

**ST JOSEPH'S CATHOLIC PRIMARY SCHOOL  
CRAYFORD**

**RELIGIOUS EDUCATION AND  
COLLECTIVE WORSHIP POLICY**

**Spring 2017**

**To be reviewed:      Spring 2018  
Teaching and Learning  
Mrs Murrell**

## **Mission Statement**

**The teachers and governors of St. Joseph's provide a broad, balanced curriculum to enable each child to achieve the highest standards of education in a Catholic ethos.**

### **THE AIMS OF ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ARE:**

- to nurture the uniqueness of each individual as a member of God's family
- to ensure that the Catholic faith is at the heart of the whole school experience
- to create a well ordered supportive environment in an atmosphere conducive to learning where every child feels confident and safe.
- to create an atmosphere of reconciliation, where pupils can accept the consequences of their own actions, and be encouraged to make more responsible future choices
- to deliver a relevant curriculum with equal access for all pupils
- to encourage and support each child to achieve the highest standards of which they are capable
- to encourage each child to become a concerned compassionate member of society determined to promote justice and peace
- to promote good working relationships based on mutual cooperation and trust
- to provide a welcoming place for parents
- to work in harmony with the parish and the local community.

## **POLICY STATEMENT**

The Catholic Faith is the keystone of the curriculum at St. Joseph's.

### **The aims of Religious Education**

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society.
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life.
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- To bring clarity to the relationship between faith and life, and between faith and culture.

The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory for Catholic Schools and Colleges – Bishops' Conference of England and Wales 2012)

### **Objectives**

- By adhering to the Schools' Mission Statement to provide a positive sound teaching of RE, encompassing the moral, spiritual and cultural development of each individual child, preparing them to become responsible members of society.
- To familiarise and support children in their participation of the liturgy of the Mass.
- To teach and encourage children to pray the common prayers of the Church.

- To provide a caring and supportive environment within the school, reflected through displays and focal areas.
- To lead children to pray with spontaneity and joy.
- To provide an appropriate atmosphere for prayer and reflection.
- To strengthen the links between home, school, parish and the Community through:-
  - Confessions
  - Stations of the Cross
  - Class Masses
  - Class Assemblies
  - Whole School Mass
  - Religious Services, i.e. Nativity, Easter Production
  - Carol Singing in the Community
  - Charity Fundraising
  - Regular meetings with the Parish Priest
  - Rosary prayer group
- To support the non-Catholic members of our staff in their endeavours to foster a Catholic ethos in the school.
- To understand that we now live in a multicultural society and teach the key concepts of other religious faiths (ie Judaism, Sikhism, Islam and Hinduism).

### **Evaluation and Review Date**

- The policy will be evaluated as a working document on an annual basis.
- The Subject Leader will lead the staff in this evaluation and update.
- Review date: Spring 2018

### **Implementation Strategy**

- It is the responsibility of each class teacher to deliver the Religious Education programme to his/her pupils.
- Responsibility for monitoring and resourcing the Religious Education curriculum lies with the Subject Leader.

### **Time Allocation (Explicit)**

- 10% of the taught week for each Key Stage is required for studying RE.
- At Key Stage One we aim to allocate 2 hours per week to explicit R.E teaching.

- At Key Stage Two we aim to allocate 2 and a half hours per week to explicit R.E teaching.
- This is in addition to the spiritual and moral education implicit in all our teaching.
- Religious education does not take place in isolation from the other areas of the curriculum. It is the responsibility of the class teacher to identify and use opportunities for religious, spiritual and moral teaching in other subject areas (Implicit), for example Science, History, Geography, Art, P.S.H.E.

### **Spiritual and Moral Development**

SPIRITUAL DEVELOPMENT is promoted through:

1. Acts of worship
2. The curriculum
3. The ethos of the school

#### **1. Acts of Worship**

- Pupils are introduced to a variety of prayer forms, including guided meditation and spontaneous prayer.
- Each class has a focal area for prayer. Pupils are encouraged to contribute prayers and artefacts to these areas, making them relevant to the religious education and prayer life of the class.
- Acts of collective worship are held in class, in our prayer room and during assemblies.
- The acquisition of a prayer room has enabled us to give the pupils opportunities to reflect and pray in a quiet atmosphere away from the distractions of the classroom.
- Artefacts in the prayer room are changed at regular intervals by an allocated member of staff to reflect the Liturgical season. It also offers a range of prayer books and other spiritual material.
- Pupils are encouraged to use the prayer room individually, at times of sadness in their lives (e.g. separation of parents, death of a family member).
- It is also used as a centre of celebration for joyful events in the lives of pupils.
- In addition to class-based acts of worship, common prayers are said together at specific times of the day.
- Class Masses are celebrated in our parish church each term. Two classes work together in preparing the liturgy for their Mass.

- Our parish priest celebrates Mass with us on Holydays of Obligation and other Christian festivals. These may take place in school or in our parish church of St Mary of the Crays.
- Parents and parishioners are invited to share in these celebrations, whether in church or school.
- Class assemblies take place every term and are based on religious themes, usually linked to our scheme of work. Parents are invited to attend and, where appropriate, participate.
- All staff are invited to celebrate the First Communion Mass with Year 3.
- Preparation for the Sacraments is undertaken by parish Catechists. The school supports this work through the R.E. programme, as well as encouraging prospective candidates for Communion to share what they have experienced in their work with the parish catechists .A class assembly gives these pupils the opportunity to share their memories of their special day with the whole school and thus give witness to the importance of the sacraments.
- Whole school assemblies aim to lead pupils to reflect on Gospel values and encourage them to take an active part in prayer and worship.

## 2. The Curriculum

- Opportunities are provided in all areas of the curriculum for pupils to reflect on the meaning of life and to express their beliefs and values. Teachers are sensitive to the opportunities for presenting Gospel values in their teaching. For example in Science to reflect on the natural world as a sign of God's love. In Geography to reflect on our larger 'world family'.
- Displays are used to foster a sense of awe and wonder, and to challenge and inform, as well as reflecting the value placed on pupils' work.

## 3. Provision for under Fives

The Foundation Phase describes the stage of a child's education from the age of 3 to the end of reception at the age of 5 (or age 3 to 7 in Wales). In Catholic schools Religious Education will form a valuable part of the educational experience of pupils throughout this stage.

Through engaging, practical and integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for children of this age but makes a particularly important contribution to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world

- Creative development

Within what is a highly-integrated curriculum, teachers of children of this age will seek to:

- deliver a Religious Education programme which meets the needs of all children
- make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context
- build upon and extend Religious Education begun in the home
- work in active partnership with home and parish, preparing pupils for more formal Religious Education in later years

#### **4. The Ethos of the School**

- Relationships based on mutual trust and respect are regarded as fundamental.
- Expectations of politeness and pupil behaviour are based on Gospel values.
- Pupils are encouraged to take a pride in their work and to appreciate that of others.
- Teachers work together, sharing their strengths and weaknesses in a spirit of co-operation.
- St Joseph's Mission Statement is the central reference point of our school community.

#### **5. SEN**

As a Catholic school, all children are encouraged to experience life in a Catholic community. (However, parents do have the right to withdraw their child from particular lessons/ activities by written request. Teaching staff also has the right to withdraw from teaching RE – but as a Catholic school, staff have already agreed to uphold the Catholic ethos of the school).

### **Moral Development is Promoted Through:**

1. Religious Education
2. Worship
3. P.S.H.E. and citizenship

#### **1. Religious Education is delivered through the R.E. Scheme of Work**

By following the 'The Way, The Truth and The Life' programme (Catholic Truth Society), which makes clear links to the Catechism of the Catholic Church and to the bishops' Religious Education Directory

- Each pupil has his or her own copy of the relevant pupil book.

- Each class teacher has his/her own copy of the relevant teacher's book.
- Group tasks are differentiated to ensure that all pupils benefit from what is taught.
- Pupils are encouraged to engage in discussion and comment.
- Pupils are encouraged to co-operate rather than compete with others in their work.

## **2. Assessment**

- A sample of work to be selected by the RE Co-ordinator from each year group at the end of each topic.
- Assessment for each topic, identifying the children's level of knowledge and understanding of the area which has been studied, using Levels of Attainment.
- Pupils level of attainment data entered on Target Tracker twice a year and compared with pupils levels in Literacy.
- Arrangements can be made for the RE Co-ordinator to observe lessons or discuss any queries by members of staff.

## **3. Worship**

- In services of reconciliation pupils are given opportunities to reflect on right and wrong behaviour and the need to say sorry.
- In celebration of festivals such as Harvest, pupils are given the opportunity to become aware of our world family and develop a sense of justice.
- Pupils are encouraged to say or write prayers for others, to be used in Masses and collective worship, or displayed in the classroom or prayer room.

## **4. Rosary – Prayer Room**

During the month of the Rosary (October), a parishioner will lead a prayer group in praying the rosary once a week. Staff, pupils, parents and parishioners are welcome.

## **5. P.S.H.E. and Citizenship**

- The LCP Citizenship File is used to deliver P.S.H.E.
- Each teacher has his/her own copy of the relevant materials.

- Pupils are encouraged to reflect on the moral and social issues raised, in the light of Gospel values.

### **Responsibilities of the Subject Leader**

- Presenting and reviewing the Religious Education policy.
- Monitoring what is being taught throughout the school.
- Monitoring medium term plans and giving feedback to head teacher, teachers and governors.
- Monitoring pupils' books and providing feedback to teachers and head teacher.
- Resourcing the Religious Education curriculum.
- Supporting staff in their delivery of the R.E. scheme of work, 'The Way, The Truth and The Life.
- Providing information on the resources available.
- Providing an overview of the Church's liturgical calendar for the year.
- Giving such support as may be necessary for the planning and implementation of any liturgies and religious celebrations.
- Providing staff with information on any new initiatives which affect the teaching of Religious Education in Catholic schools.
- Presenting an annual budget bid and action plan.
- Leading staff meetings and INSET where appropriate.

**Signed:**            *M Lawrence*  
                            *Chair of Governors*

**Date:** *27<sup>th</sup> March 2017*