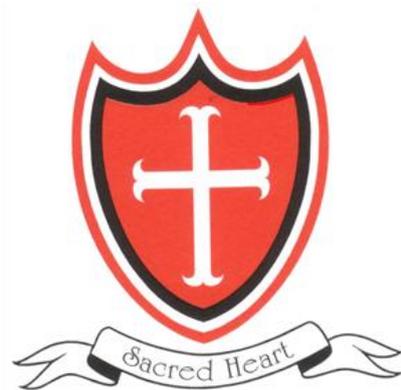


# Sacred Heart Catholic Primary School

## Policy for Religious Education



**PROUD** of our children: **PROUD** of our school: **PROUD** of our faith

<b>Document Status</b>	<b>First draft</b>
<b>Date Policy agreed</b>	
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<b>Governor Lead</b>	<b>Pat Peel</b>
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<b>Headteacher signature</b>	
<b>Chair of Governors signature</b>	

## The Aims of Religious Education

In the life of faith of our Catholic School, religious education plays a central and vital part. At Sacred Heart, Religious Education pervades the whole curriculum and is never seen as a separate subject. The beliefs and values studied in Catholic Religious Education inspire and draw together every aspect of the life of our Catholic School.

We are committed to Catholic RE because all pupils have the right to receive an overall religious education. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.

At Sacred Heart we aim to educate the whole person. At the heart of the school is a sense of purpose, which is to create a community that shares the values of love, respect, truth and reconciliation as shown through the example of Christ.

### Religious Education is, then, the core subject in our Catholic School

#### Aims of RE

The overall aims of Religious Education at Sacred Heart are:

The comprehensive and systematic study of:

- the mystery of God;
- the life and teachings of Jesus Christ
- the teachings of the church
- the central beliefs that Catholics hold and the basis for them
- the relationship between faith and life

These are explored in a manner, which encourages investigation, and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in everyday life.

In the words of the Curriculum Directory:

**the outcome of Catholic Religious Education 'is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'**

**Our Mission Statement places this aim at the centre of all we hope to achieve.....**

*At Sacred Heart we are:*

*PROUD of our children; PROUD of our school; PROUD of our faith*

*At Sacred Heart we*

*make Progress*

*show Resilience*

*display Openness*

*are Unique*

*Demonstrate our Faith*

Our school aims are:

*To live as a Christian family inspired by the values of Jesus.*

*To celebrate and develop every child's full potential through a rich and enjoyable learning environment.*

*To promote and encourage an effective partnership between home, school, parish and community.*

These school aims are underpinned by the following practical objectives which exemplify how our Mission Statement is alive in our school.

**To live as a Christian family inspired by the values of Jesus.**

- We build solid foundations for our journey in faith by providing opportunities for our pupils to demonstrate tolerance and respect for all through our 'Come and See' Programme, teaching British Values, daily collective worship, prayer, our Sacramental Programme and our relationships and commitment to each other.
- All adults, including teachers and teaching assistants ensure that through focussed planning, constantly striving to provide high quality, effective teaching and carrying out rigorous assessments, all pupils achieve learn well and to the best of their ability.
- We support individual children and their families in ways other than just academic, one to one interventions and targeted actions support parents of vulnerable children so that all children's needs are met. Our Learning Mentor and Children and Families Support Worker are a key part of the team around the child and family, who endeavour to build strong and enabling relationships.
- We establish the 'Seeds and Gardeners' Programme, which gives responsibility to our Year Six pupils who act as role models for our reception pupils, demonstrating positive relationships and supporting personal growth.
- We educate the children by giving them understanding of the fundraising events that we do in school. For example our work with local and international charities (Nugent Care, CAFOD, Joining Jack, Macmillan etc.) and how we can make a difference to the lives of others.
- Our pupils are supported in the development of moral responsibility and respect for self and others, through the provision of an age appropriate Relationships and Sex Education programme for all.
- The words of the Gospels of Jesus Christ are heard in assemblies and daily collective worship, and themes explore how the Scripture are relevant to our lives today.
- Our policies for behaviour and anti-bullying provide opportunities for self-reflection and forgiveness so that pupils know and understand the consequences of their actions for themselves and others.
- Our Catholic Mission is prominently communicated and promoted throughout our school through our displays, information booklets, at meetings and events, through awards assemblies and within our 'From the Heart' publication.

- ‘Diamond Rules’ are displayed, discussed, understood and communicated and are underpinned by instructions which explain how the rules can be met in all areas of school and life.
- Our pupils will be supported in their Christian journey through collective worship, masses in school and a celebration of their Sacramental journey. This will be seen through children supporting one another, caring and sharing, but also forgiving one another with friendly smiles, tolerance and

**To develop and celebrate every child’s full potential through a rich and enjoyable learning environment.**

- We include all children in all aspects of learning regardless of gender, race, background, disability or level of ability, through planning a differentiated curriculum, which enables every child to achieve and to celebrate their uniqueness.
- An environment is maintained by all, which is clean and tidy, well organised and warm and bright, where children and staff feel safe, valued and ready to learn.
- We facilitate learning experiences which create a sense of ‘awe and wonder’. We achieve this through inspiring educational visits, residential experiences and motivating and engaging visitors, so that these ‘WOW’ moments spark imagination, fascination and enjoyment, enriching spiritual and cognitive development and enabling pupils to become masters of their own learning.
- We use the strengths of our adults to enrich learning and provide opportunities for children to engage in a wide range of extra-curricular activities e.g. rugby, athletics, choir etc.
- We use a range of assessments, analysis and evaluations and give developmental verbal and written feedback so that every individual learns to the best of their ability and no one is left behind.
- We work as phase teams to plan targeted interventions, through detailed provision maps, which identify plans for vulnerable pupils and those in danger of falling behind.
- We celebrate children’s individual strengths through praise assemblies and golden heart awards. PROUD awards recognise children who have demonstrated the school mission statement and have made us PROUD! Children and staff encourage each other and recognise achievement through feedback, praise and rewards.

**To promote and encourage an effective partnership between home, school, parish and community**

- Our pupils will develop stronger partnerships with parents through key staff who support in other ways than academic: family learning courses, pi for breakfast, dad’s breakfast, a-safety, assertive mentoring, proud awards, prize giving, This will be seen through the team working together around the child with parents being fully involved in their child’s progress and understanding how they can help at home.
- Our pupils will develop their sense of community through activities which will promote awareness of diversity, respect and work with outside agencies. This will be seen through providing a range of opportunities for the school community to come together to celebrate our

successes for example, Christmas markets, carol concerts, prize giving, praise assembly, Christian celebrations.

- We invite parents into school to celebrate their child's achievements:- Dad's breakfast, celebration assemblies, sports days, music concerts, carol services, Christmas markets, FOSH events, coffee mornings, assertive mentoring, parent review days, pupil reports, From the Heart, Heartbeat.
- Forge links with the wider community and its needs: fire service, CAFOD, visitors e.g. Jono Lancaster, The Brick, and Macmillan coffee mornings.
- Develop stronger relationships /partnerships with parents, through key staff e.g. CFSW, learning mentor and planned parent meetings across the year.

## Objectives

**Sacred Heart's Religious Education programme will.....**

1. include analysis and critical appreciation
2. provide opportunities for celebration, prayer and reflection
3. provide children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects
4. present a systematic presentation of the Christian event, message and way of life, in ways appropriate to the age and stage of development of the child.
5. require that all adults involved, understand the underlying theological as well as educational principles
6. include appropriate materials about other faiths

## The Religious Education Programme

To fulfil our aims and objectives we use the 'Come and See' Programme of Religious Education Recommended by the Archdiocese of Liverpool.

## Overview of Content

An overview of the Themes and Topics over the yearly cycle of 'Come and See' can be found in the RE Handbook.

## The Process

The process for delivering each of the topics in Come and See has three main stages, which enable pupils to develop knowledge, skills and attitudes.

## Explore

## Reveal

## Respond

The process encompasses a variety of teaching and learning styles, which enables the needs of individual pupils to be met.

### The Approach Chosen

We have chosen a whole school approach to the long term planning for Religious Education so that all pupils explore each topic at the same time, following a one year cycle. All classes follow their own appropriate programme according to their year group.

### Time Allocation for RE

The Bishop's requirement of 10 percent of curriculum teaching time is clearly indicated on the class timetables. This time does not include time for collective worship and Hymn Practice.

In Key Stage One and the Foundation Stage the time spent on RE each week is at least 2 hours and 10 minutes

In Key Stage Two the time spent on RE each week is at least 2 hours and 30 minutes.

### Planning

#### Long Term Planning

Long term Planning is the responsibility of the Leadership Team.

The whole school approach has been agreed and can be found in detail on the overview sheet in the RE Handbook.

#### Medium Term Planning

Medium Term Planning is the responsibility of the RE Co-ordinator.

The medium term plan details:

- the content and focus of each theme
- links to the Catechism of the Catholic Church and Religious Education Curriculum Directory
- Key concepts, skills and attitudes
- Attainment targets
- Christian doctrine for the term
- The three themes and topics
- The start dates for each topic. (Each topic should be given equal time – each topic will take four weeks to complete)

The planner shows the allocated length of time required to ensure that the three learning outcomes for each topic will be achieved.

Delivery of a topic requires approximately ten hours. It is recommended that the following structure is followed:

Explore                      A quarter of the time allocation



Reveal Half of the time allocation

Respond A quarter of the time allocation

The RE Subject Leaders share the medium term planning at the start of each term at a staff meeting.  
(See RE Handbook)

### Short Term Planning

Short Term Planning is the responsibility of the class teacher.

The following information should be included on all short-term planning using the planners from the Christian Education Website alongside the Come and See programme outline.

- Topic Title
- Mind map and key words for the topic
- Learning outcome for each lesson
- Driver words
- Stage of the process
- Differentiation and activities
- Resources
- Dates
- Reflection
- Evaluation

## **Assessment**

Assessment is focused by the overall aims and objectives of Religious Education. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See emphasises a wide range of achievement.

In our school it involves:

### Informal Assessment

- General observation of children engaged in general tasks and activities
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Marking of more formal written work
- At the start of every topic pupils produce a mind map of their ideas and understanding of the topic. This is reviewed at the end of the topic and new learning is presented in a different way / colour. This clearly shows where new learning has taken place.

### Formal Assessment

- One topic per term is identified by the Christian Education Team for formal assessment.

### Self Assessment

RE Policy



- Teachers communicate Learning Objectives to pupils in each lesson and these may be broken down into success criteria.
- Pupils are encouraged to self-assess and reflect on their learning at the end of the lesson against the learning objective.

## **Attainment Targets and Levels of Attainment**

The next section provides an overview of the levels of attainment and the two attainment targets for RE.

## **Recording**

Recording provides evidence of achievement. It involves pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on pupil's books
- Visual evidence – for example photographs, DVDs
- Year Group Assessment and Evidence Files
- Pupils' self-assessment using mind maps

## **Reporting**

There are four dimensions to reporting in Religious education.

Reporting:

- Provides feedback to pupils on their achievement and progress
- Informs teachers and colleagues of the achievement of individual pupils and the areas studied by a class and year group
- Informs parents of the progress and achievement of their child
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

At Sacred Heart, parents are given the opportunity on three occasions during the school year to meet with their child's class teacher to receive verbal reports on the progress of their child. Parents also receive a written end of year report.

## **Monitoring, Evaluation and Review**

The whole process of monitoring, evaluating and reviewing all aspects of Sacred Heart as a learning organisation is built around the school's Mission Statement with particular emphasis on the words...

At Sacred Heart, MER takes place throughout all aspects of school life and at many levels to provide useful and constructive information about how well we are achieving our agreed aims and objectives. For evaluation to take place effectively, monitoring has to take place so that planned action can be undertaken to enable us to continually improve and develop as a school community.

### **Aims and Purposes of Monitoring, Evaluation and Review**

- To identify strengths and weaknesses in order to help us improve the quality of teaching and learning in our school for the benefit of our pupils
- To make informed decisions from the basis of secure evidence and use this to develop corporate priorities
- To raise expectations and standards across all areas
- To assist in target setting
- To celebrate achievement and successes and provide evidence to support judgements
- To support staff development
- To create a climate where self evaluation is the norm creating a culture which supports a learning organisation
- To ensure that all staff have a clear picture of standards and areas for development within their own classes, teams, whole school and curriculum areas.

### **Key Principles**

- Monitoring standards is central to maintaining and improving, it is at the heart of school planning as it leads on to evaluation and review, which identifies the starting point for development.
- Monitoring leads to action.
- Monitoring provides a means of obtaining an accurate picture of various aspects of school life and practices that involve the staff and children.
- When monitoring and evaluating we will all work to agreed criteria.
- Confidentiality must be respected at all times
- It would involve head teacher, staff and governors as appropriate
- Everyone would be clear about his or her role in the process
- Everyone would understand the process
- The system would be manageable in terms of time and information

## **Staff Development**

At Sacred Heart we believe that it is important to create an environment, which stimulates and facilitates individual growth and development in all areas. We are committed to the process of training all staff at an individual level and to using newly acquired skills and expertise for the further improvement of our school's performance.

At Sacred Heart, training and development takes place throughout all aspects of school life and takes into account all members of our school community. The needs of individuals, teams and the whole school are given consideration when identifying areas for development. Objectives for training and development are closely linked to the School Improvement Plan. The impact of Training and Development on practice is evaluated so that our school can sustain and improve its performance.

All staff have an individual training and development plan in line with our Appraisal Policy and new staff take part in an induction programme to meet their immediate needs.

Whole school future training needs are identified by the RE Co-coordinator with the Leadership Team.

## **Preparation**

'The teacher's page invites teachers to do some personal reflection at their own level, before working with the children. Staff reflection and prayer related to each topic take place during the Staff Meeting at the start of the new topic.

Further guidance for teachers can be found in the 'Come and See' file at the beginning of each topic.

## **Staff Communication**

Staff are informed by the RE co-ordinator, which topics are to be covered each academic year and the dates each topic starts within the term, by means of the medium term planning sheet. Assemblies are incorporated within the timetable on a weekly basis and contain a collective worship.

Staff also have a timetable outlining dates for special Come and See Assemblies, which are led by the children and attended by parents.

Information regarding RE events etc is included in term timetables and included in the weekly diary. Parents receive a termly 'Come and See' newsletter, which includes the key dates for school events and celebrations.

## Resources – Staff Members

A list of all staff members and their responsibilities is available in the Staff Handbook.

All members of staff teach R.E. and take assemblies and collective worship.

When staff are recruited we actively look for the qualification: Catholic Teacher's Certificate, or a willingness to complete the qualification. New staff without the qualification are supported through our induction procedures and encouraged to work through the appropriate training.

## Resources – Teaching

Each class base has the following resources to support the RE programme at Sacred Heart....

- Appropriate copy of the Come and See Programme
- RE Handbook
- Artefacts for Collective worship displays
- Come and See Website

Centrally Bases Resources

- Jerusalem Bible
- New World
- Selection of Big Books – Bible stories and Other faiths
- God's Story Foundation, Book 1, Book 2
- The Church's Story Books 1,2 and 3
- Selection of teacher resources books including themes – Biblical, Assembly, Mass, Services, Sacraments, Prayer



## Relationship of RE to the Whole Curriculum

See Guidelines for Spiritual and Moral Development and Collective Worship.

Sacred Heart fosters strong links with parents, parish and the local community through:

- Parent meetings
- Invitations to parents to class assemblies, nativity plays, special masses and services
- Attendance at feast day masses
- Working with our Consortium

## Contribution to Sacramental preparation

**We believe that it is essential that Home, School and Parish work very closely together in preparing each pupil for the Sacraments.**

Sacred Heart Catholic Primary School fully supports the parish in their preparation of the children for the Sacraments. Parents are invited to an initial meeting during which the process of preparation and the commitment required is outlined. Input from the parish priest, school and catechists is given.

Representatives from school are present at each of the First Holy Communion Masses to present the children with a small gift and a special celebration mass is arranged after the programme is completed, to which parents and catechists are invited.

We follow the 'With You Always' Programme. This is a resource for parents and their children who are in Year Four. The resource encourages parents/carers to meet with together with parish catechists, supported by the school, to learn about the Sacraments using the family catechesis method. Parents are the first and best teachers of their children in the ways of faith as is made clear when their children are baptised. The goal of family catechesis is the evangelisation of the whole family with particular emphasis on the support of parents to pass on the faith to their children.

## **Conclusion**

This policy should be read in conjunction with the following:

Handbook for Religious Education

Collective Worship Policy

Policy for Spirituality

Policy for Moral Education

Relationships and Sex Education Policy

## Appendix One

### **Colour Codes for Record Files**

Colours for recording each year were decided as follows:

Early Years – black

Year One – red,

Year Two – orange,

Year Three – Yellow,

Year Four – green,

Year Five – blue,

Year six – purple

Dots are used against each criteria in the relevant colour when pupils are beginning to achieve.

The block is coloured when the whole block is achieved.