



# **THE FEDERATION OF ST. EDMUND'S AND ST. PATRICK'S R.C. PRIMARY SCHOOLS**

## **RELIGIOUS EDUCATION POLICY**

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We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God's way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more.

*At our schools, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore this pay policy will reflect the Catholic identity and mission of our schools and the values it proclaims.*

### **1. AIMS**

- Promote a growing awareness of God, and a deeper understanding of His love for each and every one of us, as experienced in the Catholic tradition
- Enable children to become familiar with the person, life, and teaching of Jesus
- Help children grow in understanding and appreciation of scripture and its place in Christianity
- Instil the Gospel Values within our pupils, so that they may see Jesus Christ in themselves and others
- Enable children to grow in experience, knowledge and understanding of the Church, her life and teachings, her significance in the world today, and her concern for peace and justice
- Encourage children to develop a personal prayer life and to prepare for, participate in and appreciate the sacraments of Reconciliation and Communion
- Help children develop a moral awareness in the light of the Christian message
- Develop knowledge and understanding other faiths and world religions, respecting and appreciating an alternative view point
- To nurture pupils so that they have the ability to challenge, change and transform in their mission to build the Kingdom of God

### **2. RATIONALE**

As federated Roman Catholic Primary Schools, we aim to help every child grow and develop in the love of God. Our Religious Education is the foundation of our entire curriculum as we strive towards Building the Kingdom of God, equipping our pupils with the knowledge and skills to celebrate all that is good whilst challenging what is not in their mission as 'Ambassadors for change', putting our shared Mission Statement into real life practice.

### **3. FRAMEWORK FOR INSPECTION AND GUIDELINES**

- The Religious Education programmes followed ensure we are covering the RE Curriculum Directory requirements from the Bishops of England and Wales
- We use: Caritas in Action and Come and See to ensure this is covered effectively
- Other faiths are incorporated within this work; Islam and Judaism
- Pupils receive 2.5 hours of Religious Education each week

Through excellent creative teaching, which reflects the capacity of our children to learn and grow, our Religious Education programme will;

- Be informed by a wide range of teaching styles and take into account the needs of different learners
- Explore the mystery of our Faith through scripture and tradition
- Affirm the value and worth of all children by building on their experience of living relationships and by developing their self-esteem
- Provide opportunities for children to recognise, appreciate and develop their talents and skills
- Promote the development of independence and autonomy in our children so that they accept increasing responsibility for their own learning and are able to make more fully informed, mature and free responses and choices in relation to God, faith and the service of others.

The Diocese of Salford will inspect our federated school separately under Section 48 and using the 5Ws Framework for Self-Evaluation. The unfolding of the 5Ws is a major theme of the Diocese of Salford's Continuing Professional Development and Formation Programme for schools.

The purpose of the 5Ws framework is to reflect the Section 48 RE Framework from the Diocese of Salford, which focuses on the 5Ws, rooted in the roots of the early church.

They are as follows: Welcome, Word, Witness, Welfare and Worship.

#### **4. ASSESSMENT**

Assessment in Religious Education is part of the teaching and learning process, as in any other core subject. A three year assessment cycle is in place at both schools which covers all of the modules in 'Come and See'. These assessments then help to build our religious writing portfolio which is used in subsequent assessment cycles for moderating standards within our own schools and during cluster meetings. It enables teachers to evaluate the quality of Religious Education within their classrooms, involves children in their learning and communicates clearly to other interested groups the progress children are making. It is important to remember that although judgements can be made about aspects of Religious Education, there are some aspects that are not appropriate for formal assessment.

##### **Assessment Opportunities**

- General, ongoing, observations made by the teacher and members of staff who support in the classroom
- End of task review
- End of lesson review
- End of topic assessment
- A rolling programme of Religious Education Curriculum Directory objectives assessed termly
- Marking work against the RE objectives with RE deeper thinking questioning, and correct spellings alongside marking policy quick fixes.

Together with cluster schools, we moderate work under the new Age Related Expectations guidance from Salford Diocese, ensuring the standard we have set is comparable and better than in Literacy, both as teachers and as a leadership team.

#### **5. MONITORING AND DEVELOPMENT**

At least once a year the quality of teaching, progression and attainment will be monitored throughout the school by the subject leader and Head teacher. All teaching staff will be set an objective related to the development of R.E. in their annual performance management and appraisal. At least once a year the school's provision of worship will be evaluated to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship.

## **6. HOME, SCHOOL AND PARISH LINKS**

We recognise the importance of parents as the child's first teacher and their role in faith development. There are many opportunities for parents to engage in school life. Parents are invited and regularly attend celebrations including Mass, collective worship, assemblies and events linked to the liturgical year.

Our federated schools seek, in partnership with parents and the parish of St. Patrick's, to develop and nurture the Catholic faith of our children. We strive to bring pupils to a fuller understanding and knowledge of the Roman Catholic tradition. Children are prepared for Holy Communion on the Sacramental Programme in Year Three.

Whole school Masses are celebrated at least every half term in each school. Children in Key Stages 1 and 2 also prepare and celebrate a 'Class Mass' every half term which parents, governors and members of the Catholic community regularly attend.

The Federation of St. Edmund's and St. Patrick's works in close partnership with our 'sister school' St Malachy's which is also part of our parish.

## **7. PARISH AND LOCAL COMMUNITY**

The partnership between home, Parish and the local community is enhanced by the role of the Catholic school and its educational mission. Our work with the community promotes cohesion, creates a richer school environment, gives children further contact with those working in a vocation and also provides further opportunities for SMSC development (see policy).

At our schools, we seek to promote an open and genuine partnership with our Parish and local community through the following:

- Masses celebrated with parishioners
- Involvement of parish in Sacramental Programme
- Subject Leadership Cluster work
- World faiths visitors – allows us to explore the beliefs and values of other faiths
- Involvement with local charities
- Collaborative work with The Missionary Brothers of Charity
- Collaborative work with The Presentation Sisters
- Collaborative work with the Lalley Centre
- Involvement with Caritas Diocese of Salford Cornerstone
- Extended services core offer met

## **8. WIDER COMMUNITY**

The Gospel teachings call us to be responsible stewards of creation, to share the resources and wealth of our planet and to protect the environment in every way that we can. At our schools, we seek to promote an open and genuine partnership with the wider community through the following:

- Charity fundraising – St Joseph's Penny, Cornerstone and others
- CAFOD
- RE – world faiths scheme
- UNICEF Rights Respecting School

- ECO links – Eco week

## **9. PARENTS ARE**

We recognise that our parents are the primary educators of their children and as such, the primary educators in their faith. At the Federation of St. Edmund's and St. Patrick's, we seek to promote an open and genuine partnership with our parents by:

- Welcoming the parents of new admissions and familiarising them with the mission of the school
- Termly curriculum overviews are sent home which inform them of the topics covered in class, as well as ways they can support their child's learning.
- Giving appropriate time willingly to see parent
- Sending home weekly newsletters and making them available online also
- Updating Facebook daily so that parents can talk to their child about the day and their learning
- Providing a verbal report on their child's RE development during Parents Evenings
- Providing a written report on their child's RE development at the end of the year
- Providing opportunities to support their child during First Holy Communion preparation by attending meetings and working at home on aspects of the programme
- Encouraging the attendance of parents and relatives at acts of worship, celebrations and masses
- Inviting parents to share their views and to become involved in decision-making through the Parent's Forum and questionnaires

## **10. INCLUSION**

The schools are committed to providing a range of appropriate activities for all pupils, to support and promote their learning and achievement. Where appropriate this will be differentiated to ensure challenging and meaningful work which both meets pupil needs and enables progression. Our schools will be sensitive to the beliefs of children from other faiths. A whole federation commitment to enabling and facilitating the learning and nurturing of more able pupils is evident in planning and these children are highlighted within each year groups Assessment records. All children, including those with Special Educational Needs (SEN) and English as an Additional Language (EAL) are integrated and supported in the teaching and learning of RE.

## **11. LEGAL RIGHTS**

Parents have the right to withdraw their child(ren) from Religious Education and Collective Worship. However, given its importance in a Catholic school, parents and prospective parents need to be aware of the fact that it can never be confined to 'timetabled slots', but may take place in a variety of contexts other than those which are specifically structured.

## **12. THE RELIGIOUS EDUCATION SUBJECT LEADER**

The first purpose of the RE subject leader's role is to help improve the quality of the teaching and learning that the pupils receive in Religious Education.

The subject leaders are responsible for:

- Writing and keeping relevant documentation up to date
- Co-ordinating the teaching throughout each school by encouraging collaboration
- Being involved in the process of assessment, recording and reporting
- Monitoring the quality of teaching, the progression and continuity of Religious Education throughout each school
- Offering support and advice to colleagues
- Identifying resource requirements
- Maintaining a strong relationship between each school and the Diocese
- Maintaining the high status of worship within each school
- With the Headteacher, completing the Religious Education action plan and using it to inform the School Improvement Plan

- Keeping resources well stored, catalogued and available
- Ensuring that the Curriculum Directory is understood and being followed

### **13. ENVIRONMENT AND DISPLAY**

The Liturgical Year is clearly displayed in both schools and is used to guide the children and staff through the seasons of the Church. The Anam Cara ‘Statements to Live by’ are clearly displayed in order to ensure that these permeate the schools, allowing children and staff alike to maintain their focus for the week. The foyers at both schools offer the ‘Welcome’ that is to be expected in a Christ centered space and St. Edmund and St. Patrick are there to remind us of their guidance.

Each classroom has a prayer focus which is central to the classroom reflecting how our faith is integral and paramount to all that we do. The prayer focuses are changed monthly and are in keeping with the colours of the Liturgical year. Our children enjoy seeing and interacting with the relevant resources for their current curriculum topic, the statement to live by as well as their Big Question book on display.

The opportunity for spiritual reflection is encouraged by a change in environments between curriculum RE and Prayer and Worship – this may be a change in location or the altering of a classroom space to create the calm and peaceful manner necessary for spiritual learning. In addition to this, children are invited and welcomed to spend time in the Chaplaincy area which the children take great pride and ownership in.

### **14. RESOURCES**

Our resources are well matched to the themes with curriculum RE as well as Prayer and Worship sessions. We also have a wide range of artifacts used to support the teaching of other faiths. These, as well as an abundance of texts for professional enrichment can be found in the RE cupboard in the Heritage Room.

Individual classes each have RE boxes in which are;

- Cloths to match the colours of the Liturgical Year
- Advent resources
- Age appropriate Lent and Easter resources
- Candles
- Crib
- Prayer and Worship resources used to emphasise metaphorical meaning e.g. stones, leaves
- Rosary beads
- Age appropriate prayers (See Prayer policy)

### **15. MARKING**

Work should be marked in accordance with the school marking policy (see marking policy). Work should be marked in relation to the learning intentions. Comments should encourage children to reflect, analyse and deepen their understanding. All teachers’ comments should be responded to by the children.