

St. Chad's Catholic Primary School



Grow in Love. Live in Peace

Title: Religious Education & Collective Worship Policy 2021-2023

(Bi - Annual)

This policy is to be read in conjunction with the following policies:

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Committee: Safeguarding

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Approved by the Board of Directors on date June 2021

Chair of Board of Directors Bernard Tomkins

St Chad's catholic Primary School

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Persons: Mrs P Mitchener and Mrs J Mooney

Director Designated Safeguarding Officer: Abiola Boaten

Religious Education (R.E.) Policy

The aim of our Religious education programme is to develop a love of God in our children by making them aware of His world and to develop a Christian attitude to those around us. We also aim to help the children understand their role as Catholics, in our community and within the wider world.

Policy aims and objectives

- RE and worship in the school is in line with The School Mission Statement which drives all the work we do
- To establish a loving relationship with Father, Son and Spirit
- To help pupils recognise and appreciate the spiritual, religious and moral dimensions of life
- To allow space for searching and questioning
- To challenge pupils to examine their own life stance, to deepen their personal faith commitment and to respect that of others
- To lead pupils to a deeper knowledge and understanding of the Catholic Christian tradition and the ways in which it seeks to express the significance of human life
- To lead pupils to a deeper knowledge of other religious traditions
- The school aims to play a full part in fostering home/parish/school links

Curriculum for Religious Education

The programme for R.E. is based on the expectations stated in the Religious Education Directory for Catholic Schools. Religious Education is a subject in its own right and is afforded the same importance as the core subjects English, Maths.

The R.E. Programme

We follow the RE scheme of work, 'Come and See' which is based on the theological foundations of the Second Vatican Council and integrates the Catechism of the Catholic Church, the Catholic Levels of Attainment and the revised Religious Education Curriculum Directory.

'Come and See' is developed through three themes; Church, Sacraments and Christian Living. The topics are underpinned by one of the above themes and the structure of the four week topics are opened up through; explore, reveal and respond. Each time the themes are taught, they are gradually explored in greater depth and differentiated according to the needs of the children.

R.E. lessons and tasks are differentiated and varied to engage the children and to promote learning. As with other subjects, expectations of pupils are high. Teachers are expected to include a period of reflection and prayer at each lesson. Prayer corners are a focal point of reflection in the classroom and include contributions from the children in response to their learning.

The Teaching of Other Faiths

In accordance with the instructions from the Bishops of England and Wales, other faiths will be taught, each year, throughout the school. One week, in the autumn term, will be spent learning about Judaism, with another week devoted on a religion, as indicated in 'Come and See'.

Time Allocation

10% of the taught week is dedicated to the teaching of R.E. This amounts to 2 hours in FS and KS1 and 2 hours and 30 minutes in KS2.

Planning, Assessment, Recording and Reporting

The School's Leadership Team (SLT), alongside the RE Leader, monitor standards and progress in RE on a termly basis. RE monitoring, is planned for and includes learning walks, book trawls, lesson observations, pupil interviews and planning checks. The monitoring of RE feeds into the school's Improvement Plan and, in particular, the RE Development Plan and CPD planning. Monitoring is carried out in line with the whole school policy on monitoring. The findings are shared with The Board of Directors.

Planning

Each topic is usually taught on a 4-week cycle using Come and See. The Learning Objectives for R.E. are recorded on the weekly overview. These sheets are annotated at the end of the week to inform future planning.

Assessment

Progress in RE and spiritual growth can be recorded in a variety of ways, which include art, drama, music, writing and discussion.

The children are given the opportunity to discuss what they have learned, reflect on its importance to them and celebrate its impact on their lives.

"Assessment is at the heart of good teaching and does not require highly complex procedures. The unnecessary recording of assessments can tire and stifle the creativity of the teacher, and hamper the learning process and is to be avoided."

(Assessment, Recording and Reporting of Religious Education. P13).

The Come and See programme is directed towards spiritual growth and development. This is, in itself, immeasurable. It is particularly important to recognise that personal faith, feelings, beliefs and values cannot be assessed, but that we can assess and evaluate the attainment of learning objectives in relation to knowledge, skills and understanding.

Assessment in R.E. is against learning objectives in the Come and See scheme and is assessed against the end of Year descriptors in the RE Standards, end of phase document and the Age Related Standards (3-19) document.

We use ongoing assessment of all the work covered in the books. Parallel classes moderate each other's books at the end of a term to support a judgment for that term. Assessment data is recorded three times a year – at the end of each term.

Assessment is in line with the school policies on assessment and feedback.

Recording

Assessment data is recorded three times a year, at the end of each term, using Emerging, Expected and Exceeding to record each child's ability.

Marking

Marking is against the learning objective for the lesson and is in accordance with the policy for assessment and marking, to ensure rapid progress.

Lesson Procedures

- Reflections must take place at the beginning and end of every R.E. lesson. (2-3 minutes)

Beginning

- Children must be offered a way into their R.E. lesson and given an opportunity to distance themselves from their previous activity. It does not have to relate to the lesson they are about to do. Examples: Close your eyes and think about one thing that happened in the playground that made you happy. Talk to God and thank him for your friends/Think about one thing you were proud of in your last activity. How can you make yourself and your teacher proud during your next lesson?

End

- The reflection at the end of the lesson must be linked to the lesson
- Have a focal point for the children to look at: Picture, candle, flower, etc
- Read out a prayer, poem or short scripture
- Play a piece of music and children to close their eyes
- After a few minutes give the children something in particular to think about
- Invite children to write their reflection on a post-it and place on prayer corner if they wish

Links with other policies

At St Chad's we ensure that provision for teaching and learning in R.E. meets with the requirements set out in our policies for RSE, Racial Equality and Equal Opportunities, and Special Educational Needs. In our marking of the children's work, we correct the spelling of key vocabulary that links to the children's learning in R.E.

Collective Worship and Prayer

We aim to be a worshipping, celebrating, reconciling school, living and growing with Christ.

At St Chad's we believe that collective worship plays a key role in the life of our school. Coming together with our children in a quiet period of prayer and reflection each day strengthens and deepens our Catholic roots, as we celebrate all aspects of school life. We encourage a variety of prayer forms: spontaneous, contemplative and formal.

Aims

- Provide opportunities for the children to develop a personal relationship with God through prayer
- Children should be involved actively in ways suited to their age and stage of personal, social and religious development. It is therefore appropriate that most worship takes place with the school community
- All children should have a special part to play in the celebration
- Celebrations should address the emotions and feelings children experience. Usually this is through the use of story
- Music, mime, drama and art, together with visual aids, should be used to enhance the atmosphere. Examples of visual aids include candles, lighting and symbolic materials
- Celebrations should incorporate and make use of the many and varied cultural backgrounds of our children wherever this is possible and appropriate
- Celebrations should be linked to the Liturgical year. They should also reflect thanksgiving, special days and feast days, e.g. First Holy Communion celebrations, Ash Wednesday, Palm Sunday, beginning of school year, staff Mass, Leavers' Mass
- It is important to provide opportunities for private prayer and reflection
- Scripture should be used as a source after exploring the children's own experience
- Time and thought should be given to the creation of the right atmosphere and setting for prayer and worship
- It is important that teachers are aware of each child's previous experience from home and work to strengthen and support their spiritual development
- Teachers should respect and take time to discuss the children's experiences with them, enabling them to develop a deeper personal relationship with God
- The example of adults is of paramount importance. It is vital that adults are seen to treat each other with respect
- Children should be encouraged to gain both respect and appreciation of other faiths

In addition to weekly acts of worship, daily prayers take place in every class. A number of special celebrations take place throughout the year and the classes responsible for the preparation of these are indicated on Programme of Celebrations and Worship.

Organisation

Monday -Whole school Assembly led by Head Teacher/Deputy. This links with Sunday's Gospel and topical events.

Tuesday - Collective worship

Wednesday - Hymn Practice

Thursday - Collective worship

Friday - Whole School Assembly. Awards, end of topic assembly, Class Masses

Collective worship takes place within the classroom, using the prayer corner as a focal point. Year groups may choose to gather together on some occasions.

Aids to Collective Worship

There is a range of resources available to aid prayer and reflection: a selection of material, crosses, candles, posters, bibles and story books and music.

R.E. Display

Each class has a dedicated area in the classroom for prayer and reflection. There is a prayer focus and display in the lobby and in corridors. Prayer corners are interactive and they reflect the current Come and See topic. The colours reflect the liturgical year: purple during Advent and Lent and green at other times – splashes of colour should be used to denote other important events i.e. white for Pentecost and blue for May.

Prayer Corners

All prayer corners must have the following:

- A Crucifix, an appropriate bible for your year group, a candle, key words for the current R.E. topic and a class prayer book
- There must also be displayed an interactive focal area to enable the children to use the prayer corner in lessons for spontaneous prayer
- The prayer corner is to be draped with the correct liturgical colour. Prayer corners must be relevant and current to the topic being covered in Come and See.

Yearly Spiritual Development Plan for All Year Groups

We encourage the children's spiritual development through our ethos, by promoting a sense of awe and wonder, in our collective worship and through other subjects in the curriculum.

Whole School:

- Mass to begin the School Year at St Chad's Church
- Harvest Mass at St Chad's School
- Mass to end the School Year at St Chad's School
- Carol Service at St Chad's Church
- Mass at St Chad's School on our Feast day
- Stations of the Cross at school during Lent.
- Lenten Service – The Passion led by Yr 5
- Mass at St Chad's Church on Holy days of Obligation
- Remembrance at School throughout November

- Focus on the Rosary in October and May
- Service to crown Mary at St Chad's School in May
- Nativity Play at school led by Reception and Yr 1

Individual Year Groups:

- Reconciliation in Lent for Yrs 4, 5 and 6 during Lent
- Adoration Years 3,4,5 and 6
- Class services: Years 1, 2, 3, 4, 5 and 6
- Liturgies and whole school assembly
- Good Shepherd Mass, Chaplaincy Group
- First Communion Masses Yr 3
- Leavers' Mass Yr 6
- End of topic reflections and Class Liturgies: Years 1, 2, 3, 4, 5 and 6

Spiritual, Moral, Cultural & Ethos Development

Spiritual development is a sensitive and personal area for individuals and it is crucial that the shared values of home, school and parish create an environment of trust and openness.

Opportunities for fostering Spiritual and Moral development are in line with the Mission Statement.

Spiritual Development

Spiritual development across the curriculum contributes to the wider spiritual development of the pupils in the school, and is not necessarily about Mass, the Rosary etc, but rather it promotes a sense of self, the essence of the individual and the centre of being. This is to say that spiritual development is not limited to the religious life of the school.

Spiritual development across the curriculum is, thus concerned with the individual's growth in the faith through his or her deepening knowledge of creation and revelation.

(Spiritual And Moral Development Across The Curriculum CES1995)

Spiritual Development is also fostered in partnership with the RSE Policy.

We endeavour to achieve this through:

- the general ethos and atmosphere of the school,
- the development of prayer,
- an appreciation for the sacraments,
- the nurturing and development of their God-given gifts and talents,
- the recognition of the wonder and beauty of God's creation,
- the development of their personal relationships.

Moral Development

Central to the children's moral development, is the formation of the individual's conscience and an understanding of the difference between:

- right and wrong
- freedom and responsibility
- justice and injustice
- wealth and poverty

We facilitate this, by enabling pupils to develop a clear understanding of moral issues and values. Pupils are encouraged to conduct their lives on sound moral principles, impacting on their relationships with other people, the world and its resources.

'Moral development across the curriculum is about how individuals – pupils and teachers – increasingly live that faith within the community, in school, home, parish and the wider world.'
(Spiritual And Moral Development Across The Curriculum CES 1995)

We endeavour to achieve this through:

Role modelling: fair and just behaviour

Awareness of the needs of others – in the world

Cultural Development

In fostering pupil's Cultural development at St Chad's Catholic school, we endeavour to help them value the uniqueness of all. We encourage our pupils to appreciate that they belong in a multi-cultural society where they can proclaim their love of our neighbours, justice and peace.

We try to do this by giving our pupils a range of resources and experiences to reflect and promote awareness of our multi-cultural society.

Ethos Development

The school Mission Statement sets out the principles on which the school bases all relationships and expectations. It is reinforced by the school's motto of, 'Grow in Love, Live in Peace'.

The values expressed are the responsibility of all members of the school. They manifest themselves in our policies on all curriculum areas, particularly SEN, Behaviour, Staff Codes of Conduct, equal opportunities, SRE.

The ethos of the school is reflected in every aspect of school life. It is transmitted through the day-to-day happenings of the school, so its development has to be promoted and encouraged by practical means.

Class rules

Every effort should be made to create in the classroom a community where the children know they are loved, where they feel confident and secure. Love and security experienced by very young

children is a basic religious need. The children's concepts of love, kindness, trust, security and forgiveness come first from their parents and teachers. This is their first experience of God as a loving Father.

Spiritual Development and the Curriculum

Religious Education (R.E.) has a rightful place in the curriculum. At St Chad's, R.E. plays a central role. Within our school the children, staff, parents and governors come together to give it its life and meaning. We strive to provide all children with love and security. The ethos of the school enhances this, and we try to help our pupils develop their spiritual awareness through thinking, appreciating, questioning, wondering, loving, reflecting and working. "In the Catholic tradition, spiritual development is inseparable from growth in faith, from life in "the spirit of truth" (John 15:26), as we each help to bring creation to perfection and to find our own true and lasting fulfilment." (Spiritual And Moral Development across the Curriculum)

R.E. is brought into every area of our curriculum and also into the 'hidden' curriculum reflecting the ethos of the school. Thus we aim to bring the Gospel Values into every aspect of the school's life. Discussion is promoted to stimulate the exchange of ideas and encourage children to listen to each other.

Children's developing Spirituality

Children develop best spiritually when:

- all adults work co-operatively to create an atmosphere enlivened by the Gospel spirit of freedom and charity;
- there is a warm and friendly environment;
- there is a supportive and positive attitude that understands their needs and builds on their successes; and there is mutual respect and consideration for others.

Family Involvement

School is only one, though very important, influence in a child's development. Therefore, a child's education is not confined to the hours spent in school. It is also experienced at home with the family, at play with friends and within society in general.

Thus, we consider all these factors within our RE Policy – the link between Home, School, the Parish and the wider community.

In partnership with the home and the parish, we have a responsibility to assist in the formation of positive social attitudes amongst our pupils. In doing so, we recognise and affirm the first social grouping to which each child belongs, namely the family. Through formal and informal structures, we encourage our pupils to discover ways in which they can contribute to the good of both their local community and the wider world.

A monthly newsletter is sent to parents. This informs the parents of what has been happening in R.E at St Chad's as well as suggesting activities which support the topics being taught that term. There is a parents Intention Book in the school reception area, for parents to write their prayers, intentions in; these are brought up and added to the intentions during Fridays assembly.

Parents are encouraged to attend acts of shared worship, including Masses and The Rosary in October and May, as well as Stations of the Cross during Lent. They are also invited to share Advent and Lenten Breakfast with the school.

Parents receive an annual report on their child's learning in R.E at the end of the school year. Teachers work very closely with parents especially where a child needs additional support with learning or behaviour.

In addition, we have the 'Wednesday Word' for families with children in KS2 to help support the faith development of their children.

Conditions for Prayer

Every classroom has a focus area for prayer:

- Give time for reflection possibly on a phrase from scripture
- Enable the children to relax
- Make the best possible use of silence
- Make the best possible use of music
- Lead the children to pray with openness and spontaneity
- Share with the children
- Ensure that our prayer reflects the essence of our lives: happiness, sadness, celebration, upset etc.
- Have a focal point - e.g. statue, flowers, candle, art, Bible.
- Guided meditation
- The Rosary during May and October
- Adoration

Formal Prayer

Formal prayers are taught.

There is a place for formal prayer relevant to the age group.

Infant children hear the Our Father, Hail Mary, Glory Be, said by the teacher, and by listening will eventually learn to recite them from memory

Junior children have formal prayers broken down into phrases - and each phrase explained.

Grace before and after meals, morning and evening prayers are used throughout the school.

Informal Prayer

Children should be encouraged to talk to God in their own words, whenever they wish. They are encouraged to write their own prayers and to share them with the class.

Links with Home, School and Parish

At St Chad's we seek to work together with parents, parishes and the local community to create an environment where we can all grow together, feel valued and develop self-esteem and a sense of responsibility.

Our pupils are prepared for the sacraments of Reconciliation and Communion in the parishes of St Chad's and Kościół Polski - Parafia Jezusa Miłosiernego (Parish of the Merciful Jesus). The school support this by attending the first Communion Masses. Year 6 children act as prayer partners to those preparing for the sacraments.

Other Policies to be read in conjunction with this one:

Behaviour

Marking and Feedback

Sex and Relationships Education

Statement on British Values

PSHE

Worship

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Mrs P Mitchener