



St Mary's RC Primary School

ST MARY'S R C PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY 2020-21

Mission statement: 'Our school, our Family, modelled on Christ'

Introduction

The family of St Mary's helps every child to grow to their full potential, in a place of love, warmth and security, modelled on the teachings of Jesus.

The 5 W's – welcome, welfare, worship, word and witness underpin the growth of each person's spirituality and the spiritual development of our school community.

St Mary's Primary School seeks to develop the full potential of every child, recognising the uniqueness of each individual. Our 'REACH' curriculum underpins all we do in school.

Our school family will:

WELCOME: warmly welcome everyone to our school, as Jesus welcomes us to the family of God.

WELFARE: love, value and respect each other, modelled on how Jesus treated everyone and reach out to those who need us everywhere, making God's world a better place.

WORD: place the Word of God at the centre of all we do.

WORSHIP: worship the Lord our God joyfully with all our hearts.

WITNESS: be witnesses to a loving God, who is at the heart of everything we do, by creating a happy, joyful atmosphere, lasting friendships and wonderful memories.

Our approach

At school, we follow 'Come and See' as our core scheme of work, approved by Salford Diocese. and as a scaffold to provide a coherent and engaging RE programme of teaching and learning. The content of the 'Come and See' programme covers the content and meets the intended outcomes of the new Religious Education Curriculum Directory (RECD) and the Catechism of the Catholic Church (CCC) Our specific lesson objectives and learning outcomes are taken from this scheme.



Aims

1. To develop a positive attitude to RE.
2. To develop knowledge and understanding of the Catholic faith.
3. To encourage study and reflection.
4. To encourage skills of listening and spirituality.
5. To respect other beliefs and acknowledge that we live in a multi-faith world
6. To assess and monitor performance of pupils in order to plan work that encourages pupils to reach their full potential regardless of gender, class, culture or ability.

Overview of 'Come and See' programme

Central to the programme is Christian belief in Jesus Christ, Word and Revelation of God. Each term a basic question/belief about the mystery of life is explored within the Catholic faith tradition. This question/belief is explored through three themes:

| | | Themes | | |
|---------------|---|--|---|---|
| | Foundation/ focus | Community of faith – Church | Celebration in ritual – Sacraments | Way of life – Christian Living |
| Autumn | Where did I come from? Life – Creation | Family – Domestic Church | Belonging – Baptism/Confirmation | Loving – Advent/ Christmas |
| Spring | Who am I? Dignity – Incarnation | Community - Local Church | Relating - Eucharist | Giving – Lent/Easter |
| Summer | Why am I here? Purpose – Redemption | World – Universal Church | Inter-Relating – Reconciliation | Serving – Pentecost |

The programme has three topics for each theme which take account of ages and stages of development of children.

The school covers the topics on a yearly cycle(see website for termly topics for each class).

The Processes – Skills and Attitudes

A three-fold process enables the child to explore each topic and develop attitudes and skills. These are

Explore Look at and focus on the experience within their own lives – concerning themselves, their relationships and their world.

Reveal Discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith.



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Respond Remember: To remember and celebrate all that has been learned

Rejoice: To plan and take part in a celebration.

Renew: How can we apply our learning to our lives?

Timetabling of RE

10% of curriculum time is devoted to RE per week, excluding collective worship. This is equivalent to 2 and half hours per week. Each topic lasts for 4 weeks and this time should be divided as follows

Explore 1st week

Reveal 2nd and 3rd weeks

Respond 4th week

Therefore, each class covers three topics per term and all classes follow the same theme at the same time.

RE and Inclusion

We strive hard to meet the needs of those pupils with special educational needs, differentiated as appropriate, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We enable all children to have access to the full range of activities involved in religious education.

Other religions

We regard it as essential that our children develop an understanding and respect of other faiths, especially living in such a richly diverse town as Haslingden. For two blocked weeks during each academic year, each class studies and learns about a world faith:

Week 1: *Judaism* Autumn Term after the Domestic Church topic

Week 2: *Hinduism, Islam or Sikhism* Summer Term after Universal Church topic

Prayer and Worship

Prayer and Worship plays a central part in the life of the school (see Collective Worship Policy). Prayer is an integral and important part of the school day and all classes pray together at the beginning and end of the school day and before lunch. Children are given opportunities to pray aloud in their own words if they wish and to pray quietly in the worship areas of each classroom.

Traditional prayers are an important part of the faith tradition and each key stage learns certain prayers as part of the 'Come and See' programme. The programme indicates prayers which should be learnt at each key stage and prayers which the children should experience. Teachers are encouraged to send prayers home for children to share with their family and to learn for homework.

Prayer focus

Each class has an area which provides a focus for prayer in the classroom. This area should be updated weekly to reflect the liturgical year. It can also reflect the topic being covered and can include religious artefacts, prayers, candles, and children's work.



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Masses

EYFS, Key Stage 1 and 2 classes celebrate planned Masses in school three times per year (1 at Advent, 1 during Lent and a leavers' Mass in July). The children prepare the readings, bidding prayers, hymns and offertory procession. Parents and parishioners are invited and encouraged to attend.

Assemblies

Assemblies are an important opportunity for teachers and children to pray and worship together. As an act of worship, they take the place of daily morning worship in the classroom.

Monday 9.10 -9.30 Key Stage 2 school assembly – Led by the Headteacher based on the Sunday Liturgy

Tuesday 9.10-9.30 Key Stage 1 school assembly – Led by a member of the Key Stage 1 team based on the Sunday Liturgy

Wednesday 9.10-9.30 Follow up activities in each class based on the Sunday Liturgy of the Word.

Thursday 9.10-9.40 Whole school hymns and assembly

Friday 9.10-9.40 Whole school celebration assembly or assembly presented by classes - Deputy Headteacher

Classes prepare a whole school assembly three times per year.

Assemblies and worship during Covid 19.

In light of current restrictions regarding Covid 19, worship takes place on a weekly basis in each class. The worship follows the Sunday Liturgy and takes place on either a Monday or Tuesday. Follow up activities then take place in class on either a Wednesday or Thursday.

Teaching and Learning

PSHE

We use CORAM as our main scheme of work to deliver spiritual, moral, social and cultural education, citizenship and PSHE.

The first entitlement of all children is to be spiritually, morally and culturally educated. This is the second of the two aims of the national curriculum. In a Catholic School, the church insists that its beliefs and values provide the context for and sustainably shape the learning throughout the school.

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our multi-cultural and multi-faith society. This is reflected in both our Religious Education and Personal Development lessons.



Spiritual, moral, social and cultural development

Through religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in doing so, they develop their knowledge and understanding of the cultural context of their own lives.

Spirituality

We want to create an environment where acceptance, respect, mutual trust and love are evident and to foster a sense of self worth.

Our aim is to help each child to think, appreciate, question and work for what is good in the growth of faith and love.

We try to help our children to develop a desire to search for meaning through every day experiences.

We aim to guide our children to question and grow as they develop their spiritual quest.

Education for Personal Relationships

SRE is taught through the Personal Development Curriculum.
Please refer to the school's SRE policy.

Equal Opportunities

All staff at St Mary's school are committed to providing equal opportunities for all. We aim to lead by example and promote an atmosphere of harmony and respect.

Activities planned aim to meet the needs of all the children in the class through differentiation of activities, support and extension.

Teachers are also aware that children may be at different stages in their own personal faith journeys as may be their parents and respect this.

Sacramental Programme

The school supports the parish in the preparation for First Holy Communion. The Headteacher directly liaises with the parish priest to support preparation for children on the Sacramental Programme and supports the parish in arrangements for celebrating the sacraments. The Come and See Scheme of work plays an important part in developing children's knowledge, experience



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and understanding of the Sacraments of Baptism, The Eucharist and Confirmation and so supports the parish catechetical programme.

The Role of the Co-ordinator for Religious Education

The RE co-ordinator is Miss K Hall

She will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies
- Organising and maintain the school portfolio of pupils' work.
- Organising in-house moderation of standards staff meetings.
- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to each effective Religious Education.
- Liaising with the Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.

Planning

We follow 'Come and See' as a scheme of work but also use other materials and resources to support and encourage learning of the topics and other faiths.

Planning is undertaken at the three levels:

Long term – Planning is based on the yearly teaching programme set out in 'Come and See'. The themes and topics framework sets out the programme for each year.



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Medium term – Planning is carried out for each four week topic. It is essential for the understanding of the topic that teachers reflect on the theme pages 'Come and See for Yourself' at the start of each topic. They are the same regardless of age group because they explore the theme which underpins the topic. Often, the staff do this together at a staff meeting. The overview (which is the medium term plan) is given in at the start of each topic.

Short term – Planning is carried out weekly and these plans include learning objectives/ outcomes, resources to be used, any differentiation, ICT links etc.

Monitoring

The RE co-ordinator is responsible for monitoring the standards of the children's work and the quality of teaching in religious education. She is also responsible for supporting colleagues in their teaching and for being informed about current developments in the subject.

The Medium Term planning is monitored and a sample of short term is collected each term as part of the monitoring process.

Assessment

We assess the pupils understanding of the topics throughout each unit. Each unit has been mapped against the new Age Related Standards in Religious Education and the standards to be attained in each unit have been identified.

Good assessment should have variety and flexibility and be based on the professional judgement of teachers. Assessment is on-going throughout each unit and tasks are developed to assess the RE standards identified.

Once per term, the children complete a formative assessment piece which is designed to show progression of skills throughout each year group. Once per term staff moderate pieces of work to exercise professional judgement about levels.

At the end of the year each pupil is given an overall level of attainment based on the standards achieved in each unit and the termly assessment pieces.

Reporting

Parents are informed of their child's progress through discussions at parent's evenings and the annual report. They are given a letter at the beginning of each term broadly telling them of



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themes and topics to be covered – this helps children, parents and the school to know and discuss any work or points arising.

This policy document has been agreed by staff and governors in September 2020 and will be reviewed in September 2021.