

# Holy Spirit Catholic Primary School



## Religious Education Policy

This policy was approved by	
Name	
Position	
Date	Jan 21
Review Date	Jan 23

### Mission Statement

Our school is a place where we respect the views and value the opinions of everyone.

We encourage the development of behaviour and attitudes which reflect the life of Christ and the teachings of the gospel and so nurture the appreciation of every individual regardless of race, gender, colour or creed.

We endeavour to involve teachers, parents, governors and the wider community in the spiritual, intellectual, emotional and social development of our children. We strive to help our young people become more independent, making their own decisions and taking responsibility for themselves and others.

**“Jesus holds my hand and guides me on my way”**

## **Religious Education Policy**

### **Introduction**

The policies and planned curriculum, ethos and climate of Holy Spirit Catholic Primary School are reflected in our mission statement that expresses the philosophy of education and community living in our Catholic school.

We believe that:

**“At Holy Spirit Catholic Primary School we encourage our children to live their life taking Jesus’ teachings as guidance in such a way which will enable them to find fulfilment in this life and be a living example within the community – Jesus holds our hand and guides us on our way.”**

At Holy Spirit Catholic Primary School, we promote religious education for all pupils, taking into account their needs and backgrounds. These include:

- Those who come from supportive Catholic homes.
- Those for whom the school will be their first point of contact and experience of the Church.
- Those who belong to other Christian traditions.
- Those from other faith backgrounds.

The governors and staff believe R.E. to be a collaborative activity that respects and promotes the child’s innate capacity for wonder, awe, reverence and imagination for the spiritual.

### **Religious Education in the Catholic School**

Religious Education plays a central role in the curriculum, ethos and community of the school. The Come and See handbook (p.10) states classroom education in a

Catholic school is primarily educational and that expectations for excellence in religious education are achieved by:

- Clarity of succinct religious learning objectives
- Key content
- By appropriate methodologies
- Rigour
- Richness of resources
- Achievement of identified outcomes
- Accurate methods of assessment

## **Aims of Religious Education at Holy Spirit**

The aim of religious education at Holy Spirit is to lead the children in knowledge and understanding of the Catholic faith and to support them in living it in their daily lives.

This includes:

- Enabling pupils to recognise and appreciate the religious and spiritual dimension of life, appropriate to their age and ability.
- Enabling pupils to acquire a set of moral values and the confidence to make and hold moral judgements.
- Helping pupils to explore the beliefs, values and way of life of the Catholic tradition in a manner that encourages investigation and reflection.
- Deepening and enriching the understanding and living faith of children from committed Catholic homes.
- Providing an understanding of the Catholic faith and opportunities to deepen the understanding of faith for children from non-Catholic homes.
- Recognising, respecting and celebrating other faith traditions.

## **Objectives of Religious Education within our school**

- To provide opportunities for pupils to question and reflect upon their own and others life experiences, sharing their thoughts and feelings with others in a spirit of mutual respect.
- To provide opportunities for children to begin to establish their own set of moral values and begin to make moral decisions.
- To enable children to explore and begin to understand the beliefs, values and way of life of the Catholic tradition, thus deepening and enriching the faith of those from committed Catholic homes and that of those from non-Catholic homes.
- To provide opportunities where pupils can make an active response in life and worship through activities which evoke such a response enabling them to express their feelings freely.
- To enable children to respect and recognise the diversity of human life and beliefs of other faith traditions.

## **Community Cohesion and Social Justice**

At Holy Spirit, we take great pride in the fact that our teaching and learning within Religious Education allows us to promote and sustain community cohesion within our Parish and local community.

'Educators develop in themselves and cultivate in their students, a keen social awareness and a profound sense of civic and political responsibility.' (SACRE)

A cohesive community is made up of many components. It is one where:

- There is a common vision and a sense of belonging for all communities and the diversity of people's different backgrounds and circumstances is appreciated and positively valued.
- Strong and positive relationships are being developed between people from different backgrounds and people are given fair opportunities, regardless of their background and an understanding of Social Justice.

In order to continually develop community cohesion, at Holy Spirit we:

- Create links with other schools in the local area, supporting both staff and pupils
- Develop the understanding of right and responsibility within our children
- Offer extended school services – both morning and after school clubs
- Support both local and global charities
- Teach our children about the British values
- Caring for the environment
- Promote and support local community organised events
- Invite parish and non-parish members into school regularly for example at the Christmas and summer fairs
- Provide opportunity for the children to perform and support the elderly people within the community through Easter bonnet parade, Easter and Christmas concerts etc.
- Election of Social Justice Ambassadors in Key Stage 2

**At Holy Spirit, we endeavour to:**

- Contribute positively to local parish, deanery and wider diocesan life and worship
- Ensure that pupils have the opportunity to be involved in all appropriate school activities
- Teach about the challenges to society where community cohesion is lacking
- Collaborate with other Catholic schools and schools of other denominations, faith traditions and schools of no religious character
- Contribute to the life of the local community and to national and international events/ initiatives and opportunities
- Work in partnership with parents and carers, sharing in faith and experience
- Make the provision of prayer, collective worship and the liturgical life of the school inclusive
- Include all staff and pupils in its corporate life of worship
- Ensure that the curriculum promotes community cohesion
- Demonstrate in planning and practice that the RE curriculum teaches
- Christian concern for all, irrespective of e.g. gender, ethnicity and faith

## Spiritual Development

<b>Pupils who are developing spiritually are likely to be developing some or all of the following characteristics</b>	<b>At Holy Spirit School we encourage children's Spiritual Development through:</b>
<ul style="list-style-type: none"> <li>• A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour</li> <li>• An awareness and understanding of their own and others' beliefs</li> <li>• A respect for themselves and for others</li> <li>• A sense of empathy with others, concern and compassion</li> <li>• An ability to show courage and persistence in defence of their aims, values, principles and beliefs</li> <li>• A readiness to challenge all that would constrain human spirit; eg. poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination</li> <li>• An appreciation of the intangible – eg. beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity</li> <li>• A respect for insight as well as for knowledge and reason</li> <li>• An expressive and/or creative impulse</li> <li>• An ability to think in terms of the 'whole' – e.g. concepts such as harmony, interdependence, scale, perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Giving pupils the opportunity to explore Catholic values and beliefs, and include other religious beliefs and the way in which they affect peoples' lives</li> <li>• Supporting and develop children's beliefs in ways which are personal and relevant to them</li> <li>• Encouraging pupils to explore and develop what animates themselves and others</li> <li>• Encouraging pupils to reflect and learn from reflection</li> <li>• Giving pupils the opportunity to understand human feelings and emotions and the way they affect people and how an understanding of them can be helpful</li> <li>• Develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected</li> <li>• Accommodating difference and respecting the integrity of individuals</li> <li>• Promoting teaching styles which:               <ul style="list-style-type: none"> <li>-value pupils' questions and give them space for their own thoughts, ideas and concerns</li> <li>-enable pupils to make connections between aspects of their learning</li> <li>-encourage pupils to relate their learning to a wider frame of reference eg. asking why? how? where? what?</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• An understanding of feelings and emotions and their likely impact</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring in simple and pragmatic ways, the success of what is provided</li> </ul>
---	--

## **Religious Education in the Catholic School**

Religious Education plays a central role in the curriculum, ethos and community of the school. Expectations for excellence in religious education are achieved by:

- Clarity of succinct religious learning objectives,
- Key content,
- By appropriate methodologies,
- Rigour,
- Richness of resources,
- Achievement of identified outcomes
- Accurate methods of assessment

### **The objective of religious education requires:**

- Analysis and reflection and critical appreciation of sources.
- Marked progression through the different stages of education,
- The unequivocal support of the management of every Catholic school,
- 10% of the taught week for each Key stage of education,
- The encouragement of investigation and reflection,
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life.
- The use of skills in other areas of the curriculum.

At Holy Spirit we provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27). Our curriculum is designed to enable every pupil to discern their vocation and to follow it as active citizens in service to the world.

### **Relationship of R.E. to the Whole Curriculum**

Whilst making links with other areas of learning it is important that teachers remain focused on the learning outcomes of the religious education topic. For example, delivering Scripture and using the skills developed in Literacy to present a passage several times in order to enhance, deepen and extend children's awareness of the message.

**English:** In R.E. written work reflects a wide range of writing styles and genres as recommended in the literacy strategy. Work however is not assessed based upon the same standards in English.

**PSHE:** Here at Holy Spirit we have adopted Philosophy for Children (P4C) approach across the whole school. The inter-personal values taught and encouraged in P4C are supported through the Catholic ethos of the school and in the Come and See programme.

**Science:** Several topics throughout the school encourage respect for God's creation.

### **Supporting those with Additional Educational Needs**

We support all those children with additional or special educational needs. All class teachers differentiate their teaching so that all children can achieve their potential in Religious Education. (See school inclusion policy.) Teachers make full use of the SEND support provided on the Come and See website.

### **Dyslexia Friendly**

As a school we have been involved in training to support children who may be dyslexic. This training is reflected in plans and assessment techniques. Teachers use a range of teaching styles including accelerated learning to cater for the different learning strengths in class. For example each class uses a mind mapping technique to assess prior learning before a topic and additional learning after the end of a topic.

We strive to ensure all children have access to learning in religious education curriculum.

### **The Religious Education Programme**

To fulfil our aims and objectives, we use the 'Come and See programme of religious education as recommended by the Liverpool Archdiocese.

## Overview of Content

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from?	Life-Creation
Who am I?	Dignity-Incarnation
Why am I here?	Purpose-Redemption

Come and See is developed through three themes based on documents from the Second Vatican Council. They are Church, Sacrament and Christian living.

The basic question ↔ belief for each season time is explored through three kinds of themes.

The Community of Faith ↔ Church

The **Church** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

The Celebration of Ritual ↔ Sacramental

The **Sacramental** themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

The Way of Life ↔ Christian Living

The **Christian living** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

## The Come and See Programme

Come and See is the programme of Religious Education recommended by the Archdiocese of Liverpool and in order to achieve our aims and objectives at Holy Spirit, we follow this recommended programme.

Central to the programme are three themes which stem from Christian belief and the churches response in faith. The three themes are;

- The community of faith – church

- The celebration of ritual – sacramental
- The way of life – Christian living

Each year group has its own set of topics within the programme. The process of each topic is opened up through **Explore, Reveal** and **Respond**.

**Explore** helps children to begin to look at and focus on the experience within their own lives- concerning themselves, their relationships and their world and lasts for one week.

**Reveal** is the heart of the process. This is when the children 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 reveal part of the process is taught over a two week period.

**Respond** lasts for one week and has three parts; **Remember, Rejoice** and **Renew**. At this stage of the process, children are given the opportunity to remember what they have been taught and think about how they will apply this teaching in their own life in order to serve others. There will also be a time for reflection and celebration within this part of the process.

## Planning

Long term and medium term planning: The themes and topics for the year are planned out within the Come and See Framework.

Short term planning: This is the responsibility of each class teacher. Each teacher will complete a topic plan suitable for their class, adapting where necessary in order to ensure that all learners are able to participate effectively. Planning should be completed on the agreed format (provided from the Archdiocese) and should use driver words to show differentiation.

## Assessment

### Formal Assessment:

Pupils attainment will be monitored each half term using the record of attainment sheet (see appendix 1). This will be completed by the class teacher and stored in an assessment folder within class. At the end of the year, this folder will be passed up to the next class teacher so that they can continue to assess each pupil against the relevant attainment target.

Attainment targets are set out within Come and See and they should be used to establish

what children know, understanding and can do. They are not used in order to assess spirituality or faith practise.

Formal assessments will take place once a term. The school follows the assessment process as recommended by the Archdiocesan team. The Archdiocese of Liverpool has introduced three formal assessments which take place once a term. These are formally recorded on pro-formas provided by the Archdiocesan education team. After each formal assessment there will be a staff meeting for moderation purposes. Each class teacher should provide two samples each across a range of achievers, with completed context sheets. These will then be discussed and when agreed, countersigned. These assessments should be kept in the yellow assessment folders within class, but should always be available for the RE Lead when required.

### **Informal Assessment:**

Assessment takes place on an informal basis continually as this ensures that planning and teaching is reflective, thus allowing children to achieve their full potential. This may take place through displays, discussions, marking and observation. RE assessment for Foundation stage takes place within the Learning areas of Communication, Language and Literacy, Personal, Social and Emotional Development and Creative Development using the Foundation Stage profile.

All class records can then be monitored and achievement analysed to establish that pupils are progressing and reaching the standard in religious education that they are reaching in other core subjects. Pupil attainment and the tracking of attainment levels is the responsibility of the RE lead.

### **Evaluation of Teaching**

At Holy Spirit, the teachers are encouraged to reflect and evaluate their own teaching consistently to ensure good practice. These evaluations feed into future planning and teaching. Formal observation and evaluation of the teaching will also take place on a rotational basis, which staff will be made aware of beforehand. Dates for observations and monitoring of teaching will be agreed in conjunction with the senior leadership team and the RE lead. Formal evaluations of teaching may be carried out by the Headteacher/Deputy Headteacher or RE lead and may sometimes be carried out in conjunction.

### **Evaluation of Learning**

In our school children evaluate their own learning through the 'Rejoice, Remember and Renew' section of the programme. Children will celebrate their learning of each topic and have evidence in floor books to show for this. Once a term parents are invited in to share in this celebration of learning and take part in Collective Worship.

## **Staff Development**

All relevant courses will be advertised and made available to staff members by the RE lead. Staff may be offered training or asked to attend by the RE lead or SLT in regards to any specific training needs that may arise or for their own continuous professional development. It is the role of the RE lead to provide in-service opportunities and seek the support of the Archdiocese education team when required. Come and See for yourself sessions will be led by the RE lead on a regular basis.

## **Staff Induction**

New members of staff are offered support by the R.E. Leader in planning, teaching, assessing and evaluating. They will be offered the courses available for new teachers in Catholic Schools. The whole staff is involved in upholding the Catholic Ethos of the school.

The R.E. policy is shared with all members of staff and reviewed every two years.

## **Staff Communication**

Information from R.E. co-ordinators' meetings is disseminated at regular staff meetings.

Assessment pro-formas will be distributed personally during each topic from the subject lead.

The R.E. Lead is always available for advice and discussion and will regularly update staff in regards to subject requirements via email.

Termly newsletters are created to communicate with parents the curriculum content for the coming term. These are also be made available for all staff and can be found on the school website.

## **Resources**

Each teacher has their own resources for a prayer focus and a display wall in class. These are updated to reflect the church calendar. Other resources are to be found in the R.E cupboard. Staff have their own password for Come and See website. Staff have copies of the relevant God's Story and Church's Story books.