

# **St Mary's Catholic Primary School**

## **RE Policy**



**2016-2017**

**Subject Leaders:** Mrs Sharon Betts  
Mrs Jane Meech

**Policy Monitor:** Mrs Mary Norrish

## **Mission Statement**

***“Jesus says, - Where people come together in my name, I am with them” Matthew 18:20***

As a Christian learning community, which promotes the values of family life, we support parents/carers as primary educators of their children and recognise the rights of the child.

Through a curriculum that encourages **creativity** at every opportunity, we challenge all within our community to strive for the highest standard of personal, social and intellectual development, and aim for excellence in all we do.

We recognise that we are all unique and aim to support each other along our personal journey of faith, treating others with **respect**.

During the day to day life of our school and in all aspects of the curriculum we promote Gospel values, paying special consideration to **loving** our neighbour wherever they may live in the world.

We recognise the **Spirituality** of every member of our community and provide opportunities for to experience reflection, prayer and worship.

***“My commandment is this - Love one another just as I love you” John 15:12***

‘The school, the visitors and the Diocese have a fundamental communion of faith with each other. This faith is made available by the Catholic Church to all who belong, or to all who have something of the search for God about them. Our schools will always be “our nurseries” of faith and the Diocesan Bishop is keen to make sure that young people in our schools have the opportunity to come to know their faith, to grapple with it, to enjoy it, to question it and hopefully to live it. This is not book learning – it is learning from and about a living tradition, a flow of life, that comes from God through Christ and his Church to all our young people, their teachers and all who make up the school community.’

Bishop Christopher Budd  
*‘The School as a Catholic Community’*

### **Ethos**

We seek to proclaim the love of God through the teachings of Jesus, as shown in individual behaviour and friendly relationships, celebration and worship. We endeavour to live the Gospel by values of Love, Respect, Creativity and Spirituality. This is affirmed in our Mission Statement.

This atmosphere should be revealed through our everyday life in school, in our learning, our prayer and our sharing, where each child is affirmed and valued and in collaboration with Parents and Carers, the Parish, and the wider community.

### **Context**

In helping the children to know, understand and appreciate the spiritual and religious dimensions of life as expressed in the Catholic faith tradition, teachers endeavour to respect and value the contributions of children, staff, parents, governors, priest, parishioners and the wider community. Teachers follow programmes of study in the 'God Matters' scheme and this now relates closely to the RE Curriculum Directory for Catholic Schools and the Broad areas of Attainment. Parents are welcome to discuss any concerns about their children, including the spiritual, academic and moral development.

The priests are welcome in the classrooms and the staff room, and to share with the children and staff the preparation of school liturgies to which parishioners and parents are also invited. Fr John also regularly supports staff during staff meetings, where the theology of any forthcoming unit is explored.

Each term, KS1 children participate in Liturgies and children in KS2 participate in a Mass. These Acts of Worship are held in school, with their year group. In the Autumn and Spring terms, Year 3 classes are supported by Year 4 by having joint year group Masses. Parents and parishioners are invited to share in these celebrations as well as our Whole School Masses, held termly, at St Mary's Church.

Teachers are responsible for their own RE. In the classrooms there are times set aside for prayer each day. The RE Leaders are available to assist any teacher with the planning of RE lessons for their class.

We recognise that the home has the greatest influence on the children; there is a wide cross-section of families, including committed and non-practising Catholics as well as families from other Christian and Non- Christian traditions, all of whom are encouraged to take an active part in all celebrations.

Children are exposed to Christian values in all areas of the curriculum through the nature of the school and the dedication of staff.

### **Aims and Objectives**

We aim to guide children towards knowledge and understanding of the Catholic faith, and encourage spiritual growth through the experience of a Christian, caring community.

In deepening their own personal faith commitment, children must be encouraged to respect those from other faith backgrounds and other Christian traditions.

God's loving kindness should be experienced in a community where children feel loved, confident and secure. Feelings of wonder, joy, care and understanding should be fostered through experience, liturgy and atmosphere.

Knowledge, concepts, skills and attitudes should be developed. The ages, needs, abilities and experiences of individual pupils must be taken into account.

## **Content**

The important broad areas of study in relation to Catholic Doctrine and practice are:

AT1 Learning about Religion: Knowledge and Understanding of:

- i) Beliefs, teachings and sources
- ii) Celebration and ritual
- iii) Social and moral practices and way of life

AT2 Learning from Religion: Reflection on Meaning

- i) Engagement with own and others' beliefs and values
- ii) Engagement with questions of meaning and purpose

## **Skills**

Through the programmes of study pupils should develop a range of skills, including:

- investigation skills
- communication skills
- critical skills
- affective and social skills
- evaluation skills

Leading to the development of attitudes:

- wisdom
- understanding
- right judgement
- courage
- knowledge
- reverence
- awe and wonder

Learning objectives are stated in the Broad Areas of Attainment. (Appendix 1)

## **Planning**

Planning for children's learning is based on the 'God Matters' programme and the work of the RE writing group, as a resource.

The rationale, end of unit outcomes for AT1 and AT2, teaching and assessment strategies, children's activities, differentiation, resources, key vocabulary and potential big questions should be included on a unit lesson plan.

Each unit begins and ends with an AT2 focus.

Liturgical seasons and specific times of celebration are included in the long term planning.

The order of the units of God Matters is described in Appendix 2.

## **Monitoring, Recording and Reporting**

Monitoring of teaching and learning takes place through learning walks, lesson observations and scrutiny of work and planning.

Each teacher keeps a record of assessed work and records of pupils' progress.

Every year group has a special display book, where examples of children's work, particularly AT2, photographs and comments are recorded in an attractive way and celebrated.

Progress and achievement in Religious Education is reported to parents/carers in the children's annual report.

Information on what is being taught is shared with parents weekly through year group newsletters.

### **Prayer**

Prayer as communication with God is part of a special relationship with God as friend.

It is important for children to be familiar with traditional prayers but also to realise that prayer is appropriate at any time, in any place.

Atmosphere, stillness, music, focal points and experience should be considered in helping children to pray. We need to be silent before God and listen to Him.

Prayer should reflect the essence of our lives: joy and sorrow, belonging and loneliness, praise, thanksgiving, wonder, peace and celebration.

Formal prayers are introduced gradually, children becoming familiar with traditional prayers through hearing them and joining in, singing, and focusing on small phrases. They are introduced to gestures such as the Sign of the Cross, bowing, sharing the Sign of Peace and joining hands.

At the beginning and end of the school day, at lunchtime, during RE lessons and any other times there may be prayer. Children's individual and family circumstances and the wider world are remembered.

Every afternoon begins with a few minutes of Christian Meditation.

### **Worship**

Recognising the central place of Liturgy and worship in our Catholic tradition and respecting the needs and experiences of those taking part, we encourage children to be actively involved, ensuring a sense of belonging. The teachers prepare a weekly Act of Worship with the whole school.

In class Acts of Worship, children and teachers share their thoughts, feelings and experiences with the school community.

School or class Acts of Worship may reflect the liturgical year or a topic being explored by a class, appropriate to the age and needs of the children.

When there is no whole school or Key-Stage based Act of Worship, then an in-class Act of Worship takes place.

An atmosphere conducive to prayer should be established. Optional daily prayers are provided for each class to use as appropriate.

Focal Points are included in all classrooms. These are usually connected to the time of the Liturgical Year and to the topic currently being studied. These points are a focus for both individual and collective prayer in the classroom.

**Policy Review**

This policy will be monitored, evaluated and reviewed by Sharon Betts, Jane Meech and the Mary Norrish, Chairperson of the Governing Body Pastoral Committee and will be updated every year.

**Management of the subject**

Sharon Betts and Jane Meech, the Subject Leaders have responsibility for leading, managing and supporting the delivery of and training in Religious Education.

**Next Policy Review – September 2017**

**Signed:**

**Signed:**

## Appendix 1: Learning Objectives

	AT 1: Learning about Religion: Knowledge and Understanding of:		
	<b>i) Beliefs, teachings and sources</b>	<b>ii) Celebration and ritual</b>	<b>iii) Social and moral practices and way of life</b>
	Pupils	Pupils	Pupils
<b>1</b>	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way
<b>2</b>	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religions is lived out by believers
<b>3</b>	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers
<b>4</b>	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences: making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life
<b>5</b>	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs

	AT2: Learning from Religion: Reflection on Meaning	
	<b>i)Engagement with own and others' beliefs and values</b>	<b>ii)Engagement with questions of meaning &amp; purpose</b>
Level	Pupils	Pupils
<b>1</b>	Talk about their own experiences and feelings	Say what they wonder about
<b>2</b>	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realize that some of these questions are difficult to answer
<b>3</b>	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer
<b>4</b>	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching
<b>5</b>	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life

## Appendix 2: Planning God Matters

Each module of work will have its own identified aim, key experiences, attitudes, skills, concepts and resources, and allow for varied modes of response through art, music, movement, a variety of spoken and written language styles and prayer. Knowledge, understanding of concepts and skills can be assessed, but judgements relating to personal faith should not be made.

### Unit Planner and Planner for 2016/17:

#### GOD MATTERS

#### TOPIC DATES 2016-2017

UNIT	TEACHING TIME	
<b>Term One</b>		
Creation	04.09.16	4 weeks
Sacraments	03.10.16	3 Weeks
22.10.16	Half term	
Sacraments	31.10.16	1 week
Prayer, Feasts and Saints Focus on all saints, All souls, Remembrance etc.	07.11.16	1 week
Islam	14.11.16	1 week
Advent	21.11.16	3 weeks
Christmas	19.12.16	1 -2 weeks
<b>Term Two</b>		
Feasts of Christmas - Epiphany	03.01.17	2 weeks
Judaism	16.01.17	1 week
Revelation	23.01.17	3 Weeks
	Half Term	
Revelation	20.02.17	1 week
Lent	27.02.17	4 weeks
Holy Week	27.03.17	2 Weeks
<b>Term Three</b>		
Easter	24.04.17	4 Weeks
Pentecost and Mission	22.05.17	4 Weeks
	Half Term	
Prayer Feasts and Saints	05.06.17	2 Weeks
Sikhism and Hinduism	19.06.17	2 weeks
Big Questions of Faith Project RE e.g. Going Back to Areas of Concern Retreat/Pilgrimage Experiences	04.07.17	Until the End of Term