Copy to be given in new staff induction pack.

ST EDWARD'S CATHOLIC PRIMARY SCHOOL

RE Policy

Head Teacher:  Mrs S Wakefield
Lead Person: Sarah Samuel
Written: 2/12/18
Agreed by LGB on: pending
Due for next review: December 2021

School Mission Statement
Achieve in God's Love.
St Edward's Catholic Primary School is at the heart of a community rooted in its core values. Our children, by their actions, grow in the image of God.
Context and Ethos

Our school is an extension of the missionary life of the Church in the Parish of Sheerness. SS Henry and Elizabeth is the School's Parish Church and the school is within the Chatham Deanery and the Archdiocese of Southwark.

The school works closely with the parish. The Parish Priest has regular contact with the school RE Team, celebrates Mass in the school on Holy Days and other special occasions, and has an open invitation to attend school assemblies and other celebrations. Our Priest regularly supports the units of work covered in class and is also involved with the running of the school by taking an active part in the Local Governing Board.

The school has links with parish based catechists in preparing children for the sacraments of Reconciliation and Eucharist.

The school supports the wider community and is appreciative of the interest and expertise it can provide. Projects are often initiated by staff and children; meeting needs locally, nationally and internationally.

We recognise that parents are the chief educators of the children, and that we are a Christian community growing together in God.

The religious dimension of the school is realised in the celebration of the Word and Sacraments, through religious instruction, in the physical environment, with artefacts and decoration which reflect the nature of the community, by individual behaviours and harmonious interpersonal relationships both of children and adults.

All those associated with the school share the responsibility for nurturing the children's faith. Each has a role in helping others with their faith journey. We are a gospel centred community; this is fundamental to our being and permeates everything in the school. All staff working at St. Edward's Catholic School are expected to believe or model belief in the Catholic traditions and beliefs.

This policy should be read in conjunction with the school's Relationship and Sex Education Policy, which is developed and monitored by the Headteacher and the Governing Body.
Aims

1. To assist the parents and parish in the religious formation giving children a firm understanding and knowledge of faith.
2. To facilitate the growth in our pupils of the underlying values which give meaning to their lives, and to the whole education process.
3. To enable children to form a strong and loving relationship with God through Jesus Christ and His Church.

Objectives

1. To enhance the pupils’ sense of mystery and wonder.
2. To help the pupils to develop a personal relationship with Jesus and experience the Good News of the Gospel.
3. To offer a committed presentation of the Catholic Faith.
4. To enable pupils to grow in their awareness of what it means to be a member of the Church.
5. To invite the pupils to respond freely to the grace of the revealing God.
6. To encourage our pupils to reflect on their lives and on society in the light of the Gospel.
7. To support the parents in creating a Christian Community built on the experience of prayer and liturgy.
8. To develop in our pupils, knowledge and understanding of the teachings of the Catholic Church and empathetic appreciation of the faiths of others.
9. To enable our pupils to move from an inherited faith (or non-faith), to a personal faith (living faith).
10. To develop a sense of social justice within our pupils.
11. To consider moral issues, so helping pupils to form their conscience in the light of the Church’s teaching.
12. To help to give the children a basic understanding of the Sacraments and the Mass.

The Religious Education Curriculum

The school studies ‘The Way, the Truth and the Life’ religious education programme and covers six themes in an academic year, as following the Church’s Liturgical year. The whole school works on a similar theme, but different year groups cover different aspects through different topics.
Other Faiths

The Church teaches that, while living out our Christian faith, we are called to listen in dialogue and be ready to learn from those of other faiths, many of whom may, in our multicultural society, be our neighbours. As Catholics, we are called to be committed to respecting people of other faiths and to recognising that God is at work in them.

Other faiths are taught discretely. Each faith is treated with integrity and not by comparisons or by isolated festivals. The teaching will be of the key concepts of that religion. Formal teaching of other faiths will begin from the Foundation Stage. Each year group builds upon the previous year’s teaching of that faith.

Multicultural books and artefacts are available in the RE resources and the library, as well as in classroom libraries.

Appendix 4 shows the coverage of other Faiths in a Long Term Plan. One lesson per term is set aside for covering the relevant faith. One week a year is allocated as a Whole School Theme Week, to develop the children's knowledge of that religion and associated culture further. E.g. 2017-2018 Islam Theme Week, 2018-2019 Hindu Theme Week.

Story and Scripture

Story is an essential feature of the delivery of the RE curriculum. The power of the story is harnessed to help children on their faith journey. Stories of relevance to particular topics and year groups are stored with the RE resources, and should be fitted into the topic where teachers see appropriate. These books are to be stored centrally so they do not become general classroom stock. The WTTL scheme of work details scripture to be explored during each topic.

Appendix 1 lists the Bible stories to be covered during KS1, in order to develop a good base of scripture knowledge for KS2 to build upon.
Provision for Spiritual development and Moral Education

Spiritual Development

An awareness of the presence of God and how we experience God’s love in our lives is fostered in religious education and across the whole curriculum.

The structure of the 'The Way, the Truth and the Life' topics moves the children on from their own life experiences to meeting God as he revealed himself to us, to a point where they consider how God and life meet. The school purchases ‘Wednesday Word’ weekly pamphlets for the children reinforcing this link between their life and the Gospel.

To support spiritual development, children must be allowed to question, think, reflect, wonder, come to terms with suffering and struggles, make discoveries and appreciate.

Lessons that include quiet reflection time, stillness, use of candles and music encourage the spiritual development of our children. Assemblies will also incorporate this good practice.

Many opportunities across the curriculum exist for fostering spiritual development. For example in science, awe and wonder at the vastness of space, the miracle of the diversity and complexity of life, all show us the greatness of God’s creation. Teachers must ensure they make the most of opportunities that present themselves.

Moral Development

The moral development of children takes place explicitly within the curriculum offered and is practised and reinforced right across the curriculum and throughout the school day.

The School Values are: Trust, Kindness, Love, Forgiveness, Respect and Achieve. They are reinforced during the week, throughout assemblies, lessons, resolving conflicts and rewarding success.

The staff set high expectations of what is and is not acceptable behaviour. This is set in the context of what is for the common good and is
explicitly linked to Gospel values. The children are taught:

- right from wrong;
- the difference between truth and a lie;
- that they have duties and responsibilities as members of the school community and the wider community,
- to be aware of wider issues, such as care for the earth, justice and peace and the importance of charities and aid agencies such as Missio and CAFOD.

**Timetabling**

RE should be timetabled for 10% of teaching time per week in both Key Stages. In the Foundation Stage, ‘The Way, the Truth and the Life’ topics should be taught discretely as well as being identified as opportunities for religious education within the early learning goals.

**Collective Worship and Prayer**

“For where two or three meet in my name, I shall be there with them”
Matthew 18:20

We believe prayer is a response to God in love, praise and thanksgiving. It is important that children develop a personal relationship with God. The means of fostering this relationship is by helping them become aware of God’s presence in their lives through the experience of daily events and giving expression to it in prayer. Younger children need to hear us pray about normal everyday things in a language they can understand.

Class teachers aim to build a rich culture of prayer by introducing new prayers and also regularly revisiting the prayers already known. They must help learners savour their meaning.

Prayers should be said regularly. Teachers should ensure the school day begins with a prayer, that Grace before meals is said and that the school day finishes with a prayer. Children are encouraged to perform any gestures thoughtfully. Prayer may also form a significant part of a religious education lesson.

Children learn to pray chiefly by sharing in the faith of adults. At all times teachers should pray with children.
Encouragement should be given to the children to use the many ways of meeting God in prayer:

- Prayer in silence.
- Spontaneous prayer.
- Prayer through gesture – music – drama – mime.
- Vocal and Liturgical Prayer. Those organising prayer, liturgies and assemblies should encourage pupils to contribute their skills and gifts to the preparation of worship and to participate as actively as possible.
- Individual and group prayer must be given importance and valued by everyone. This can be done in both formal and informal styles and settings.
- Children need to be able to join in the prayers with adults both at home and at school and in the prayers of the Mass and the praying of the Rosary etc.
- Opportunities for worship should be linked with Feast Days and with the liturgical seasons of Advent, Lent, Christmastide and Easter.

Appendix 2 shows the wording of each prayer used in school and which Year Group will learn each prayer. The relevant prayers are to be enlarged and displayed in each classroom.

In addition to these prayers, each class will develop their own class prayers for before lunch and the end of the school day. Opportunities for spontaneous prayers will also be given for the class, focusing upon the children's own intentions.

Worship

Worship is seen as central to the life of the school. Our approach to worship is one of enabling the children to take part as fully as possible. Children participate as altar servers, readers, and taking up the offertory, through hymns, songs, actions, story and music.

1. Our Priest leads a School Mass at Church at the beginning of each term, at Harvest, Christmas and at Easter.
2. There is a School Mass at the end of the Year, to celebrate the Year 6’s achievements and wish them well for Secondary School
3. Each class attends Parish Mass once during the year, at SS Henry and Elizabeth Church
4. The whole school attends Parish Mass on Ash Wednesday
5. Family Mass is held with the Parish at Church once a term, with the children reading and singing, to encourage families to attend

**Assemblies**

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<thead>
<tr>
<th></th>
<th>Collective Worship</th>
<th>Lead by:</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Whole School: Value for week</td>
<td>Headteacher</td>
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<tr>
<td><strong>Tuesday</strong></td>
<td>Hymn Practice *</td>
<td>Music Leader / KS1</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Wednesday Word in classes</td>
<td></td>
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<tr>
<td><strong>Thursday</strong></td>
<td>Whole school (visitors such as, Family Trust and Cafod)</td>
<td>Headteacher / KS2</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Celebration: Whole School</td>
<td>Headteacher</td>
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Assemblies follow ‘The Way, Truth and Life ‘themes, the liturgical year and Old and New Testament stories. (See Appendix 1). Other Faiths and Festivals are also included, e.g. during a Theme week.

*Hymn Practice
“He who sings prays twice”. The musical tradition of the Church is recognised as a great treasure. In Hymn Practice, children learn both traditional and modern hymns. The programme follows the liturgical year and special celebrations, and prepares the children for the celebration of Mass.

**Displays/Focal Points**

Each class has a crucifix and a focal point. These might include candles, statues, pictures, icons, posters, quotations from the Bible and seasonal symbols.

An RE display board in each classroom follows topics/themes/the liturgical year. These displays are evidence of pupils’ achievements and celebrate these.
Reconciliation

The School recognises that not all of its children will have the opportunity to take part in reconciliation at Church with their family. Therefore we provide an opportunity during our Lenten preparations for the children to take part in a Reconciliation Service at school with our Priest, helping them become closer to God and more confident in themselves as a good person.

Stations of the Cross

During Ash Wednesday, the whole school will attend Mass at SS Henry and Elizabeth Church. After which the Priest will show them the Stations of the Cross around the Church, and support them in their understanding of the scripture.

Benediction

During the Summer term, our Priest will lead the school in a Benediction Service, including the Adoration of the Blessed Sacrament. The children will spend time during the service in the presence of the Consecrated Host and with their own prayers.

Links with Home, School and Parish

‘The partnership between home, parish, and school is the best setting for the formation of maturing Catholic young people.’

Home, school and parish are inextricably linked. A number of teaching staff are members of the parish and take part in a variety of parish activities. The school enjoys strong parental support, many parents having once been pupils themselves. We aim to be a welcoming and open community.

The school works closely with the parish. The Parish Priest has contact with the school RE team, celebrates Mass in the school on Holy Days and other special occasions, and has an open invitation to attend school assemblies and other celebrations. He is also involved with the running of the school by taking an active part in the Governing Body.
The Sacraments

The parish has a well-established programme for First Confession and First Holy Communion. Children from age 8 onwards have the opportunity to attend the Parish Holy Communion Classes (as Munchkins) with Catechists over the year to prepare for these Sacraments. The school supports this programme by discussion with the children, and celebrating this special occasion both in the classroom and at a celebratory School Mass.

Leadership and Resourcing

The Headteacher and the governing body are responsible for ensuring that Religious Education is taught as a core subject and at the heart of the curriculum. The Religious Education curriculum is resourced effectively and in line with other core subjects. There is an RE Team sharing the leadership roles within this core subject area and ensuring the continued development of the Catholic Life of the School. (Appendix 3 Lists the Team Roles).

It is recognised that the most important resource for the development of faith are people of that faith and the witness that they give. Pupils, parents, teaching staff, support staff, Governors, clergy, Catechists and parish all work in collaboration growing together in God.

With prior permission, the school is able to use the parish church. KS1 and KS2 children visit Aylesford Priory every year to join the KCSP Picnic and Praise event, or the Missio Good Shepherd Mass or for an informal Retreat organised by the RE Team.

Each class should have an RE selection of books available to the children.

Central RE resources include books with ideas for assemblies, and liturgies as well as music, CDs, CD roms and artefacts boxes. There is a range of story books to complement Religious Education topics and an extensive range of posters are available from the RE team. There are a set of Bibles and Children's Bibles and there is a wide range of books in the RE section.
Assessment

Assessment is focused by the overall aims and objectives of Religious Education, as well as the Revised Levels of Attainment. Assessment is related to knowledge, understanding, evaluation and analysis/interpretation. These are developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. *It does not assess faith or the practice of faith.*

Assessment in ‘The Way, the Truth and the Life’ emphasises a wide range of achievement. It involves:

**Informal Assessment**
- General observation of children engaged in classroom tasks and activities. This may include children's ability to:
  - Listen
  - Ask relevant questions
  - Respond to questions
  - Interact with others
  - Work with others
  - Be still
  - Understand
  - Remember

- When gathering evidence teachers will be able to draw on the full range of work produced by pupils in the normal everyday teaching and learning process including:
  - Questioning
  - Brainstorming
  - Concept maps
  - On-going work in books
  - Observation of activities
  - Drawings – what is included in the pictures.

- Observation of contributions made to classroom displays and Floor Book
- Review: end of tasks, activity, lesson, topic
- Marking of more formal written work. This must be done recognising the distinct nature of RE books. Teachers are asked to comment constructively on pupils work referring to content, effort and to challenge further thinking or reflection. Only key topic spellings should be marked.
Monitoring

- Individual achievement can be measured against age related expectations. Teachers will submit summative assessment for each child 3 times a year. The RE Lead will analyse this data to look for trends, issues arising and groups of children to provide additional support for.
- Regular informed judgements on a wide variety of evidence against broad criteria which allow pupils to respond at different levels. This is integral to short-term planning for each topic.
- Foundation Stage should provide evidence of work from each topic. This can include photographic evidence.
- All children will be tracked throughout their school life to ensure that they make progress and that teaching is adapted to each child’s needs.
- Individual achievement is noted in RE books as they are marked and from Floor Book evidence. Further comment may be made in the teachers own general classroom records.

Moderation

The RE team will review samples of work, class displays and focal areas throughout the school year to ensure continuity and progression. The observation of teaching and learning will be carried out and include all classes in the school. Training needs will be identified. Moderation will be carried out both within school, but also with the Diocese and other KCSP schools.

Reporting

1. Feedback to pupils

Verbal informal discussions taken place during lessons and of the plenary session. Pupils’ work marked regularly with developmental marking, giving children opportunities to develop their understanding and personal reflection further.

2. Parents

Parents are informed of what topics are to be undertaken by each class/year group through the School website. This is in line with informing the parents about all subjects taught. An RE Newsletter will be sent out to parents each half term and uploaded onto the school website.

Formal open evenings are held in the autumn, spring and summer terms.
Parents are invited to make appointments if they wish to discuss the written end of year report and their child’s progress.

This policy has been put together by the RE team in consultation with groups of pupils, all the members of the teaching staff, the Governors, the Diocese and under the direction of the Headteacher.
Appendix 1: List of Bible Stories to be covered in KS1/2

Old Testament

Moses in the Bulrushes
Samson and the Lion
Samson and Delilah
David and Goliath
Daniel in the Lion's Den
Jonah and the Great Fish

New Testament

Jesus is Found in the Temple
Jesus calms the Storm
The Feeding of the Five Thousand
Lost and Found
The Prodigal Son
Jesus and the Children
Saul's Journey to Damascus
Appendix 2:
Order and content of Prayers (as voted on by 15JT Club on 29th November 2018)

Year R: Opportunities to take part in Collective Worship and Sign of Cross
Year 1: Hail Mary and Sign of the Cross
Year 2: Our Father
Year 3: School Prayer
Year 4: Glory Be and Sorry Prayer
Year 5: Confiteor
Year 6: Profession of Faith

Prayers

Sign of the Cross

In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Hail Mary

Hail Mary, full of grace, the Lord is with thee; blessed art thou amongst women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now, and at the hour of our death. Amen.

School Prayer

Dear Father,
St Edward’s is our school and in it, we achieve in your love. Grant us the gift of forgiveness and by trusting in you, we will remember to treat everyone with kindness and respect. We are made in your image and we are all your beloved children. Amen
Our Father

Our Father, who art in heaven, hallowed be thy name.
Thy kingdom come,
thy will be done on earth as it is in heaven.
Give us this day our daily bread; and forgive us our trespasses, as we
forgive those who trespass against us,
and lead us not into temptation, but deliver us from evil.
Amen.

Glory Be to the Father

Glory be to the Father, and to the Son,
and to the Holy Spirit;
as it was in the beginning, is now and ever shall be, world without end.
Amen.

Sorry Prayer / Act of Contrition

O my God,
because you are so good,
I am very sorry that I have sinned against
you
and by the help of your grace
I will not sin again.
Amen.

Confiteor

I confess to almighty God
and to you, my brothers and sisters that I have greatly sinned
in my thoughts and in my words
in what I have done and in what I have failed to do through my fault
through my most grievous fault; therefore I ask blessed Mary ever-Virgin
all the Angels and Saints
and you, my brothers and sisters to pray for me to the Lord our God
**Profession of Faith**

I believe in God, the Father Almighty, Creator of heaven and earth, and in Jesus Christ, his only Son, Our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried: He descended into Hell; on the third day he rose again from the dead; He ascended into heaven, and is seated at the right hand of God the Father Almighty; from there he will come to judge the living and the dead.

I believe in the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen

**Appendix 3: RE TEAM as of 28th November 18**

RE Lead: Mrs Samuel  
Collective Worship: Mrs Wakefield  
Teaching and Learning: Mrs O’Sullivan  
Prayer Corners: Mrs Blake  
Displays: Mrs Palmer  
Mini-Vinnies: 2 children from each KS1 and KS2 class  
Liturgy Team: children from KS2 representing each class
## Appendix 4: Long Term Plan – coverage of other Faiths

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<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
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<td>Symbols of faith and signs of belonging</td>
<td>Places of worship</td>
<td>What is it like to be a Sikh?</td>
<td>How and why is life like a journey?</td>
<td>Words of wisdom</td>
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<tr>
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<tr>
<td>Stories &amp; Celebrations</td>
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<td>Symbols of faith and signs of belonging</td>
<td>Places of worship</td>
<td>The story of Buddha</td>
<td>What is it like to be a follower of Buddha?</td>
<td>Religion and the individual</td>
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<td>Why are some books and stories holy?</td>
<td>What can we learn from sacred places?</td>
<td>Five Pillars of Islam</td>
<td>Journey of life and death</td>
<td>Does the Hajj change lives?</td>
<td>Words of Wisdom</td>
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