

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

RELIGIOUS EDUCATION POLICY

Spring 2018

**To be reviewed: Spring 2019
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.

Love, Learn, Live

POLICY STATEMENT

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

Introduction

At the heart of Catholic education at St Joseph's Catholic Primary School is the person of Jesus Christ. Our Catholic school provides an educational framework within which our young people can grow in their relationship with Christ in a way that takes account of their individual human development. We profess Christ as saviour of the world with confidence and clarity. In a spirit of openness and dialogue, we also respect the rights of all members of our school community to hold their own beliefs. We encourage all to engage as fully as possible with every aspect of school life, including curriculum Religious Education, worship and liturgy.

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)

Leadership and Management of Religious Education

- The governors and the headteacher are responsible for ensuring that Religious Education is taught as a core subject, has a high profile in the curriculum and is well resourced and monitored.
- The governors and headteacher are also responsible for ensuring that the school's self-evaluation processes monitor and evaluate the school as a Catholic community and that the Section 48 Self-Evaluation Form is regularly reviewed.
- The school must ensure regular and appropriate high quality training and development for all who teach Religious Education and monitor the impact it has in the school.
- The school must support the non-Catholic members of our staff in their endeavours to foster a Catholic ethos in the school.
- The Religious Education curriculum leader must present and review the Religious Education policy.
- The Religious Education curriculum leader must monitor what is being taught throughout the school.
- The Religious Education curriculum leader must monitor termly planning and give feedback to the headteacher and teachers.

- The Religious Education curriculum leader must monitor pupils' books and provide feedback to the headteacher and teachers.
- The Religious Education curriculum leader must resource the Religious Education curriculum.
- The Religious Education curriculum leader must support staff in their delivery of the Religious Education scheme of work ('The Way, The Truth and The Life').
- The Religious Education curriculum leader must provide information on the resources available.
- The Religious Education curriculum leader must provide an overview of the Church's liturgical calendar for the year.
- The Religious Education curriculum leader must give such support as may be necessary for the planning and implementation of any liturgies and religious celebrations.
- The Religious Education curriculum leader must provide staff with information on any new initiatives which affect the teaching of Religious Education in Catholic schools.
- The Religious Education curriculum leader must present an annual action plan for the School Improvement Plan to the headteacher and an end of year report to governors.
- The Religious Education curriculum leader must lead staff meetings and INSET where appropriate.

Time and resources

- 10% of the taught week for Key Stage One and Two is used for studying Religious Education (not including collective worship or hymn practice).
- 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 2½ 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 History, Geography, Art, PSHE, RSE.

- The governing body is responsible for regular monitoring of Religious Education in all Key Stages to ensure the proper allocation of staff, time, resources and accommodation for this subject.
- Parents are informed about what their child is learning in Religious Education through half termly overviews (which are also available on the school website). Parents are sometimes involved as a resource to support teaching and learning in Religious Education.

Curriculum Religious Education

- The school uses the 'The Way, The Truth and The Life' programme (Catholic Truth Society), which is based on the *Catechism of the Catholic Church* and also complies with the *Religious Education Directory (3-19) for catholic schools and colleges, Bishops Conference of England and Wales 2012*.
 - 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.
- Religious Education lessons are engagingly presented with a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- Religious Education lessons enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- Religious Education lessons develop the critical faculties of pupils so that they can relate their Catholic faith to daily life.
- Religious Education lessons stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- Religious Education lessons enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.

- Religious Education lessons aim to bring clarity to the relationship between faith and life, and between faith and culture.
- The school provides a caring and supportive environment, reflected through displays and focal areas.
- 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.

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 and language
 - Literacy
 - Understanding the world
 - Expressive arts and design
- Within what is a highly-integrated curriculum, the Reception class teacher 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

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).

Teaching of other Religions

- The school understands that we now live in a multicultural society and teaches the key concepts of other religious faiths (ie Judaism, Sikhism, Islam and Hinduism).
- Religious Education lessons raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- The Religious Education curriculum leader has created an overview of the study of other faiths and invites pupils/parents/visitors from other religions to visit various classes.

Planning, assessment and recording of Religious Education

- Assessment is carried out for each topic, identifying the children's level of knowledge and understanding of the area which has been studied, using Levels of Attainment. These class tracking sheets are given to the Religious Education curriculum leader.
- Pupils' level of attainment data is entered on Target Tracker twice a year and compared with pupils levels in Literacy.
- Samples of work to be given to the Religious Education curriculum leader from each year group at the end of each topic.
- Planning and books are monitored by the Religious Education curriculum leader.
- Arrangements can be made for the Religious Education curriculum leader to observe lessons or discuss any queries by members of staff.

Collective Worship

"For where two or three meet in my name, I shall be there with them"
(Matthew 18:20)

- Acts of collective worship are held during assemblies, in class and in our prayer room.

- Whole school assemblies aim to lead pupils to reflect on Gospel values and encourage them to take an active part in prayer and worship.
- 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.
- In addition to class-based acts of worship, common prayers are said together at specific times of the day.
- 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.
- 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.
- Pupils are introduced to a variety of prayer forms, including guided meditation and spontaneous prayer.
- The Prayer Room and the Prayer Garden have enabled us to give the pupils opportunities to reflect and pray in a quiet atmosphere away from the distractions of the classroom.
- 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.
- During the month of the Rosary (October), a parishioner will lead a prayer group (in the Prayer room) in praying the rosary once a week. Staff, pupils, parents and parishioners are welcome.
- 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.
- 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 Masses are celebrated in our parish church each term. Two classes work together in preparing the liturgy for their Mass. Parents and parishioners are invited to attend.
- The school helps to familiarise and support the children in their participation of the liturgy of the Mass, and to teach and encourage the children to pray the common prayers of the Church.

- In services of reconciliation pupils are given opportunities to reflect on right and wrong behaviour and the need to say sorry.
- 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.
- The school has worked hard to strengthen the links between home, school, parish and the community through:-
 - Class masses
 - Class assemblies
 - Whole school masses
 - Religious Services, i.e. Nativity, Easter Production
 - Carol singing in the community
 - Charity fundraising
 - Regular meetings with the Parish Priest
 - Rosary prayer group
 - Confessions
 - Stations of the Cross

Spiritual and moral development

- The Catholic life of the school community supports the spiritual and moral development of all its pupils and staff.
- Religious Education lessons 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.
- Spiritual and moral development is promoted through:
 - Acts of worship
 - The Religious Education curriculum
 - The ethos of the school

Contribution to the Common Good in Education

- St Joseph's School Mission Statement is the central reference point of our school community.
- Our school members adhere to the School Mission Statement to provide a positive sound teaching of Religious Education, encompassing the moral,

spiritual and cultural development of each individual child, preparing them to become responsible members of society.

- School relationships are based on mutual trust and respect, and are regarded as fundamental.
- Expectations of pupil/staff politeness and behaviour are based on the Gospel values.
- Pupils are encouraged to take a pride in their work and to appreciate the efforts of others.
- Staff work together; sharing their strengths and weaknesses in a spirit of co-operation.

Signed: *M Lawrence*
Chair of Governors

Date: 19/03/2018