

Religious Education Policy

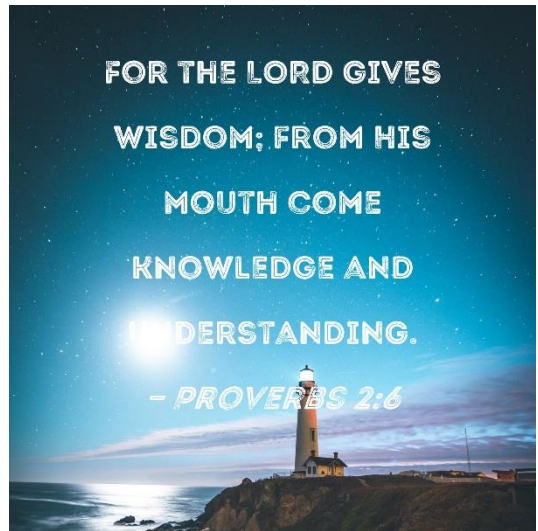
St. Mary's R.C. Primary School



Filled with the
wisdom of Mary,
we nurture a love
of learning;
serve others with
compassionate
hearts and live life
to the full as
children of God.

Learning, Loving & Serving like Mary

FOR THE LORD GIVES
WISDOM; FROM HIS
MOUTH COME
KNOWLEDGE AND
UNDERSTANDING.
— PROVERBS 2:6



Approved by:

Mrs Myerscough

Date: November 2024

Next review due by:

November 2025

As a deeply committed Roman Catholic Primary School, St. Mary's regards Religious Education as central to the whole life of the school.

The Religious element permeates throughout the school day: in and out of the classroom, with the hope that the children will identify with and adopt such an attitude to life.

The school follows Come and See, Building the Kingdom Principles and Caritas in Action for the teaching and assessment of R.E.

We are committed to allowing pupils to explore their own faith and develop their relationship with God and what He wants them to be. Our Mission Statement is also our vision and reflects this.

Our Catholic School has a unique and special role to play in the lives of the children. It works in partnership with the parents in bringing up their children in the Catholic Faith. We seek to foster a distinctive outlook on life rooted in the Gospel of Jesus Christ.

We aim to promote the spiritual, moral, cultural, physical, personal and social development of all our children and help them to achieve their full potential and enlarge their capacity to enjoy learning.

AIMS

- * To encourage an atmosphere of Christian understanding, care, friendliness and devotion throughout the school in every aspect of school life.

- * To identify the school as distinctively Catholic ... through its teaching, liturgy, displays and ethos.

- * To give religious instruction on the elements of:

 - Scripture

 - God

 - The Trinity

 - The life and teaching of Jesus

 - Our Lady

 - Saints

 - Followers of Jesus

 - The early Church

 - The Sacraments

 - Forms of worship especially those of the Catholic Church

 - The Liturgical Year

 - Structure of the church and people within the church

 - How being Christian is important and relevant in today's world

- * To give to the children a sense of moral value; by personal example, teaching and discussion.

- * To liaise with the Parish Sacramental Programme; with Catechists, the Parish Priest, parents and the wider parish in guiding children through their journey of Christian initiation.

* To celebrate our Catholic tradition of worship, praise and thanksgiving to God through various liturgies.

* To celebrate feasts throughout the Liturgical year.

* To develop an understanding of those who worship in another faith.

* To mark particular important occasions through the liturgical year with specially prepared liturgies, involving parents and the wider parish.

* To worship in a wide variety of ways, including;

1. Whole school worship throughout the week, with children as presiders.

2. Daily prayers in class - morning, before and after lunch, at the end of the school day.

3. Regular class Celebration of the Word in class and the outdoor prayer garden and Church where the children are responsible for preparing their own worship.

4. Celebration of the Eucharist in church with the whole school joining the parish on special feasts and Holydays of Obligation.

6. Special liturgies and worships, particularly in Lent and Advent, linking parish and school.

- The school entrance and the zones are quiet spaces that have prayer areas available for personal use by the children.
- The prayer garden gives classes the opportunity to reflect and pray together in a unique location.

The R.E. Programme

Children currently follow the 'Come and See' scheme alongside the 'Caritas in Action' programme which looks at the social teachings of the church. This is enhanced in a number of ways; through incorporating 'Building the Kingdom' ideas, whole school impact weeks and developing the 'Big Questions.' In addition there are elements of study and experience that are included because they have special significance to the school, for example a special interest in our House Sains: Bakhita; John Paul; Carlo and Sandra.

We ensure that the curriculum is made available to all children regardless of age, gender, ability, ethnic origin or faith. A variety of teaching styles will be used to impart the curriculum and reference will be made to other subjects where appropriate. The key skills in English, Maths and Science will be developed through the teaching of Religious Education where appropriate. The Early Years Foundation Stage cover the *Come and See* objectives and make clear links with the framework through Understanding the World and Personal, Social and Emotional Development.

Teaching of R.E.

Each class teacher is responsible for the teaching and learning of RE in their class.

Lessons constitute 10% of teaching time each week. However RE is celebrated and incorporated into the whole of the curriculum.

Grouping will vary according to the content and style of the lesson and will be decided by the teacher.

Teaching and learning experiences will be planned and delivered in as many ways as possible.

Whole school impact weeks/days will be planned for to link with the liturgical year, such as All Saints Day, Pentecost and St Mary's Feast Days.

Resources

The resources are available to all staff and are kept in school storage and individual classrooms. The RE cupboard houses the necessary resources and equipment. Come and See is available online and any enhancements are available on the shared network. We aim to enhance and extend the teaching of 'Come and See' to make our curriculum exciting and engaging.

Assessment

Much of RE is a development of personal values and attitudes and can be assessed through the children attitude and approach to life. We plan 'Check In/Check Out' activities for each topic, this assesses their knowledge and progression of a certain topic. Children are assessed in a range of ways; through written work, art work, role play, puppets, videos and teacher dialogue. The 'Check In/Check Out' is used to show assessments, the summative data is then logged on I track each term using the current standards AT1. See appendix 1.

Parents receive information regarding their child's effort, attainment and progress in parent's evenings and in a written report at the end of the academic year.

Prayer and Worship

As stated in the aims of RE we value very highly the times when we meet for collective worship. At present the following takes place;

Whole School

This takes place every Monday morning during the Gospel assembly and also Friday morning during Good News assembly. This is a time of worship for staff and children. The worship is largely based on a feast of the week, the liturgical season or the Gospel reading of the Sunday. The GIFT team prepares the bidding prayers based on a theme. The worship is led by the Head Teacher, the GIFT Team or other pupils across the school where possible. The aim is to create an atmosphere of praise and reflection and to begin/end the school week in a most fitting way.

Each classroom has its own altar and resources for class worships.

Key Stage assemblies and Singing Worship incorporate the Gospel theme for the week.

Celebration of the Word

Each class participates in a weekly Celebration of the Word that reflects the Gospel or RE theme for the week. Children are involved in setting up the altar for worship, preparing the Scripture/prayers and sitting

in prayerful silence. Teachers and pupils can use Ten:Ten resources as a guide if needed.

The daily routine for all classes is:

Morning prayer

Grace before meals

Grace after meals

Prayer at the end of the day

Children have opportunities to develop and plan their own liturgical experiences and worship on a regular basis. They are encouraged to use scripture and prayer as a basis for their worship. The children begin preparing for this as early as Nursery and progress throughout their school life.

Advent

The beginning of Advent is marked through our Advent mass for KS2 and Celebration of the Word for EYFS and KS1. We prepare for the season of Advent by 'going purple' across the whole school.

The Travelling Crib is sent home with a different family each day during Advent and into January. The aim is to bring parents closer to the faith life of the school and the Church. The children complete a prayer diary which might include a painting or drawing, a prayer or a photograph.

Its aim is to provide a focus on the importance of getting ready for the Birth of Christ. The worship is a very visual, musical experience including art work, dance, drama and prayer.

Lent

An Ash Wednesday service marks the beginning of Lent for our KS2 pupils and a short Celebration of the Word for EYFS and KS1.

Stations of the Cross is led by each KS2 year group, for parents, parishioners and pupils on Fridays during Lent.

Each class produces a piece of artwork based on one of the stations of the cross which is displayed in school or church. Holy Week celebrations are an integral part of our school celebration and prayer life. Lenten prayer bags are sent home to mark this special time of year, these include Cuddly Jesus, Story Spoons, prayers and reflections and different books based on the Easter story.

Inter faith

We value the importance of learning about and understanding other faiths.

Every year we learn about Judaism and this is planned to build upon prior learning across the curriculum.

Throughout the year, we plan for and deliver whole school inter-faith weeks in which they learn about different beliefs (Islam, Sikhism, Buddhism) and ways of worshipping. The children make visits to places of worship and invite speakers into school.

We have taken steps to strengthen the bonds with pupils of other faiths. The pupils themselves have been actively involved in this process, for example, our children of other faiths 'bringing their faith to school' to share with the class.

Home/School Links

We aim to build strong and positive links with our parents and carers, and we encourage their involvement in the prayer life of the school. We send home various prayer bags across the school year; a Rosary bag during October, the Travelling Crib during Advent and a Lenten bag during Lent. These enable to pupils to share a prayer and moment of peace with their family at home. Across the year we invite parents and

carers in to take part in a Stay and Pray session, this is to model what Celebration of the Word looks like in each year group. Parents and parishioners are invited to attend Masses in Church.

SEND and equal opportunities

At St. Mary's, we believe that all children are entitled to the richness and difficulty of authentic material. Work is planned to enable all learners including those with SEND to achieve the aims of our ambitious curriculum, regardless of their race, gender or background. Staff will make reasonable adjustments to ensure all needs are met within the lesson; through targeted support, additional practise, breaking down content into smaller components, acting on information from formative assessments, teaching carefully selected groups or by using well-chosen resources.

Pastoral guidance and support

The teaching and non-teaching staff regard their role as guides and supporters as an extremely important part of their job. They are always available and very willing to help the children in and out of the class for whatever need. They remain fully professional in their approach and respect each individual. We have a Pastoral Support Worker who works closely with children to develop SMSC awareness and support children who may need additional help. Mrs. Gerrard works with the trust attendance officer on attendance, punctuality, behaviour and any other issues that our families may face.

Appendix 1

Standards for Ages 3-5

By the end of age phase, pupils will be able to:

Skill areas		3-5
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs; make music and dance to express religious stories. Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used. Read and understand simple sentences from scripture or from their own religious stories Share religious stories they have heard and read with others. Write simple sentences about religious stories using phrases or words which can be read by themselves and others. Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions. Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories. Listen, talk about and role play how people behave in the local, national and universal church community. Listen and talk about key figures in the history of the People of God. Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.
	Making Links and Connections	
	Historical Development	
	Specialist Vocabulary	<ul style="list-style-type: none"> Decode key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development.
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.
	Beliefs and Values	<ul style="list-style-type: none"> Show sensitivity to others' needs and feelings. Talk about how they and others show feelings. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. Talk about their own and others' behaviour and its consequences. Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy and share the same feelings and are sensitive to this.
AT3: Analysis and Evaluation	Use of Sources as Evidence	
	Construct Arguments	
	Make Judgements	
	Recognise Diversity	
	Analyse and Deconstruct	

Standards for Primary Religious Education

By the end of age phase, pupils will be able to:

Skill areas		5-7	7-9	9-11
AT1: Knowledge and Understanding ('learning about')	Developing Knowledge and Understanding	<ul style="list-style-type: none"> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used Recognise religious beliefs Recognise that people act in a particular way because of their beliefs Describe some of the actions and choices of believers that arise because of their belief Recognise key figures in the history of the People of God Describe the life and work of some key figures in the history of the People of God Recognise key people in the local, national and universal Church Describe different roles of some people in the local, national and universal Church Recognise religious signs and symbols used in worship, including the celebration of the Sacraments. Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	<ul style="list-style-type: none"> Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God different roles of people in the local, national and universal Church religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs 	<ul style="list-style-type: none"> Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used. Show knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs the life and work of key figures in the history of the People of God what it means to belong to a church community religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments those actions of believers which arise as a consequence of their beliefs
	Making Links and Connections		<ul style="list-style-type: none"> Make links between: <ul style="list-style-type: none"> beliefs and sources, giving reasons for beliefs beliefs and worship, giving reasons for actions and symbols beliefs and life, giving reasons for actions and choices 	<ul style="list-style-type: none"> Show understanding of, by making links between: <ul style="list-style-type: none"> beliefs and sources beliefs and worship beliefs and life
	Historical Development			
	Religious and Specialist Vocabulary	<ul style="list-style-type: none"> Use religious words and phrases 	<ul style="list-style-type: none"> Use a range of religious vocabulary 	<ul style="list-style-type: none"> Use religious vocabulary widely, accurately and appropriately
AT2: Engagement and Response ('learning from')	Meaning and Purpose	<ul style="list-style-type: none"> Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer 	<ul style="list-style-type: none"> Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose 	<ul style="list-style-type: none"> Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose
	Beliefs and Values	<ul style="list-style-type: none"> Talk about their own feelings, experiences and the things that matter to them Ask and respond to questions about their own and others' feelings, experiences and things that matter to them 	<ul style="list-style-type: none"> Make links to show how feelings and beliefs affect their behaviour and that of others 	<ul style="list-style-type: none"> Show understanding of how own and other's decisions are informed by beliefs and moral values
AT3: Analysis and Evaluation	Use of Sources as Evidence		<ul style="list-style-type: none"> Use a given source to support a point of view 	<ul style="list-style-type: none"> Use sources to support a point of view
	Construct Arguments		<ul style="list-style-type: none"> Express a point of view 	<ul style="list-style-type: none"> Express a point of view and give reasons for it
	Make Judgements		<ul style="list-style-type: none"> Express a preference 	<ul style="list-style-type: none"> Arrive at judgements
	Recognise Diversity			<ul style="list-style-type: none"> Recognise difference, comparing and contrasting different points of view.
	Analyse and Deconstruct			

Skills Guide

All skills should be applied in an age appropriate way:

	Primary	Secondary
Recognise	Identify, name or label something or someone previously seen, heard or encountered.	To appreciate the significance of something.
Retell	Tell a religious story again in any form.	
Describe	Give an accurate account in any form of the role of a person, a religious rite or symbol.	
Make links/connections	Show the relationship between a variety of sources as evidence to inform knowledge and understanding.	The ability to show the relationship between the different areas of study and the ways they influence each other.
Understand	Correctly perceive the meaning of beliefs, practices and sources actions and the links between them.	Interpret the significance and implications of beliefs, practices, sources and the causal connections between them.
Explain	Make something clear and easy to understand by giving a detailed account focusing specifically on causes and reasons. To show the meaning of a text or area of study in context.	
Construct arguments	Present a logical chain of reasoning, supported by appropriate knowledge, understanding and evidence in support of a particular position or point of view.	
Make reasoned judgements	To synthesise, evaluate and weigh the relative strength and weaknesses of arguments and evidence to arrive at a logical and justified conclusion.	
Recognise diversity	In this context, diversity refers to the differences of belief and practice that exist between denominations of Christianity and between Christianity and other religions.	
Analyse	Examine methodically and in detail, typically to explain and interpret.	
Interpret	To elucidate the meaning of a text by understanding different ways it can be understood. This could be with reference to, for example, the influence on believers, its historical context, its authorship, its intended audience or the ways in which different communities have used the text.	
Evaluate	To consider the relative merit of different points of view and arrive at a judgement supported by reasons and evidence.	