

St Veronica's RC Primary School



Not just a school; a family.

Religious Education Policy

The Mission Statement of St Veronica's RC Primary School

Secure in the love of Jesus, we

Try to do our best.

Valuing all God's family, we recognise that

Each one of us is special.

Respecting everything God has made, we use

Opportunities to explore and learn.

Never overlooking the needs of others, we

Include everyone, helped by our

Caring, friendly, Catholic community.

Always forgiving, we

Share and celebrate the life of Jesus

Introduction

The family of St Veronica's helps every child to be the very best version of themselves in a 'caring, friendly, Catholic community.'

We aim to carry out God's ministries and as we are part of the Diocese of Salford, we do this through the 5 Ws. These are: Welcome, Welfare, Witness, Word and Worship.

WELCOME: We warmly welcome everyone to our school, as though we were welcoming Christ Himself.

WELFARE: We love, value and respect each other, following in Jesus' footsteps. We treat others as we would like to be treated and we reach out to those who need us everywhere, showing compassion.

WORD: We live the Word of God as our Mission Statement says. It is in all that we do.

WORSHIP: We actively participate and worship the Lord our God with all our hearts in a variety of ways.

WITNESS: We preach the Gospel by our actions in our everyday lives.

The R.E. Curriculum

At school, we follow 'Come and See' as our scheme of work. The content of the 'Come and See' programme covers the content and meets the intended outcomes of the new Religious Education Curriculum Directory (RED) and the Catechism of the Catholic Church (CCC). Lesson objectives and learning outcomes are taken from this scheme.

Our Aims

1. To develop the whole child.
2. To develop knowledge and understanding of the Catholic faith to help nourish their spiritual lives through prayer and worship.
3. To respect other beliefs and faiths.
4. To assess and monitor performance of pupils.

Timetabling of RE

St Veronica's devotes 10% curriculum time to RE each week, excluding collective worship. This is equivalent to 2 and half hours per week for KS2 and 2 and quarter

hours per week for KS1. Each topic lasts for 4 weeks and this time is divided as follows:

Explore - Week 1

Reveal - Week 2 and 3

Respond - Week 4

This means that each class covers three topics per term and all classes follow the same theme at the same time.

RE and Inclusion

At St Veronica's, we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress.

Other religions

We encourage our children to develop an understanding and respect for other faiths. For two blocked weeks during each academic year, each class studies and learns about a world faith. There are 4 in total and these faiths are covered bi-annually:

1st year,

Week 1: Hinduism

Week 2: Sikhism

2nd Year,

Week 1: Islam

Week 2: Judaism

Prayer and Worship

Worship contributes to the general development of our pupils. Opportunities are provided for children to develop skills and to participate in group preparation and presentation. All children are encouraged to research and deliver their own worship focusing on a particular theme.

Throughout each day, children are given opportunities to pray either aloud or silently. Traditional prayers are also an important part of our school and are recited before lunch and at the beginning and end of each day.

Prayer focus

Each class has a prayer focus which is changed to reflect the liturgical colour and RE Topic. The class prayer station is the focal point for prayers and prayers are displayed in this area.

Staff are encouraged to keep the prayer tables attractive and tidy and emphasis is on quality and appropriateness of the artefacts and pictures. Quality rather than quantity is emphasised as often the simplest picture or artefact can convey a powerful message.

Staff begin each staff meeting in prayer as do the governors at the beginning of each meeting.

There are voluntary daily opportunities for parents, children and staff before school during Advent and Lent.

Children, led by the Chaplains have the opportunity to pray the rosary during break times in the months of October and May.

Masses

EYFS, Key Stage 1 and 2 classes celebrate planned Masses in school. Where ever possible, the children are involved in preparing the readings, bidding prayers, hymns and offertory procession. Parents and parishioners are invited and encouraged to attend. The themes of the Masses relate to the liturgical year and Feasts.

Assemblies

Acts of Worship will take place as part of assemblies organised thus:

Thursday - 2:45 – 3:10 Whole school praise assembly – Head Teacher

Class Collective Worship

All class collective worship sessions will be:

- Be kept small wherever possible or appropriate to help to personalise the experience
- Be short and appropriately paced (5 – 6 minutes for KS1 and 7 – 10 minutes for KS2)
- Be simple, including a range of experiences offered in a variety of grouping and in a variety of settings.

The Planning, Content and Delivery of Collective Worship

Collective Worship is planned:

- Involving consultation with appropriate parties and reference to school aims and policies.
- With flexibility to respond to changing situations within the school and the wider community.
- To develop pupils' skills that enable them to prepare, organise and lead worship rather than always participating – especially towards the end of KS1.

Recording of Collective Worship

Whole school Collective Worship and liturgical celebrations are recorded in the class Collective Worship books. These include photographs and where appropriate responses from the children.

Monitoring and Evaluation of practice

The school's provision of worship is evaluated regularly by the R.E. Leader, SLT and parish priest to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example by:

- Setting tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- Grouping the children by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity, adapted to the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children.

Marking and Feedback

- 1, Teachers will use marking in RE books to support the learning objectives/outcomes given to the pupils at the start of each lesson and each piece of work.
- 2, Teachers will give formal and informal feedback to children on their performance and the ways they can improve during the lesson and afterwards.
- 3, Teachers will always mark positively and constructively. Marking will aim to give children advice on how they might improve their work.

Assessment

- Short term assessment, in terms of teacher evaluation, will take place after each lesson. This will inform future planning.
- Formal assessment takes place at the end of each unit. Assessment does not rely simply on an end-of-module test; work done throughout the unit is taken into consideration when making an overall assessment.
- Teachers meet to conduct moderation exercises based on the formal assessments.
- All unit assessments scores are recorded and a termly score is recorded on the whole school tracking system coordinated by the RE leader.

Contribution of RE to the teaching in other curriculum areas

English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We also encourage the children to write letters and record information, in order to improve their religious literacy.

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. By promoting British Values, we enable children to appreciate what it means to be positive members of our society.

Spiritual, moral, social and cultural development

Spiritual, moral, social and cultural principles are nurtured in a way that is reflected in daily life within a happy and caring environment.

The principles are based on the recognition of the dignity and worth of each child. High standards are expected and intellectual development is emphasised and fostered along with the pursuit of academic excellence. We value the unique

contribution of every child within the school community and aim to encourage an active partnership between home, school, parish and the wider community.

Resources

We have excellent resources in our school to be able to teach all units. Resources for 'Come and See' are available on the 'Come and See' website. Further resources are available from the RE Leader.

Equal Opportunities policy

In accordance with our school values, we respect the equal human rights of all members of our school community – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and the wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential.

Sacramental Programme

The Salford Diocesan programme of study for Religious Education and the Programme of Initiation for the Sacraments are interwoven. Our parish priest, teachers and catechists work together to carry out their mission in school and parish. It is through the close links and commitment of all concerned that the programme operates successfully.

Regular meetings are held in for parents of children entering and working through the Sacraments of Reconciliation and First Communion. All this combines to provide an environment in which the children, families, parishioners and staff can be supported on their faith journey.

Pupil Chaplaincy

We have a vibrant Pupil Chaplaincy Team. This consists of a dedicated team of 11 Pupil Chaplaincy members from Years 5 and 6 and an Adult Leader. Pupils apply in writing detailing why they should be given the role of chaplain. This role in school has a high profile and pupils are given a special sweatshirt to wear so that they are easily distinguished from other pupils. An example of some of the tasks undertaken by the chaplains include, preparing and leading Collective Worship, fund-raising, distributing ashes on Ash Wednesday.

The Role of the Co-ordinator for Religious Education

The RE co-ordinator is Mrs White. Her role is:

- To be responsible to the Governing Body 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.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan RE adviser particularly through attendance at the RE subject leaders' meetings and inform colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service training for Religious Education, keep up-to date with current developments and to organise school-based INSET.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To 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.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PSHE are reflected in Religious Education.
- In consultation with the Head Teacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
- To liaise with other primary and secondary colleagues.
- To inform parents of the programmes of study through the school's website'