



Religious Education



The Romero Catholic Academy
Nurturing the Talent of Tomorrow

Ss Peter & Paul Catholic Primary School

Policy for Religious Education

Mission Statement

“Learning and loving on our journey with Jesus”

Religious Education is at the centre of our curriculum and the heartbeat of the school, infusing all aspects of school and parish life. Put simply, RE is never a standalone subject, but rather the foundation stone that all other subjects are built upon. The beliefs and values studied in the Catholic RE inspire and bring together every aspect of Catholic Life within the school and wider community. Pupils have the right to receive an overall education which will enable them to fulfil their true potential and find reasons for the hope which is within them.’

“We can ask ourselves this question:

*Am I stuck on a playground or do I wish to **fly high**? Am I tied to a herd, blindly doing what everyone does, seeking only self-satisfaction, focused on myself, or do I look above to fly high? Don’t be scared, dare to have fabulous plans. I encourage you to not be afraid to **dream**, to have great ideals, to **be builders of hope**.” Pope Francis 2014*

‘When we say that God is the centre of our life, then this must be experienced by our whole community in some way, even by the very youngest. It isn’t a case of dragging God or religion into everything we do God is already there. What we are doing is looking at education as God’s work.’ (Judith Russi ~ The Promise of the Rainbow)

Ss Peter and Paul School shares the aspirations of the diocese when it states ‘while taking into account diversity in belief and commitment, Religious Education seeks to promote a deeper knowledge, appreciation and understanding of the Catholic faith.’ At the same time it relates to and respects other faith traditions and the ways in which they express the significance of human life. RE is taught as a rigorous academic discipline, developed and resourced with the same commitment as any other subject. Skills learned in other subjects are applied to R.E. and pupils are encouraged to investigate the faith with the same enthusiasm and rigour as other subjects. Good quality R.E. teaching engages pupils’ intellect, heart and imagination.

(adapted from the Curriculum Directory 1996 and the R.E. Strategy 2001)



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Our Aims

Mission statement

'Learning and loving on our journey with Jesus'

As part of our mission we aim to:

- Teach knowledge and understanding of Catholic faith and life
- Teach the skills required to actively participate in prayer and reflection
- Provide opportunities for witnesses Christ in the world we live in

The aims are met through:

- Following the Diocese scheme of work 'Learning and Growing as the People of God'
- Undertaking sacramental education in partnership with the parish of St Patrick's
- Providing varied opportunities of Prayer and Collective Worship within school and the wider community
- Ensuring the gospel and school values are at the heart of everything we do

Legal Right

Our Religious Education forms the heart of our curriculum and not just within the R.E. Timetable; it is therefore difficult to envisage the withdrawal of children at certain specific times. However, it is a parents' / guardians' legal right to withdraw their child from RE and Collective Worship. Further information can be obtained from the School's website, attendance of induction meetings, or if required through a formal meeting with the Head of School or Executive Principal.

The Scheme of Work for RE

The RE Leader, Miss Hicks has the responsibility for the management of the curriculum, timetabling, resources and assessment. Each class teacher is responsible for the planning and delivery of the Religious programme of work. It is an entitlement of the school that "RE is allocated 10% of curriculum time as required by the Bishops' Conference." This does not include i.e. Prayer, Assemblies, Christmas Plays, Circle Time, PHSE, Citizenship and Hymn Practice. The celebration of Mass "may be considered the equivalent of half-an-hour of RE, but only once in any week". The class teacher can arrange for the timetabling of this to suit the needs of the class and take into account any additional sessions.

RE is taught either in the morning or afternoon through two separate sessions or as an afternoon which equals the required time.

At given times during the year, RE is blocked e.g. Holy Week, Christmas and when necessary for Sacramental Year Groups.

Scheme of Work:

Ss Peter & Paul Catholic Primary School follows the Diocesan curriculum strategy provided by "Learning and Growing as the People of God". Relationship, Sex and Health Education is taught separately to the RE scheme of work.



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Planning/Long Term Planning:

At the beginning of each academic year, class teachers have the responsibility for mapping out the long term plan indicating which units are to be taught, when and for how long. This plan is reviewed annually by the RE Subject Leader.

Medium-term Planning / Short-term Planning:

Medium term planning is the responsibility of the class teacher and should be completed on a unit by unit basis according to the long-term plan and weekly plans amended as necessary. Units can be obtained from the whole school Scheme of Work or directly from the Learning and Growing as the People of God books. Planning takes the form of flip charts. Weekly planning is saved on the central system (whatever the academic year is) in a folder created for each year group. Short term planning is completed weekly with access available to the RE subject leader for monitoring purposes and other year group teachers to view prior learning/work covered.

Teaching RE:

RE is taught in classes and skills are developmental. Religious Education is presented to children of a wide range of ability and understanding and as a result will provide achieve different outcomes. Teachers will cater for the needs of pupils by matching the task and resources to match the needs of the individual. Whilst RE is taught independently, it is cross curricular when and where appropriate (e.g. science). Sacramental workshops are developed in close liaison with the Lay Chaplain from the feeder Catholic Secondary School to further support the sacramental programme and use a range of different skills. Throughout the year each class will be take part in a themed curriculum workshop with parents such as Remembrance or Mother's day. In addition, enrichment opportunities take place through visits to other places of worship, St Chad's and a two-night residential stay at Alton Castle. As part of Romero Academy there are also a number of other masses and celebrations that take place throughout the year.

Curriculum delivery

Pupils gain a better understanding of religious concepts when they have opportunities to develop, apply and practice a range of educational thinking skills. Effective learning in Religious Education at Ss Peter and Paul relies on pupils learning, practising and developing the skills of:

Investigating, e.g.

- Asking relevant questions.
- Learning how to use different types of sources and where to find information.
- Knowing what evidence is required for understanding religion(s).

Interpreting, e.g.

- Drawing meaning from, for example, artefacts, art, poetry and symbolism. □ Interpreting religious language.
- Explaining concepts thoughtfully.
- Suggesting meanings of religious texts.

Analysing, e.g.

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- Distinguishing between belief, prejudice, opinion, judgement, fact and the features of religion.
- Recognising and comparing the similarities and distinctiveness of various religious ways of life.

Synthesis, e.g.

- Making appropriate connections between features of religion.
- Making reasoned conclusions based on evidence.
- Connecting different aspects of life into a meaningful whole, bringing understanding together.
- Drawing together insights from different sources.

Evaluating, e.g.

- Debating issues of religious significance, with reference to evidence, factual information and argument.
- Willing to look at different viewpoints before making or forming own conclusions.

Reflecting, e.g.

- Standing back and reviewing aspects of experience such as feelings, relationships, ultimate questions, beliefs and practices, new experiences or new ideas.

Applying, e.g.

- Making the associations between religious and individual, community, national and international life.
- Applying their RE knowledge in new contexts and different circumstances.

Empathising, e.g.

Considering and appreciating the thoughts, feelings, experiences, beliefs, attitudes and value of others.

View the world through the eyes of others and to see the issues from their point of view.

Expressing, e.g.

Giving an informed opinion and express a personal viewpoint.

Identifying and give expression to matters of deep concern and to respond to religious and moral issues through a variety of media.

Resources

- Each class will have age-appropriate bibles
- There will also be access to other RE books from the library, including those of other major world faith
- Range of fabrics linked to the liturgical colours across the year, including key RE artefacts for display
- The RE Leader will hold a range of other resources to support teaching and learning such as prayer books, dvds, specific artefacts and other resources which are made available as when required



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World Faiths

Through the teaching of RE children are introduced to other backgrounds and beliefs of people from other faiths so that prejudice and misunderstanding can be avoided from an early age. In order for the children to gain a better insight into other faiths they will have the opportunity to study one faith in greater depth each year, which will also be supported through a trip to another place of worship or through a guest speaker visiting school.

Assessment, Recording and Reporting:

The assessment of individual pupils in RE is the responsibility of the class teacher. Teachers report to parents via consultations in the Autumn and Spring Terms and by a written report at the end of the school year. Baseline Assessments are carried in reception when children first start school. It is used to find out what children's prior religious knowledge, vocabulary and experience is. This information is then used to measure how much progress is made from that initial starting point.

Pupils completed work is marked at the end of each task. Marking is carried out in line with the whole school marking and feedback policy.

The school follows the diocese guidance with regards to assessment against national standards. Due to the large number of topics contained within the strategy, it is not possible to assess each child on each unit. Therefore, a programme of assessments has been devised focussing on one of the 4 strands on a rolling programme over 4 years. As a result, comparisons across the whole school can be made; progression by year groups can be monitored. Assessment sheets have been provided for each year group and have been taken from the RE Live website. Every year three children per class are selected and their work is moderated at various points throughout the year against the end of phase expectations set out in the National Standards. The work is moderated during consultation meetings between Class Teacher and RE Subject Leader. There is a 2 year cycle for choosing the child based on ability group.

The Role of the Religious Education Leader

Support and be accountable for teaching and learning related to:

- Making an impact on the educational progress of pupils in RE throughout the school.
- Leading developing and enhancing the teaching practice of others.
- Implementing the curriculum strategy for Religious Education 'Learning and Growing as the People of God'
- Using the results of the writing assessments to monitor standards within Religious Education across the school
- Leading the development of appropriate materials and resources
- Delivering staff training in Religious Education
- Liaising with Advisors from the Diocese
- Organising rotas for Whole School Masses, Class Masses and Confessions.



Key Tasks

Focussing on Teaching and Learning, and exercising Professional Skills and Judgement to Have accountability for leading, managing and developing pupil development in Religious Education.

- Identify relevant school improvement issues.
- Define and agree appropriate actions for improvement.
- Evaluate the impact of all improvement activities on the quality of teaching and learning.

Impact on educational progress in Religious Education beyond assigned (own class) pupils, working with other teachers in all classes.

- Monitor pupil standards and achievements against targets and achievements in Literacy.
- Monitor planning, curriculum coverage and learning outcomes.
- Lead evaluation strategies where improvement needs are identified.
- Maintain personal expertise and share with other teachers.
- Induct, support and monitor new staff in Religious Education.

Prayer and Collective Worship

Prayer and collective worship are at the heart of the catholic life of our school. All pupils participate in daily prayer, daily acts of collective worship and the celebration of the Eucharist regularly. These will follow the pattern below:

Gather – how we come together (music, candle, reverent, artefacts and focus)

Listen – a reading from the scripture, breaking the word, reflection time and prayers

Respond – a response that everyone can join in with (physical movement, act or response to prayers)

Go Forth – the sending of the celebration, experience to take forward into their daily lives

The Liturgical Life Calendar indicates when and where this occurs and who is responsible for the preparation of these different activities. As a school we celebrate all feast days that occur during the school calendar or in celebration with our parish family.

At the beginning of each week an act of whole school collective worship takes place in the form of a mission assembly or the celebration of Mass on a Tuesday (every other week). The aim is to give glory, honour, praise and thanks to God. It is our response to God's invitation. The focus is to develop the Sunday's Gospel and in doing so; consider spiritual and moral issues, to explore our own beliefs, to encourage participation and response, to develop community spirit, to promote our common ethos, to promote our Gospel values and to reinforce our positive attitudes. It is introduced and summarised by the Head of School or Executive Principal but may be led and developed by a class or another member of staff. Hymn practice is linked to the school's liturgical calendar.

Prayer Focus

Each class has a special place which is the focal point for prayer. Depending on the time of the year this area may have bible, candle, crucifix, statues, flowers or other artefacts to prayer and meditation. Liturgical colours are used to reflect the cycle of the church's year.

- Green – Ordinary time
- Purple – Advent and Lent
- White – Christmas and Easter



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- Red – Easter Triduum and Pentecost

Opportunities for prayer occur across the curriculum...i.e. thanking God and praising Him for a piece of work well done, or a skill learned.

Informal Prayer

Ordinary everyday language of praising, thanking and asking is cultivated, as well as being able to say 'sorry'. We must remember that God answers prayers by saying 'No' sometimes. The children should become aware of this.

Formal Prayers

Many of the beautiful traditional prayers are taught and the meaning of them explained to the children. Children become familiar with prayers by hearing them said and joining in at Mass, class collective worship, assemblies and Liturgy. They also learn prayers by singing them, by focussing on small phrases, and by looking at the prayers' format e.g. greeting, saying something about the person who is being greeted and an element of intercession.

By using the Liturgical Year in accordance with the R.E. Strategy as a framework for our teaching, we draw on the wealth of the whole Church: The Sunday Liturgy, Readings of the day, Feast Days, Liturgical Seasons, all become 'focal points' when approached at the appropriate level for each Year group.

Traditional Devotions Devotion to Our Lady, the Mother of Jesus and our Mother, is an essential part of our teaching, particularly during the months of May and October. Other Feasts of Our Lady are celebrated as they occur throughout the year and the Mysteries of the Rosary are explained during October. During Lent, the Stations of the Cross become part of our meditations on the death and resurrection of Jesus. November is the month when we remember the dead, knowing God's love for us and those who have died, in wanting them to be with him. Poppies are sold in school, the symbolism helping them to understand about people who have died in the World Wars and other conflicts.

Collective Worship

All children take part in a daily Act of Collective worship, which can take the form of

- Class group prayer
- Whole School Assembly
- Phase Assembly
- Non-Sacramental Liturgy
- Mass
- Prayer services
- Children in Years 3 and 6 are encouraged to join the Parish masses at the weekends to help them prepare for the Sacraments

Sacramental Education

The Sacramental Programme for pupils is covered through our scheme of work with specific homework tasks during this time. We work closely with our sister school, St Patrick's in planning and delivering the sacramental programme for Reconciliation, First Holy Communion and celebrate



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Confirmation together. In addition, pupils' preparation is enriched through the Lay Chaplain leading retreat days for each sacrament.

School Masses

During the year children will take part in fortnightly mass where the Parish Priest, Fr George celebrates mass in the school hall. Sometimes these will be whole school, key stage or class masses dependant on the time of the year. Parish masses are held termly in addition to these and are led by pupils from Cardinal Wiseman, St Patrick's or Ss Peter and Paul. Furthermore, a Romero mass is celebrated at the start of each academic year with pupils from year 5/6 being invited to attend from other schools.

Relationship, Sex and Health Education

Relationship, Sex and Health Education is taught using the Ten:Ten Life to the Full units in consultation with parents.

Inclusion and Equal Opportunities

In line with our school values we strive to ensure that we treat everyone with respect and dignity. Everyone who attends Ss Peter & Paul Catholic School is entitled to a Catholic Education and as part of our teaching we recognise the uniqueness of every individual.

Charity Outreach

Our children are taught to be aware of the needs of others and actively live out their faith. During Lent and Advent as well as other times of the year, during which we host a range of events to raise money for charities both local and internationally.

Staffing and Staff Development

RE is regularly the focus of the staff meetings where teaching, learning and assessment are discussed. The RE Leader attends Diocesan Cluster Group meetings each term and other relevant courses including CPD through Blue Sky Teaching School and the diocese. Other more informal meetings on an individual or group basis take place across the year as required. The RE Lead is supported through RE network meetings within Romero and termly Catholic Life meetings. Non-Catholic teachers receive additional support from phase leaders when preparing collective worship and masses. They also receive specific training through the teaching school.

Health & Safety

All relevant risk assessments for visits are carried out and overseen by the Head of School or Executive Principal.

Link Governor

The link governor for Religious Education is Mrs Pat Garner. As part of her role Mrs Garner will attend termly Catholic Life meetings, complete half termly monitoring tasks and provide challenge and support on key priorities identified by the School Self-Evaluation.



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