ST EDWARD'S CATHOLIC PRIMARY SCHOOL

RE Policy

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School Mission Statement Achieve in God's Love. St Edward's Catholic Primary School is at the heart of a community rooted in its core values. Our children, by their actions, grow in the image of God.

Context and Ethos

Our school is an extension of the missionary life of the Church in the Parish of Sheerness. SS Henry and Elizabeth is the School's Parish Church and the school is within the Chatham Deanery and the Archdiocese of Southwark. The school works closely with the parish. The Parish Priest, Father Aklilu, has regular contact with the school RE Team, celebrates Mass in the school on Holy Days and other special occasions, and has an open invitation to attend school assemblies and other celebrations. Our Priest regularly supports the units of work covered in class and is also involved with the running of the school by taking an active part in the Local Governing Board. St Edward's has links with parish based catechists in preparing children for the sacraments of Reconciliation and Eucharist and supports the wider community. Projects are often initiated by staff and children; meeting needs locally, nationally and internationally. We recognise that parents are the chief educators of the children, and that we are a Christian community growing together in God.

The religious dimension of the school is realised in the celebration of the Word and Sacraments, through religious instruction, in the physical environment, with artefacts and decoration which reflect the nature of the community, by individual behaviours and harmonious interpersonal relationships both of children and adults. All those associated with the school share the responsibility for nurturing the children's faith. Each has a role in helping others with their faith journey. We are a gospel centred community; this is fundamental to our being and permeates everything in the school. All staff working at St. Edward's Catholic School are expected to believe or model belief in the Catholic traditions and beliefs. This policy should be read in conjunction with the school's Relationship and Sex Education Policy, which is developed and monitored by the Headteacher and the Governing Body. Parents are permitted, by law, to request that their child is withdrawn from receiving all or part of religious education/collective worship. This request should be made in writing to the Headteacher.

Aims

1. To assist the parents and parish in the religious formation giving children a firm understanding and knowledge of faith.
2. To facilitate the growth in our pupils of the underlying values which give meaning to their lives, and to the whole education process.
3. To enable children to form a strong and loving relationship with God through Jesus Christ and His Church.

Objectives

1. To enhance the pupils' sense of mystery and wonder.

2. To help the pupils to develop a personal relationship with Jesus and experience the Good News of the Gospel.

3. To offer a committed presentation of the Catholic Faith.

4. To enable pupils to grow in their awareness of what it means to be a member of the Church.

5. To invite the pupils to respond freely to the grace of the revealing God.

6. To encourage our pupils to reflect on their lives and on society in the light of the Gospel.

7. To support the parents in creating a Christian Community built on the experience of prayer and liturgy.

8. To develop in our pupils, knowledge and understanding of the teachings of the Catholic Church and empathetic appreciation of the faiths of others.

9. To enable our pupils to move from an inherited faith (or non-faith), to a personal faith (living faith).

10. To develop a sense of social justice within our pupils.

11. To consider moral issues, so helping pupils to form their conscience in the light of the Church's teaching.

12. To help to give the children a basic understanding of the Sacraments and the Mass.

The Religious Education Curriculum

The school studies 'The Way, the Truth and the Life' religious education programme and covers six themes in an academic year, as following the Church's Liturgical year. The whole school works on a similar theme, but different year groups cover different aspects through different topics.

Appendix 1 highlights the topic coverage for each year group across FS, KS1 and KS2.

Other Faiths

The Church teaches that, while living out our Christian faith, we are called to listen in dialogue and be ready to learn from those of other faiths, many of whom may, in our multicultural society, be our neighbours. As Catholics, we are called to be committed to respecting people of other faiths and to recognising that God is at work in them. Other faiths are taught discretely. Each faith is treated with integrity and not by comparisons or by isolated festivals. The teaching will be of the key concepts of that religion. Formal teaching of other faiths will begin from the Foundation Stage. Each year group builds upon the previous year's teaching of that faith. Multicultural books and artefacts are available in the R E resources and the library, as well as in classroom libraries. *Appendix 2 shows the coverage of other Faiths in a Long Term Plan.*

Story and Scripture

Story is an essential feature of the delivery of the RE curriculum. The power of the story is harnessed to help children on their faith journey. Stories of relevance to particular topics and year groups are stored with the RE resources, and should be fitted into the topic where teachers see appropriate. These books are to be stored centrally so they do not become general classroom stock. The WTTL scheme of work details scripture to be explored during each topic. *Appendix 3 lists the Bible stories* to be covered during KS1, in order to develop a good base of scripture knowledge for KS2 to build upon.

Provision for Spiritual development and Moral Education

Spiritual Development An awareness of the presence of God and how we experience God's love in our lives is fostered in religious education and across the whole curriculum. The structure of the 'The Way, the Truth and the Life' topics moves the children on from their own life experiences to meeting God as he revealed himself to us, to a point where they consider how God and life meet. The school purchases 'Wednesday Word' weekly pamphlets for the children reinforcing this link between their life and the Gospel. To support spiritual development, children must be allowed to

question, think, reflect, wonder, come to terms with suffering and struggles, make discoveries and appreciate. Lessons that include quiet reflection time, stillness, use of candles and music encourage the spiritual development of our children. Assemblies will also incorporate this good practice.

Many opportunities across the curriculum exist for fostering spiritual development. For example in science, awe and wonder at the vastness of space, the miracle of the diversity and complexity of life, all show us the greatness of God's creation. Teachers must ensure they make the most of opportunities that present themselves.

Moral Development

The moral development of children takes place explicitly within the curriculum offered and is practised and reinforced right across the curriculum and throughout the school day. The School Values are: Love, Respect and Achieve. They are reinforced during the week, throughout assemblies, lessons, resolving conflicts and rewarding success. The staff set high expectations of what is and is not acceptable behaviour. This is set in the context of what is for the common good and is explicitly linked to Gospel values.

The children are taught:

- right from wrong;
- the difference between truth and a lie;
- that they have duties and responsibilities as members of the school community and the wider community,
- to be aware of wider issues, such as care for the earth, justice and peace and the importance of charities and aid agencies such as Missio and CAFOD.

Timetabling

RE is timetabled for 10% of teaching time per week in both Key Stages. In the Foundation Stage, 'The Way, the Truth and the Life' topics should be taught discretely as well as being identified as opportunities for religious education within the early learning goals.

Displays/Focal Points

Each class has a crucifix and a focal point. These might include candles, statues, pictures, icons, posters, quotations from the Bible and seasonal symbols. An RE display board in each classroom follows topics/themes/the liturgical year. These displays are evidence of pupils' achievements and celebrate these.

Reconciliation

The School recognises that not all of its children will have the opportunity to take part in reconciliation at Church with their family. Therefore we provide an opportunity during both our Advent and Lenten preparations for the children to take part in a Reconciliation Service at school with our Priest where all children reflect on how to forgive and reconcile; helping them become closer to God and more be more confident in themselves as a good person. After this service, all

catholic children who have made their sacrament of Reconciliation will be offered the chance to visit the priest for a chance to go to confession.

Links with Home, School and Parish

'The partnership between home, parish, and school is the best setting for the formation of maturing Catholic young people.' Home, school and parish are inextricably linked. A number of teaching staff are members of the parish and take part in a variety of parish activities. The school enjoys strong parental support, many parents having once been pupils themselves. We aim to be a welcoming and open community. The school works closely with the parish. The Parish Priest has contact with the school RE team, celebrates Mass in the school on Holy Days and other special occasions, and has an open invitation to attend school assemblies and other celebrations. He is also involved with the running of the school by taking an active part in the Governing Body.

The Sacraments

The parish has a well-established programme for First Confession and First Holy Communion. Children from age 8 onwards have the opportunity to attend the Parish Holy Communion Classes with Catechists over the year to prepare for these Sacraments. The school supports this programme by discussion with the children, and celebrating this special occasion both in the classroom and at a celebratory School Mass.

Leadership and Resourcing

The Headteacher and the governing body are responsible for ensuring that Religious Education is taught as a core subject and at the heart of the curriculum. The Religious Education curriculum is resourced effectively and in line with other core subjects. There is an RE Team sharing the leadership roles within this core subject area and ensuring the continued development of the Catholic Life of the School. (This includes the headteacher, a member of SLT, class teachers and a number of pupils: our worship leaders). It is recognised that the most important resource for the development of faith are people of that faith and the witness that they give. Pupils, parents, teaching staff, support staff, Governors, clergy, Catechists and parish all work in collaboration growing together in God. With prior permission, the school is able to use the parish church. KS1 and KS2 children visit Aylesford Priory every year to join the KCSP Picnic and Praise event, or the Missio Good Shepherd Mass or for an informal Retreat organised by the RE Team. Each class should have an RE selection of books available to the children.

Central RE resources include books with ideas for assemblies, and liturgies as well as music, CDs, CD roms and artefacts boxes. There is a range of story books to complement Religious Education topics and an extensive range of posters are available from the RE team. There are a set of Bibles and Children's Bibles and there is a wide range of books in the RE section.

Assessment

Assessment is focused by the overall aims and objectives of Religious Education, as well as the Revised Levels of Attainment. Assessment is related to knowledge, understanding, evaluation and analysis/interpretation. These are developed through the exploration of 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 'The Way, the Truth and the Life' emphasises a wide range of achievement. It involves:

Informal Assessment

- General observation of children engaged in classroom tasks and activities.

This may include children's ability to:

Listen

Ask relevant questions

Respond to questions

Interact with others

Work with others

Be still

Understand

Remember

- When gathering evidence teachers will be able to draw on the full range of work produced by pupils in the normal everyday teaching and learning process including:

Questioning

Brainstorming

Concept maps

On-going work in books

Observation of activities

Drawings – what is included in the pictures.

- Observation of contributions made to classroom displays and Floor Book
- Review: end of tasks, activity, lesson, topic
- Marking of more formal written work. This must be done recognising the distinct nature of RE books. Teachers are asked to comment constructively on pupils work referring to content, effort and to challenge further thinking or reflection. Only key topic spellings should be marked.

Monitoring

• Individual achievement can be measured against age related expectations. Teachers will submit summative assessment for each child 3 times a year. The RE Lead will analyse this data to look for trends, issues arising and groups of children to provide additional support for.

• Regular informed judgements on a wide variety of evidence against broad criteria which allow pupils to respond at different levels. This is integral to short-term planning for each topic.

• Foundation Stage should provide evidence of work from each topic. This can include photographic evidence.

• All children will be tracked throughout their school life to ensure that they make progress and that teaching is adapted to each child's needs.

• Individual achievement is noted in RE books as they are marked and from Floor Book evidence. Further comment may be made in the teachers own general classroom records.

Moderation

The RE team will review samples of work, class displays and focal areas throughout the school year to ensure continuity and progression. The observation of teaching and learning will be carried out and include all classes in the school. Training needs will be identified. Moderation will be carried out both within school, but also with the Diocese and other KCSP schools.

Reporting

1. Feedback to pupils

Verbal informal discussions taken place during lessons and of the plenary session. Pupils' work marked regularly with developmental marking, giving children opportunities to develop their understanding and personal reflection further.

2. Parents

Parents are informed of what topics are to be undertaken by each class/year group through the School website. This is in line with informing the parents about all subjects taught. An RE Newsletter will be sent out to parents each half term and uploaded onto the school website. 13 Formal open evenings are held in the autumn, spring and summer terms. Parents are invited to make appointments if they wish to discuss the written end of year report and their child's progress. This policy has been put together by the RE team in consultation with groups of pupils, all the members of the teaching staff, the Governors, the Diocese and under the direction of the Headteacher.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	F1 God's World	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the end of the earth	Dialogue and encounter (Including other faiths)
Y1	1.1 God's Great Plan					
Y2	2.1 Chosen People					

Appendix 1 : Curriculum coverage

Lighting the Path- Source to Summit

The Way The Truth The Life coverage

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	3.1 The Christian Family	3.2 Mary, Our Mother	3.3 Called to change	3.4 Eucharist	3.5 Celebrating Easter & Pentecost	3.6 Being a Christian
Y4	4.1 The Bible	4.2 Trust in God	4.3 Jesus, the Teacher	4.4 Jesus, the Saviour	4.5 The Mission of the Church	4.6 Belonging to the Church
Y5	5.1 Gifts from God	5.2 The Commandments	5.3 Inspirational People	5.4 Reconciliation	5.5 Life in the Risen Jesus	5.6 People of Other Faiths
Y6	6.1 The Kingdom of God	6.2 Justice	6.3 Jesus, the Bread of Life	6.4 Jesus, Son of God	6.5 The Work of the Apostles	6.6 Called to Serve

Appendix 2 – Other faiths coverage

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	**Judaism (Yom Kippur)**						
	Stories and celebrations.	Why are some books and stories holy?	Symbols of faith and signs of belonging.	Places of worship.	Different beliefs about God.	Jewish prayer: what? Why? How?	How can we learn from sacred places?
Term 2	**Hinduism (Diwali)**						
	Stories and celebrations.	Why are some books and stories holy?	What do Hindus celebrate and why?	How and why do Hindus celebrate Diwali?	Journey of life and death.	How and why is life like a journey?	Places of worship.
Term 3							
Term 4	**Sikhism**						
	Stories and celebration.	Why are some books and stories holy?	Symbols of faith and signs of belonging.	Places of worship.	What is it like to be a Sikh?	How and why is life like a journey?	Words of wisdom.
Term 5	**Buddhism**						
	Stories and celebration.	Why are some books and stories holy?	Symbols of faith and signs of belonging.	Places of worship.	The story of Buddha.	What is it like to be a follower of Buddha?	Religion and the individual.
Term 6	**Islam**						
	Why are some books and stories holy?	What can we learn from sacred places?	Five pillars of Islam.	Journey of life and death.	Does the Hajj change lives?	Words of wisdom.	

Appendix 3 – List of bible stories covered in KS1 & 2

Old Testament

Moses in the Bulrushes

Samson and the Lion

Samson and Delilah

David and Goliath

Daniel in the Lion's Den

Jonah and the Great Fish

New Testament

Jesus is Found in the Temple

Jesus calms the Storm

The Feeding of the Five Thousand

Lost and Found

The Prodigal Son

Jesus and the Children

Saul's Journey to Damascus