



# ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

## Religious Education Policy

2019-20

Date of Review: Feb 2019

Date of Next Review: Feb 2020

## Religious Education Policy

St Ethelbert's Catholic Primary School and Nursery strives to be a faith community inspiring all our pupils to develop spiritually, academically and emotionally. With Christ as our greatest teacher, our school is a place where we are continually:

***“Learning, achieving and growing together with Jesus”***

We recognise that learning is a journey and that our role as Catholic educators is to promote and foster in our pupils a reverence and love for God, an understanding of the Gospel of Jesus Christ, and to help them identify as Christians in the Catholic Church, developing traditions of our Catholic faith. Religious Education is at the heart of our curriculum, enriching and informing all areas of learning.

### **Aims**

- Knowledge and understanding of Catholic faith and life.
- Knowledge and love of Christ within the Sacraments.
- The skills needed to engage in examination or reflection upon religious belief and practice.
- The spiritual needs of all our children, knowing that some of them will be from committed Catholic homes while others will not.
- The celebration of RE for our pupils through shared assemblies and liturgies.
- A spiritual dimension to the lives of the pupils and the liturgical year reflected in the life and activities of the school.
- Positive attitudes towards people of other faiths and other religious traditions in relation to God.

### **Religious Education**

***“The primary purpose of Catholic Religious Education is to come to know and understand God’s revelation which is fulfilled in the person of Jesus Christ.”***  
***RECD 2012 p.3***

Through the teaching of Religious Education we aim to:

- Develop a knowledge and understanding of the mystery of God, of Jesus Christ and the Church and of the central beliefs which are held by Catholics.
- Develop an awareness and appreciation of the Catholic faith and of how it affects personal and social behaviour and of the vital relationship between faith and life, life and faith.
- Encourage investigation, reflection and evaluation of the truths of our faith by the pupils.
- Foster appropriate attitudes e.g. respect for truth, respect for the view of others, awareness of spiritual, of moral responsibility.
- Foster an awareness of the demands of religious commitment in everyday life and especially the challenges of living in a multi-cultural, multi-faith society.
- Develop appropriate skills e.g. ability to listen, reflect, to pray to and to be aware of God, to acquire knowledge and organise it effectively to make informed judgements.
- Educate the whole person and to find a balance between knowledge of doctrine, response to worship and personal and social development according to Gospel

values. For a truly balanced education in faith we believe each individual must be treated with equal importance.

### **What are the aims of Religious Education?**

Religious Education gives shape to and is linked to the whole curriculum; every part of it is ultimately related to God. We teach to further children’s faith development not only through discrete RE lessons and activities, but through prayer and worship, and most importantly by example in our relationships with every member of the school community.

Through Religious Education we encourage the pupils at St Ethelbert’s to express their own enquiring, informed and reflective views of beliefs and values. It teaches our children that they are made in the image of God who loves them all dearly. As a staff we discuss and articulate the ways that our children will reflect the ‘*mystery of God’s saving action in Jesus Christ*’. RECD 2012 p.8.

Skills which are central to Religious Education are:

- Investigation
- Interpretation
- Reflection
- Empathy
- Application
- Evaluation
- Analysis
- Expression

### **RE in the curriculum**

Religious Education is a core curriculum area with 10% of teaching time devoted to it (2 hours per week in KS1, 2 and a half hours in KS2). This may be a lesson a week or it may be used flexibly to enable more sustained work, or cross-curricular work. We use the scheme ‘Come and See’.

The classroom Religious Education curriculum is to be delivered in accordance with the general norms laid down by the Bishops’ Conference: Religious Education Curriculum Directory (3-19) (2012).

‘Come and See’ is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory and includes the Catholic attainment levels. The Catechism of the Catholic Church addresses the search for meaning in life. God’s initiative in Revelation who comes to meet us and our response of faith. (cf. CCC26) This pattern guides the structure of the Come and See programme and informs the process of each topic, opened up through; Explore, Reveal and Respond. Each year group covers nine topics over the course of the academic year.

### **Come and See topics by Year group**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Myself	Families	Beginnings	Homes	People	Ourselves	Loving
Welcome	Belonging	Signs and	Promises	Called	Life choices	Vocation and
Birthday	Waiting	symbols	Visitors	Gift	Hope	commitment
Celebrating	Special	Preparations	Journeys	Community	Mission	Expectations
Gathering	People	Books	Listening	Giving and	Memorial	Sources
Growing	Meals	Thanksgiving	and sharing	receiving	sacrifice	Unity
Good News	Change	Opportunities	Giving all	Self	Sacrifice	Death and
Friends	Holidays and	Spread the	Energy	discipline	Transformation	new life
Our World	holidays	word	Choices	New life		Witnesses

	Being sorry Neighbours	Rules Treasures	Special places	Building bridges God's people	Freedom and responsibility Stewardship	Healing Common good
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**A copy of RECD sheets linked to 'Come & See' lessons are on Staff shared drive.**

### **Curriculum Planning**

The Catholic message is at the heart of all we do in school. It enriches the curriculum and supports all areas of learning. RE must always deepen pupils' understanding of Catholic belief and contribute to their education in the Catholic faith. Year groups plan as a team using the Come and See scheme.

To develop a greater understanding of other faiths and to encourage positive attitudes towards these, a termly whole school focus is given to another faith (e.g. Judaism, Islam, Hinduism). These are agreed by the Leadership team and shared with staff at the start of each curriculum year.

### **How does Religious Education support the values of the wider curriculum?**

Religious Education actively promotes the values of truth, justice and respect for all and care of the environment. It places specific emphasis on:

- Pupils valuing themselves and others;
- The role of family and the community in religious belief and activity;
- The celebration of diversity in society through understanding similarities and differences;
- Sustainable development of the earth.

Religious Education also recognise the changing nature of society and the influence of religion and belief in the local, national and global community. Religious Education promotes pupils' spiritual, moral, social and cultural development and prepares pupils for the opportunities, responsibilities and experiences of life.

### **Assessment and Monitoring of Religious Education**

***“It is necessary, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.”***  
RECD 2012 p3.

### **Monitoring of Teaching and Learning**

Observations of Religious Education lessons and monitoring of pupil outcomes are undertaken by the leadership team on a termly basis. The teaching and pupil outcomes of RE are monitored with the same rigour as other core subjects in the school.

- Pupils begin working in formal RE books when they are in Year 1
- Pupil’s work is recorded in a variety of ways; pictorial, written, photographs etc.
- Work is marked according to the written feedback policy
- Teachers will be continuously assessing pupils’ understanding of the RE attainment targets and adapting their lessons in accordance with the AfL policy.

Classroom Religious Education is to be assessed in accordance with the general norms laid down by the Bishops’ Conference: Levels of Attainment in Religious Education in Catholic Schools and Colleges (2007).

### **Assessment**

As with other core subjects, assessment in Religious Education is carried out through the joint processes of ‘assessment **of** learning’ (also known as **summative**) and ‘assessment **for** learning’ (also known as **formative**). Work is marked according to the St Ethelbert’s Feedback and Marking Policy.

Pupils evaluate and assess their work at the end of each topic a part of the Review section of ‘Come and See’.

Formative written assessments are carried out termly at the end of each topic. These are levelled according using the Levels of Attainment in Religious Education in Catholic Schools and College (see attached Appendix).

Teachers use the school assessment format to record pupils’ attainment in Religious Education. Progress is tracked and monitored termly by the Leadership team.

## **Spiritual Development Policy**

St Ethelbert's Catholic Primary School and Nursery strives to be a faith community inspiring all our pupils to develop spiritually, academically and emotionally. With Christ as our greatest teacher, our school is a place where we are continually:

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Spiritual Development refers to the unique inner life of each individual, our unique vocation and the world of which we are part of. At times it can be an intensely personal experience, and at others it is something to be shared with others. Spiritual Development centres on what gives meaning to life, and the potential of each person to be fully alive in God.

## **Aims**

The development of spirituality respects the uniqueness of each individual and the need to be faithful to the truths of the Catholic Church.

- Each individual is on their own faith journey
- We are all at different points on this journey
- We need to celebrate and develop the spirituality of each person in our community
- Spiritual development is an integral part of every aspect of school life

## **Opportunities for the Promotion of Spiritual Development**

We recognise that pupils need to acquire and develop key skills in order to deepen their understanding of their spirituality on both an individual and wider level, promoting a deeper understanding of the meaning of life. We work with pupils in order that they are able to

- Investigate
- Interpret
- Communicate
- Think critically
- Demonstrate social skills
- Evaluate

Each member of the school community has the right to respect and dignity and to be part of a community which promotes spiritual development in the context of the Catholic Church. The potential for spiritual development is open to everyone and fundamental to learning. As a school, we recognise the value of relationships, the importance of developing and sustaining the self-esteem and self-awareness of our pupils. Each member of staff is responsible for developing Gospel values of truth, justice, respect, compassion, forgiveness and love.

Pupils are given opportunities to develop their spirituality through:

- The school community regularly celebrating and worshipping together as outlined in the Liturgy Prayer and Worship Policy and the Chaplaincy Policy.
- Promoting the school's 'Golden Rules' as a foundation for Christian living.
- Giving opportunities to discuss issues relating to spiritual and personal growth in class discussions and reflections

- Resources which are available in the R.E. resource area, and classroom altar areas and through the 'Come and See' programme.
- Each classroom having a religious area with prayers and religious artefacts clearly visible.
- Spiritual development being promoted and monitored by the SLT, the R.E. Co-ordinator and School Chaplaincy. All members of staff are responsible for the spiritual development of the pupils in the school.
- The school community recognising we are all at different places in our faith journey and we should respect each other with discernment and tolerance.
- By the school recognising that the parents and other family members have a much greater influence on the life of the child than anyone else. Parents/other family members are welcomed into the school at all times and especially for celebrations and acts of collective worship.

### **Community Cohesion**

We aim to develop an understanding and tolerance to the vastly different circumstances of our fellow human beings, and the knowledge that we are all part of the global community created by God. Pupils are encouraged to show compassion and empathy for others by organising, contributing to and investigating communal projects such as CAFOD, national and international appeals, Christmas shoeboxes, London/Slough run etc.

### **Monitoring and Evaluation**

The spiritual development of pupils is monitored through:

- Their response to prayer and worship
- Relationships with others
- Their ability to reflect and discuss

## **St Ethelbert's Catholic School and Nursery**

### **Moral, Social and Cultural Development Policy**

St Ethelbert's Catholic Primary School and Nursery strives to be a faith community inspiring all our pupils to develop spiritually, academically and emotionally. With Christ as our greatest teacher, our school is a place where we are continually:

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In the light of our school mission statement we understand that Moral, Social and Cultural development is a growing awareness of, and a positive response to, the demands of living as an individual with others in the community.

### **Aims**

- To recognise how Christ valued people and how as Christians we should follow his example in all we do and say.
- To foster a sense of respect for others in all relationships throughout the school.
- To develop the values of honesty and fairness.
- To begin to develop the ability of each pupil to think rationally and without prejudice about social and moral questions.

We will promote moral development through:

- The Religious Education curriculum
- The high expectations for all members of the school community
- The examples set for pupils by the adults in the school and the wider community.
- The quality of the liturgy and prayer
- Opportunities for reflection and class discussion
- Consistent use of school reward system

We will promote social and cultural development by giving the pupils opportunities to:

- Appreciate the richness and variety of the cultural religious roots of those within the school, the local community and the wider world.
- Engage in activities inspired by and modelled on the social values of the Gospel
- Develop awareness of their identity as a member of the school community and as a member of society and their responsibilities to others as members of the Christian Community.
- Know, understand and discuss the social teachings of the Church.

### **Monitoring and Evaluation**

Each member of staff is responsible for the social, moral and cultural education of the pupils at St Ethelbert's. Specific activities are planned by class teachers during RE lessons, class collective worship and PSHE activities such as Circle Time. Written reports to parents at the end of each academic year evaluate pupils' social, moral and cultural development.

### **Liturgy, Prayer and Worship Policy**

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## *“Learning, achieving and growing together with Jesus”*

Prayer, worship and liturgical celebration are central to our Catholic tradition and an essential part of our religious experience. Through liturgy, prayer, collective worship and quiet reflection



the school community is given the opportunity to acknowledge the one true God who is Father, Son and Holy Spirit.

The prayer, liturgy and worship of the school are spiritual experiences which contribute to the faith journey of each individual. Meetings for staff, parents and Academy Committee Representatives start with a prayer.

### **Aims:**

Through our acts of worship we aim to:

- Provide opportunities for the spiritual development of each child;
- Provide opportunities for children to reflect quietly as individuals as part of the daily worship.
- To help each child to become familiar with the traditional forms of worship in the Catholic Church;
- To provide opportunities to develop a personal relationship with God, through prayer and reflection;
- To help each child to grow in the knowledge and teachings of Jesus;
- To help children to respect all faiths and cultures represented in our school community and beyond.

### **Objectives – Liturgy & Worship**

The worshipping nature of the whole school is expressed in a variety of ways:

- Through individual and group prayer in both formal and informal styles and settings
- Through the celebration of the Eucharist
- Through sacramental and non-sacramental liturgical experience
- Through class led assemblies
- Through teacher led assemblies
- Through celebrating who we are as a community and giving thanks for that

### **Prayer Life in the Classroom**

Prayer and worship are at the heart of all we do. Prayers are said each morning, before lunch and at the end of the day. In addition, adults and pupils are encouraged to make spontaneous responses to situations through prayer when they feel the need arises. Each classroom has a prayer table or focus for prayer and personal reflection, showing a clear sign that Christ is among us.

Tables must be covered in the appropriate liturgically coloured cloth:

<b>Ordinary Time</b>	<b>Advent/Lent</b>	<b>Christmas/Easter</b>	<b>Pentecost</b>
Green	Purple	White	Red

Items displayed are an open bible, a candle, a living thing, prayers and other artefacts that represent the Christian faith.

Pupils should be encouraged to take ownership of this area, and may provide meaningful items that they would like displayed to support their prayers and reflection.

The school endeavours to encourage parents to foster the prayer life of our families by:

- Inviting parents to share in liturgical celebrations and class led assemblies
- Encouraging parents to see themselves as part of our worshipping community
- Termly letter to inform parents about 'Come and See' topics sent home
- Masses at Holy Redeemer church for each year group
- Nativity play and Christmas celebrations for all year groups
- Passion play held at school at the end of the Easter term
- Rosary prayers during May

### **Monitoring and Evaluation**

Prayer and worship in the school is promoted by the Headteacher, Deputy Headteacher, RE and Chaplaincy teams.

The delivery of Phase, Key Stage and Whole School collective worship is organised by the Deputy Headteacher on a rota basis at the start of each term.

All members of staff are responsible for the development of the prayer life of the pupils in their classes.

### **Home, School, Parish Policy**

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In light of our Mission Statement we recognise the importance of the partnership of home, school and parish which provides the context for the lifelong journey of faith. We are aware that the kingdom of God is built by nurturing, caring for and supporting one another. The value of strong links between home, school and parish is the real evidence of Christian community.

The parish, the families and the school all belong to the local Catholic community and should be seen as parts of the whole community of the Catholic church. Our school serves the

parishes of both St Ethelbert's Church and Holy Redeemer Church. The children and parents see the school and parishes as being part of the same community.

### **Home / School Links**

These are achieved in the following ways:

- By families being encouraged to participate in a variety of liturgical celebrations and acts of collective worship e.g. Mass, Assemblies, Concerts and Plays;
- By involvement in fund-raising e.g. through the PTA and organised events by children;
- By parents/friends being encouraged to help with classroom and after school activities;
- By the school reporting to parents through newsletters, meetings, parents evenings and annual reports

### **Parish / School Links**

These are achieved in the following ways:

- Involving the clergy in leading many of the liturgical celebrations and through their role as part of the Chaplaincy team;
- Classes regularly celebrating the Eucharist with parishioners of Holy Redeemer Church on Tuesday mornings;
- Preparing and leading the celebration of Mass in school and inviting parish members to attend;
- Encouraging pupils to become active members of the parish e.g. altar servers
- Welcoming applications for the post of foundation governor from parishioners
- Using Holy Redeemer as a resource to support teaching of key concepts e.g. visiting the font during topic of Baptism

### **Home / School / Parish**

These are achieved in the following ways:

- By involving the school as a means of communication between Home/Parish/School;
- By using the school as a focus for both home and parish;
- By participating in fund-raising for the Catholic community e.g. parish Summer Fair;
- Catechists are drawn from Parish, school and parents.

## **Chaplaincy Policy**

St Ethelbert's Catholic Primary School and Nursery strives to be a faith community inspiring all our pupils to develop spiritually, academically and emotionally. With Christ as our greatest teacher, our school is a place where we are continually:

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The ethos of St Ethelbert's is rooted in the Gospel of Jesus Christ. In light of the school mission statement, chaplaincy is taken to mean working pastorally to support members of our community in developing their faith and to lead by example, recognising God's love for us.

The chaplaincy team comprises the Headteacher and Deputy Headteacher, Assistant Head, class teacher and LSA and selected pupils who have applied to join the team. The parish priest represents the parish and is closely involved with the Chaplaincy Team.

Chaplaincy reflects the Catholic ethos of St Ethelbert's by ensuring that the Gospel values are an integral part of all areas of school life. The role of Chaplaincy includes:

- Encouraging the active support of parents and in the liturgical life of the school
- Supporting members of the school community on their faith journey
- Recognising God's love for us, and our love for Him
- Acknowledgement of each member of the school community as a person of worth
- Availability for pupils and staff to seek support, advice or comfort as needed

### **Aims**

- To help the school be a community of Faith
- To encourage others to live their Faith daily
- To support the schools' mission statement
- To support Liturgy, prayer and spiritual life of the school
- To fundraise for charities

### **Main Duties**

- Share prayers and reflections with the rest of the school
- Help prepare liturgies and whole school celebrations of faith
- Help run weekly lunchtime prayer groups
- Keep the chaplaincy team noticeboard up to date
- Represent our school
- Help organise fundraising events

The Chaplaincy Team plan for the main liturgical events of the year:

- The school Feast Day
- Masses for Holy Days of Obligation
- Ash Wednesday service and end of term Masses
- Beginning of school year Mass
- Y6 Leavers Mass
- Passion Play
- Year group visits to Parish Mass
- Visits to religious houses e.g. Convent in Stroud

Through their mission statement:

*We welcome. We worship. We listen. We witness. We spread the Good News.*

The chaplaincy team aim to demonstrate and emulate the care of Christ for those who need him.

The Chaplaincy team is not static and it is recognised that at various times parents and other adults will be invited to help with chaplaincy work because of their various skills.

Opportunities will be given for staff and pupils to experience retreats and days of reconciliation. In the liturgical year of the Church there will be a focus on certain aspects of prayer and spirituality.

The Chaplaincy team meet half termly to plan and review their work.