



RELIGIOUS EDUCATION POLICY

Agreed: May 2017

Review: May 2018

RELIGIOUS EDUCATION POLICY

St Peter's Mission Statement

We, the family of St Peter's, united in faith by God, strive to learn and grow together to be the best we possibly can everyday.

Rational

Religious Education (R.E.) promotes the spiritual, moral, cultural, mental and physical development of the pupils in our school. R.E. enables pupils to become aware of God's presence in their lives and helps them to foster a caring, Christian attitude towards others. R.E. also enables pupils to gain knowledge and understanding of the major world faiths, while recognising the many similarities and differences which link these faiths together. R.E. also helps to support them in their decision-making as they move from childhood, through adolescence, to become independent young people and effective citizens.

Religious Education helps pupils to:

- Acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgements about the different religions represented around the world.
- Develop an understanding of the beliefs, values and traditions held by themselves and others in the community in which they live, as well as the wider world.
- Become morally and socially responsible individuals.
- Value themselves and respect others.
- Contribute to their community.
- Appreciate difference and diversity.

The school aims to help pupils to:

- Recognise what it means to be a Christian and be part of the wider Christian community.
- Develop positive attitudes towards others and an understanding of the differences between different religions and cultures.
- Have increasing knowledge and understanding of the Catholic tradition and the ways in which it seeks to express the significance of human life.
- Be equipped with knowledge about the world in which they live, the different faiths which share that world and an awareness of spiritual and moral issues faced by people on a daily basis.
- Reflect on their beliefs, experiences, choices and values, and those of others.
- Develop their understanding of personal relationships by assisting and supporting their moral, emotional, psychological and physical development.
- Gain opportunities, responsibilities and experiences that will prepare them for the wider world.
- Develop an enquiring mind for searching and questioning.
- Have respect for other peoples' views and to celebrate the diversity in society.
- Develop their capacity to appreciate, respect and reflect upon the areas they study.

- Have an understanding of and respect for British Values.

Teaching and Learning

Religious Education is taught through interactive learning using the 'Come and See' Religious Education programme, which is approved by the Diocese of Brentwood. 'Come and See' integrates the Catechism of the Catholic Church, the Catholic Levels of Attainment and the Religious Education Curriculum Directory. Children explore the mystery of Faith through Scripture and Tradition. There are three topics taught each term and two 'other faith' units; Judaism and Hinduism/Sikhism/Islam (These are studied on a three year cycle). Each topic follows a process of three key areas, which enable all pupils to: explore, reveal and respond to their understanding and experiences of religion. Each lesson begins in a reflective way for example by; lighting a candle, saying a prayer or singing a hymn.

Religious Education teaching will include:

- **Exposition by the teacher**
Lead lessons (given by the teacher to the whole class or groups within the class, through which the teacher introduces or develops knowledge, concepts, skills or attitudes) are fundamental and can initiate dialogue between teacher and pupils.
- **Discussion between teacher and pupils and pupils themselves**
Opportunities will be provided for the pupils to relate to one another's experiences, reflection, recalling their understanding, reviewing and celebrating their experiences.
- **Appropriate practical work**
All pupils will engage in practical activities which allow them to respond actively through, for example, creative play, movement, drama, painting, drawing, story-telling, reflecting, listening, prayer, worshipping and serving. The amount of time spent and the type of activities provided will vary according to the needs and attainments of the pupils.
- **Appropriate written work**
Pupils will have the opportunity to demonstrate their understanding of their topics of study through written methods as well as practical activities. Pupils will complete a variety of written activities such as; writing individual prayers, retelling biblical events, creating mind-maps, diary entries, newspaper articles, stories and comprehensions.

Planning

The R.E. Coordinator distributes an overview of the topics of study at the start of each academic year. This shows the timescale to be spent on each topic of study as well as the time allocated for the study of 'Other Faiths'.

Class teachers have hard copies of the 'Come and See' syllabus related to their particular year group and also have access to the online 'Come and See' resources. During each year nine topics will be taught; three each term. There is a whole school approach with everyone covering the topics at the same time. Each class has a Reflection Area which reflects the current topic of study and has the key vocabulary visible for children.

The class teacher will refer to the 'Come and See' guidance and plan each topic in line with this. Links are made explicitly in planning documents to the resources and plans are adapted to meet the needs of the unique cohort.

R.E. planning is completed on a separate planning template. Please see Appendix 1.

Recording

All pupils have a Religious Education book in which to record their work. Their books have a special front cover, contains the school prayer and are stored in a special box which is displayed on the Reflection Area in each classroom.

Pupils' work is marked in line with the school's Effective Feedback and Marking Policy. Please see policy.

Assessment

Each teacher has the responsibility for maintaining records on the children in their class. Teachers will undertake the Diocesan recommended assessment procedures using the criteria listed in AT1: Learning about religion and AT2: Learning from religion. Please see Appendix 2.

Teachers can use written evidence from pupils to assess how well they have understood a topic. However, they may also look for a change in the behaviour or attitude of some pupils and use class participation as a way of assessing pupil progress. As they progress through each topic, teachers will mark the children's work and assess them against the R.E. Attainment Targets. Teachers complete an assessment sheet at the end of each topic which is saved on the school system for the R.E. co-ordinator to access. Pupils also assess their own learning by completing a pupil assessment at the end of each topic which is stuck into their R.E. book.

An Assessment Focus Task is also completed each term, which have been produced to help clarify both teacher confidence with regards to the Levels of Attainment as well as pupil attainment within a given strand.

The Religious Education SEF is also updated by the R.E. Co-ordinator, with the assistance of the Deputy and the Head Teacher.

Differentiation

The teaching and learning styles implicit in R.E. are suited to children's needs. Where possible they relate academic learning to real life situations; they encourage discussion, group work and pupil responses on an individual level. Learning outcomes from R.E. lessons may be demonstrated verbally, through recording or in a change of attitude towards a specific idea. R.E. lessons are differentiated to meet the needs and abilities of the pupils in the class.

Monitoring

There will be opportunities for the co-ordinator to monitor the teaching and learning which takes place in the classroom, both through observations and discussions with children. Book sampling is completed regularly and planning will also be monitored ensuring feedback is given. Discussion will take place between the co-ordinator and the class teacher whenever necessary. The co-ordinator will also carry out Learning Walks.

Equal Opportunities

In R.E., all pupils, whatever their ability, are able to make progress as the 'Come and See' syllabus provides a broad and balanced education for all. Where pupils have an IEP target specific to R.E., the teacher, with assistance of the R.E. Co-ordinator and SEN Co-ordinator where necessary, will adjust their planning so that the pupil is still able to access the R.E. syllabus.

The school has already established links with the wider community and regularly encourages the pupils to investigate and understand the feast days and festivals celebrated by other religions. This is further reinforced through focussing on two other world religions. The school will continue to encourage the pupils in this way, as it will help them to become effective and tolerant citizens in the future.

*Please see R.E. Curriculum Map –Appendix 3

Reporting

There is at present no statutory obligation for schools to report on the individual progress of children in R.E. However, the school does this informally through end of year reports and termly parental discussions. A termly R.E. newsletter is also produced by the R.E. Co-ordinator, to inform parents about the topics that their children will be learning about in school. Suggested additional homework activities are also provided on the newsletter.

Resources

'Come and See' books are currently held by each teacher. Along with the 'Come and See' programme, there is access to online resources which teachers are encouraged to use. A selection of resources is kept in the R.E. resources cupboard. Teachers are also actively encouraged to use the internet as a resource tool.

Reflection Areas

Each classroom has an R.E. Reflection Area. These are changed to reflect each topic of study and display the topic title and key vocabulary. Children are encouraged to make use of the area throughout the day.

Items included may be:

- Fabrics to reflect the liturgical calendar,
- Artefacts,
- Pictures,
- Crucifix,
- Cross,
- Statues,
- Photographs,
- Candles,
- Bibles,
- School prayer,
- Morning Prayer, Prayer Before Meals, and Evening Prayer,
- Our Father and Hail Mary prayers,
- Mission Statement.

Role of the Co-ordinator is to:

- Be responsible to the Head teacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the

children at each stage. Monitoring occurs in order to support staff and raise pupil attainment and may include classroom observation/involvement in line with school practice.

- Manage resources and facilities for Religious Education.
- Liaise with the Diocesan R.E. coordinator and inform the Head teacher and colleagues of current standards and developments within Religious Education.
- Attend appropriate In-service training for Religious Education, keep up-to-date with current developments and to organise school based INSET.
- Advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- Set up and maintain a portfolio of work in order to monitor progression and continuity. Samples of work should reflect the appropriate Attainment Target strands and levels.
- Ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunities, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Head teacher, communicate with parents, governors and the parish community regarding issues associated with Religious Education.
- Liaise with other primary and secondary colleagues.
- Maintain a subject leader file containing:
 1. The Religious Education Policy
 2. Action Plan
 3. Assessment and monitoring procedures for teaching and learning.
 4. A record of staff professional development in Education.
 5. A list of resources available in school for Religious Education.
- Work with the Head teacher and colleagues, to undertake a regular audit/review of Religious Education in line with the school improvement plan.

Worship

All pupils take part in a daily act of (collective) worship. Each class worships together at the beginning and end of the morning sessions and at the end of the afternoon sessions. This worship takes the form of specific prayers and may include thoughts for the day from the teacher and/or pupils, reflections on the daily Saints and any other appropriate prayers as suitable for the times and seasons of the Church's year. Teachers have access to an online bank of liturgies related to their 'Come and See' topics of study for them to use in class in order to have class liturgies and are encouraged to do so.

Assemblies:

The current Assembly timetable is located on the staffroom noticeboard.

- Whole school Assemblies and worship take place on Monday mornings at 9:15 am and Friday afternoons at 2:30pm.
- Weekly Phase Assemblies take place for KS1, LKS2 and UKS2.
- Hymn Practice takes place on Wednesday mornings for KS1 and on Thursday afternoons for KS2.

Masses and Services:

- Pupils (two classes per week, pro-rotta) join in the celebrating of Mass with the parish community on Thursday mornings. Parents are warmly invited to attend mass with their child's class.

- A whole school mass to celebrate the feast day of Our Lady of La Salette on 19th September.
- Staff Deanery Mass in September.
- Harvest Mass in October which is organised by staff and pupils.
- Advent Reconciliation Service at the start of Advent. All pupils and staff attend the service; all KS2 pupils who have made their First Holy Communion receive the Sacrament of Reconciliation.
- Epiphany Mass during the first week of school in January.
- Ash Wednesday Mass at the start of Lent.
- Lent Reconciliation Service.
- During Lent the children tour the Stations of the Cross that are displayed in the school grounds whilst the Year 6 pupils portray the Easter Story.
- 'Going Forth' Holy Communion Mass.
- Mass to celebrate the feast day of St Peter and St Paul on 29th June.
- Year 6 pupils' Deanery Mass in June.
- In the summer term Year 6 pupils prepare and participate in a Leavers' Mass, which is celebrated with parents and school staff. Parishioners are also welcome to attend.

Pupil Chaplains

St. Peter's has a dedicated team of Chaplains who have a vital role to play in enhancing the Religious Life of the school. Each Chaplain has to complete an application for this important job. Our Pupil Chaplains are easily identified in school by their special Chaplain badge. Our Pupil Chaplains work hard to promote our Catholic faith in school but they are also a wonderful link between the school and our parish.

The job of Pupil Chaplain has a very high profile in school and some of the tasks these pupils carry out include welcoming new pupils and staff to our school, leading Masses and Liturgical events, delivering prayer groups with other pupils and leading fundraising initiatives.

Home, School and Parish Links

We recognise the importance of parents as the child's first teacher and their role in faith development. Parents and staff do everything possible to work in close partnership. There are many opportunities for parents to engage in school life.

St Peter's School seeks, in partnership with parents and parish, to develop and nurture the Catholic faith of our children. We strive to bring pupils to a fuller understanding and knowledge of the Roman Catholic tradition.

Parents are:

- Given a warm welcome when they visit our school.
- Given termly curriculum overviews which inform them of the topics covered in class, as well as ways they can support their child's learning.
- Given an opportunity to give support/input with their child's R.E. homework.
- Given a verbal report on their child's R.E. development during Parents Evenings.
- Given a written report on their child's R.E. development at the end of the year.

- Given opportunities to support their child during First Holy Communion preparation by attending meetings and working at home on aspects of the programme.
- Given opportunities to be involved in all charity activities during the year for school, the wider community or for charities.
- Given opportunities to attend year group and class masses celebrated both in school and in St. Peter's Church.

Role and Responsibility of Governors

Canon Law establishes that the Bishop of the Diocese of Brentwood is responsible for all Church-led education within his Diocese. It is the special responsibility of the Foundation Governors to ensure that the Religious Education in St. Peter's Primary School reflects the Brentwood Diocesan Policy.

Extract from: The Instruments of Government of a Catholic School

"The provision of Religious Education for pupils at the school which is required to be included in the school's basic curriculum shall ... be under the control of the Governing Body and shall be in accordance with any provision of the Trust Deed relating to the school and the Rites, Practices and Doctrines of the Roman Catholic Church."

The organisation and implementation of the R.E. curriculum is entrusted to the Head Teacher.

The Link Governor for Religious Education is Lynn Barnes.

Review and implementation

This policy is to be reviewed in May 2018 and is the responsibility of the R.E. Co-ordinator.

Amended: May 2017

Please see additional documents for guidance:

- Effective Feedback and Marking Policy
- SR.E. Policy
- Cultural Calendar
- R.E. Action Plan 2016-2018

R E S P O N D	Pupils will acquire the skills of assimilation, celebration and application of the above.			Remember	
				Rejoice	
				Renew	
	Wk 4				

Topic Evaluation:

Appendix 2

Levels of Attainment in Religious Education– Overview

AT1 – Learning About Religion Knowledge and Understanding of				AT2 – Learning from Religion Reflection on Meaning			
<i>Strand</i>	<i>i) Beliefs, teachings and resources</i>	<i>ii) Celebration and ritual</i>	<i>iii) Social and moral practices and way of life</i>	<i>Strand</i>	<i>i) Engagement with own and others' beliefs and values</i>	<i>ii) Engagement with questions of meaning and purpose</i>	Progression in reflection and contemplation
<i>Level</i>	<i>Pupil:</i>	<i>Pupil:</i>	<i>Pupil:</i>	<i>Level</i>	<i>Pupil:</i>	<i>Pupil:</i>	<i>Pupil:</i>
1	Recognises some religious stories	Recognises some religious signs and symbols and uses some religious words and phrases	Recognises that people because of their religion act in a particular way	1	Talks about their own experiences and feelings	Says what they wonder about	Reflects quietly
2	Retells some special stories about religious events and people	Uses religious words and phrases to describe some religious actions and symbols	Describes some ways in which religion is lived out by believers	2	Asks and responds to questions about their own and others' experiences and feelings	Asks questions about what they and others wonder about and realises that some of these question are difficult to answer	Participates in periods of reflection in response to a given stimulus
	Makes links	Uses a	Gives reasons for		Makes links to	Compares their own	Shows

3	between religious stories and beliefs	developing religious vocabulary to give reasons for religious actions and symbols	certain actions by believers	3	show how feelings and beliefs affect their behaviour and that of others	and other people's ideas about questions that aR.E. difficult to answer	understanding of the importance of stillness and quiet during times of reflection and prayer
4	Describes and shows understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Uses religious terms to show an understanding of different liturgies		4	Shows how own and others' decisions aR.E. informed by beliefs and values	Engages with and responds to questions of life in the light of religious teaching	Demonstrates an appreciation of the elements needed for reflection and contemplation or prayer (places, times foci, stimuli)
5	Identifies sources of religious belief and explains how distinctive religious beliefs arise	Describes and explains the meaning and purpose of a variety of forms of worship	Identifies similarities and differences between people's responses to social and moral issues because of their beliefs.	5	Explains what beliefs and values inspiR.E. and influence them and others	Demonstrates how religious beliefs and teaching give some explanation of the purpose and meaning of human life	Explores how different situations aR.E. conducive to reflection and contemplation or prayer

Appendix 3

R.E. Timetable 2016-2017

Date		Myself	Myself	Families	Beginnings	Homes	People	Ourselves	Loving
Autumn 5/9/16	Domestic Church - Family								
Autumn 03/10/16	Baptism/Confirmation - Belonging	Welcome	Welcome	Belonging	Signs and Symbols	Promises	Called	Life choices	Vocation and Commitment

Autumn 07/11/16	Judaism	Hanukkah (Special days/ Ritual Objects)	Hanukkah (Special days/ Ritual Objects)	Abraham and Moses (Stories)	Shabbat (Prayer/ Home)	The Synagogue (Places for Worship)	The Torah (Holy Books)	Pesach (Belief/ Festivals)	Yom Kippur Ten Commandment s (Belonging/ Values)
Autumn 21/11/16	Advent/ Christmas - Loving	Birthday	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
Spring 4/1/17	Local Church - Community	Celebrating	Celebrating	Special People	Books	Journeys	Communit y	Mission	Sources
Spring 30/1/17	Eucharist - Relating	Gathering	Gathering	Meals	Thanksgivin g	Listening and Sharing	Giving and Receiving	Memorial Sacrifice	Unity
Spring. 06/03/17	Lent/Easter - Giving	Growing	Growing	Change	Opportuniti es	Giving All	Self- Discipline	Sacrifice	Death and New Life
Summer 3/4/17	Pentecost - serving	Good News	Good News	Holidays and Holydays	Spread the Word	Energy	New Life	Transformati on	Witnesses
Summer 15/5/17	Reconciliati on Inter- relating	Friends	Friends	Being Sorry	Rules	Choices	Building Bridges	Freedom and Responsibilit y	Healing
Summer 19/6/17	Sikhism	Special Days/ Ritual Objects	Special Days/ Ritual Objects	Stories	Prayer at Home	Places for Worship	Holy Books	Belief/ Festivals	Belonging/valu es
Summer 26/6/17	Universal Church - World	Our World	Our World	Neighbour s	Treasures	Special Places	God's People	Stewardship	Common Good

Appendix 4

LITURGICAL CALENDAR

There are three cycles - year A, year B, year C.

The cycles begin with the season of Advent which begins four weeks before Christmas.

- The Season of Advent
- The Season of Christmas - concluded with Baptism of the Lord
- Sundays in Ordinary Time until Lent
- The Season of Lent
- Holy Week - Passion Sunday, Maundy Thursday
- Easter Triduum - Mass of the Lord's Supper, Good Friday, Holy Saturday
- The Season of Easter
- Easter Sunday concludes with Pentecost
- Pentecost
- Ordinary Time resumes with Trinity Sunday, The Body and Blood of Christ and the Sacred Heart of Jesus.