; responsibility</b> Commandments enable Christians to be free & responsible	<b>Healing</b> Sacrament of the Sick
<b>Universal Church world</b>	<b>Our world</b> God's wonderful world	<b>Neighbours</b> Neighbours share God's world	<b>Treasures</b> God's treasure; the world	<b>Special places</b> Holy places for Jesus & the Christian	<b>God's people</b> Different saints show people what God is like	<b>Stewardship</b> The Church is called to the stewardship of Creation	<b>Common good</b> Work of the worldwide Christian family