

St. Therese's Primary School

Religious Education Policy



*Foundation Phase
and
Key Stage Two*

Be Joyful, Learn and Keep the Faith



St. Therese's Catholic Primary School is a Catholic School of the Diocese of Menevia. Our Mission is to care, protect and present a living model of Christian living for our children that is clear to all.

St. Therese's School Curriculum Policy Statement

RELIGIOUS EDUCATION

Introduction

The purpose of Religious Education at St. Therese's School is to nurture the Catholic Faith, and its teachings, in our children. By helping them to live this faith, we hope to encourage our children to develop a better relationship with God and others around them.

Central to our ethos are the opportunities for prayer and worship which lie at the heart of our faith. We will endeavour to promote and encourage these at every level, together with the skills and attitudes necessary to live out the Christian message in the modern world.

We seek to ensure that the message and spirit of the gospel permeates all aspects of school life. Through teaching, example, worship and shared Christian values, we are helping to further with the family and the parish the work of the awakening and fostering a living and personal faith in our pupils.

Religious Education (R.E) should promote pupils' cultural, emotional, physical and spiritual development and prepare children for the opportunities and responsibilities that are to come. This should be in the context of a moral and ethical Christian framework.

R.E is a core subject at St. Therese's School. It is delivered through the religious education programme '*Come and See*' (CAS), but it is also encouraged through links with home, the Parish Church, the local community and other subject areas, especially PSHE. We believe that all aspects of R.E should be woven into the fabric of school life.

We recognise that everyone at St. Therese's School, staff, children and parents are on their own personal journey of faith. It is to this end that we have developed the following Mission Statement:

School Aims

- ✚ Stand out as a happy caring community, noted for the strength of its beliefs, its ethos and the treatment of the people within it;
- ✚ Provide an education that develops the God-given gifts of the whole person irrespective of faith, age, gender, ability or ethnicity;
- ✚ Celebrate, through prayer and worship, all that God has given us; develop the relationships between the school, home, parish and the local community;
- ✚ Be a witness of Christ's values to the wider world.
- ✚ To become aware of issues involving justice and the rights of the individual and use the Gospel Values as a model to live by.
- ✚ To enable staff and children to grow in their awareness of others and to develop relationships in a secure and supportive environment.

Daily Prayer

At St Therese's all staff recognise the important role played by prayer as means of expressing and fostering faith. We also recognise the importance in joining together as a community to pray following the words of the Lord,

"For where two or three have gathered together in My name, I am there in their midst." **Matthew 18:20**

Morning prayers are therefore said together, as a school, on the yard with the support of the parents.

Children are taught daily prayers and also various prayers and responses of the Mass as appropriate to their age and stage of development. Prayers are always said before

and after lunch and just before going home. Welsh prayers are also said throughout the day.

The teacher handbook outlines the prayers assigned to and expected to be learnt by each class in accordance with the '*Come and See*' curriculum.

Approach

Outcome of religious education

"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 2012

R.E is a core subject and should cover 10% of the curriculum. This time does not include time spent in collective worship.

The '*Come and See*' programme is used to deliver the curriculum, but other resources can be used alongside it.

During each year nine topics are taught. Each term consists of 3 topics and each topic week lasts for four weeks. Each class has their own topic which fits into the overall theme of the school. The R.E co-ordinator is responsible for mapping out the dates of the topics and communicating these to staff. The structure of the year consists of:

The Church

- | | |
|--------|--|
| Autumn | - Domestic Church (family) - Family |
| Spring | - Local Church (parish & diocese) Community |
| Summer | - Universal Church (worldwide community) World |

Sacraments

- | | |
|--------|--|
| Autumn | - Baptism, Confirmation, Ordination Belonging |
| Spring | - Eucharist - Relating |
| Summer | - Reconciliation, Anointing of the Sick Inter-relating |

Christian Living

- | | |
|--------|-----------------------------|
| Autumn | - Advent Christmas - Loving |
| Spring | - Lent Easter – Giving |
| Summer | - Pentecost – Serving |

The structure of each topic is outlined below:

1st Week → Explore – We share own experiences of life.

2nd & 3rd Week → Reveal – Knowledge and understanding of the Church Scripture, Tradition, Doctrine, Prayers, Rites and Christian Living.

4th Week → Respond – Our learning is remembered, celebrated and responded to in daily life.

4-Week Structure

SEARCH ~ EXPLORE

This is the introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

- Exploring experiences through story, music, drama, dance, art, etc
- Investigation
- Story telling
- Consideration of the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences..

Assessment: AT2 Reflection on meaning.

This will take one week of religious education time.

REVELATION ~ REVEAL

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through Scripture, Tradition, doctrine, prayers, rites and Christian living.

The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

***Assessment: AT1 knowledge and understanding.
This will take two weeks of religious education time.***

RESPONSE ~ RESPOND

This is where the learning is remembered, celebrated and responded to in daily life. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt. This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration.

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

This will take one week of religious education time.

Planning

LONG-TERM

Senior Management responsibilities:

- ✚ To allocate 10% of curriculum time.
- ✚ To monitor timetables to ensure quality time for Religious Education.

MEDIUM TERM PLANNING

The RE Co-ordinator responsibilities:

Provide each teacher with a planner for each term's work:

- ✚ Allocating the starting date for each topic
- ✚ Allocating time for each learning focus to be achieved - Delivery of the topic requires approximately ten hours.

It is recommended that

- ✚ a quarter of the time is devoted to Explore;
- ✚ half the time to Reveal;
- ✚ and a quarter to Respond.
- ✚ Allocating time for the exploration of another faith in the Autumn Term and in either the Spring or Summer Term (whichever is the longer)
- ✚ Indicating planning/teaching to be monitored.
- ✚ Provide a topic page for each topic to note;
 - Knowledge and understanding, skill and attitude to be developed and key words
 - Link to theme and prior learning
 - Progression for the learning outcomes through the years.

Recording

Recording of children's work takes many forms – pictorial, written, wall display, assemblies etc. Where possible RE tasks will be linked to literacy and numeracy tasks to ensure that children are completing a variety of tasks within RE. Furthermore teachers will provide, where appropriate, opportunities for pupils to apply and develop their ICT Skills through RE.

Records kept will;

- ✚ Recognise a wide range of achievement
- ✚ Be selective because not all evidence is suitable for recording or is able to be recorded.
- ✚ Be positive in order to record what pupils have done and can achieve;
- ✚ Relate to achievement in Religious Education
- ✚ Be open and based on collaboration between the teacher and pupil wherever possible.

Assessment

R.E. written work should be marked in accordance with the school marking policy but with a focus on the religious nature of work. Special emphasis must be made on the spelling of key words 'God', 'Jesus' ensuring the correct use of capital letters.

Assessment sheets for each topic are given to all staff at the beginning of the year together with the appropriate attainment targets linked to the Curriculum Directory. All these resources are also available on the T drive.

There should also be evidence of self and peer assessment in books. This can be done bilingually with the bilingual self and peer assessment pro-formas. This follows the schools AfL policy and should be linked to religious success criteria of the lesson. End of topic evaluation sheets are also available for staff to use. End of topic assessments should be carried out by all teachers and evidence added to assessments if appropriate.

Each child's progress in Religious Education is reported to parents in the form of the annual report to parents.

Monitoring

The R.E Coordinator will monitor work through regular observations, book scrutinies and by collecting samples of work for a school portfolio in order to track pupils' progress over the years.

As St. Therese's, whilst we believe that academic rigour is as necessary in RE as in any subject, this should not negate spiritual and emotional development and learning which are not always possible to assess using formal methods, but are an integral part of Religious Education.

Equal Opportunities

We believe that all children are entitled to equal access to the R.E Curriculum. Children with Additional Learning Needs and More Able and Talented children should be allowed to express themselves according to their ability. Differentiation within R.E lessons is therefore imperative. All work should be valued and it is the class teacher's responsibility to ensure R.E work and activities are carefully designed and matched to learners needs. ICT and art should be used as tools to record work if appropriate.

Other Faiths

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age.

Everyone will study Judaism during the autumn term as part of a whole school religions week. In the spring or summer term children will study a different faith. A three year rolling cycle has been devised for this.

We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources to supplement this.

Year	World Religion Week Focus
A	Hinduism
B	Islam
C	Sikhism

Collective Worship

Prayer is an essential part of collective worship. It is an important way of expressing our faith and talking to God. Helping children to pray, to learn our prayers, explore different styles of prayer and enable children to write their own prayers are all important parts of R.E.

At St Therese's all pupils will take part in a daily act of collective worship either in the hall or in their classrooms. This should last between 10 and 15 minutes. Assemblies as a whole school and key stages occur throughout the week also. Children should be encouraged to participate in key stage and whole school assemblies, Masses on Holy Days of Obligation, Masses for special occasions and R.E class assemblies. This may include reading, drama, bringing the Offertory, welcoming, distributing hymn books, dance, use of instruments, singing and altar serving.

As the Mass is the centre of liturgical worship in the Catholic Church the school believes it has an established place within the life of the school. The school holds an annual May Procession and Devotion to the Blessed Sacrament at the Feast of Corpus Christi as well as many other religious celebrations such as Harvest Festivals, Lent and Advent.

An act of collective worship should be planned by the learners during the Respond week of each topic. A planning pro forma for this is available in the '*Come and See*'

planning for each year group and also within the Collective Worship Policy. Learners should be given opportunities to work collaboratively to plan and lead their own worship.

See Collective Worship Policy

Parental Involvement

An R.E Newsletter is sent home at the beginning of each term to inform the parents of the topics for that term and how they can support their child's spiritual growth, learning and understanding. It also lists important dates and celebrations. This follows the *Come and See* Newsletter format. Parents and parishioners are invited to all celebrations in school which reflect both their vital role in fostering their child's faith and our desire to maintain a good partnership with parents and the parish. We recognise and value the vital role of parents as the first educators of their children.

Resources

Resources are stored centrally in the R.E resources area near the hall. Religious books, Bibles, artefacts, prayer guides, statues, candles and liturgical cloths and vestments are kept here. Each class is responsible for the up keep and maintenance of their R.E display and religious area and storing the resources for this in class. See **Appendix D** for a list of resources essential to class R.E areas.

Display

Each class has an R.E display and area and the display board reflects the current topic. Displays must be changed regularly in accordance with the liturgical colours of the church and be interactive. The teacher handbook contains lists of essential components of R.E displays and bilingual sentence patterns and vocabulary patterns for displays. The main foyer of the school displays a 'Gospel Values' display which, again, is regularly changed.

STAFF DEVELOPMENT

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

St. Therese's sees the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and coordinator training, and will continue to support this.






We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within St. Therese's.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have. Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans.

This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting time is used for Inset, alongside other core subjects.

STAFF INDUCTION

New staff are given:

-  A copy of the "Come and See" programme for Religious Education.
-  A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.
-  The medium term planning for their year group.
-  A copy of the RE Handbook
-  A copy of the Collective Worship Policy

The RE Co-ordinator goes through the programme with new staff and is available for support as and when necessary.