



Love God, Love each other, Love Learning

**Sacred Heart Primary School**

**2016-2018**

**Religious Education Policy**

**Our School's Mission Statement**

**Learning to Love, Loving to Learn Love God, Love Each Other, Love Learning**

***Sacred Heart Roman Catholic Primary School and Nursery is just like a family, where everyone is welcomed respected and cared for and where Love is at the heart of everything we do.***

### Aims and Objectives

Religious Education at Sacred Heart R.C. Primary School is based on the Gospel values and teachings of the Catholic Church. We aim to develop a strong awareness of the spiritual dimensions of life amongst our pupils and to equip them with Christian and most importantly Catholic values which will guide them throughout their lives.

In addition we aim to support the mission of the school through:

Welcome: The family of Sacred Heart warmly welcomes everyone to our school as Jesus welcomes us to the family of God.

Word: The Word of God is celebrated and guides us in all that we do. Christ's teachings are at the heart of every aspect of school life.

Welfare: Every member of our school community is unique, made in the image and likeness of Christ. We support all of our families and the wider community so that, together our children develop a deep understanding of God's creation and experience life to the full.

Witness: Our Sacred Heart Family will be a witness of a loving God. We bear witness to our Mission Statement to nurture and support each other as we strive to live out the Gospel values in our lives. Our 'Statements to Live By' provide us with a weekly focus for us to be witnesses to our faith.

Worship: We are a family that worships together. Our children, staff, families and Parish worship together often, strengthening our relationships with God. The prayer life of our school is nurtured and celebrated and this enables us to learn how to talk to and listen to God.

#### Planning for Religious Education

Teachers will use a variety of approaches when teaching RE, including work for the whole class, group and at an individual level when a specific need is identified. Mixed ability groups provide opportunities for discussion and creativity.

Differentiation is mainly through outcome though pupils who show the ability to discuss aspects of RE at a deeper level are encouraged through discussion with the class teacher in a small group. Provision for children with Special Educational Needs is made where appropriate through differentiated work to accommodate the wide range of abilities within each class. It is also recognised that Religious Education has a unique role to play in the building of individual pupils' self-esteem, that through role-play, drama and art work and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

The importance of continuity and progression is recognised through the choice of topics and discrete units that make up the scheme of work.

We follow the 'Come and See' programme as approved by Salford Diocese. We have adopted a fixed topic, whole school approach. The whole school explores each religious theme through the same topics at the same time, with links to the liturgical calendar made wherever possible. A minimum of 10% curriculum team is allocated each week to the teaching of Religious Education as stated by the Diocese of Salford.

Into our termly planning, we incorporate the Curriculum Directory and the subject specific skills taught in Religious Education.

### Teaching and Learning Styles

Teachers deploy a variety of techniques to enable children to learn and to assess their progress. Whole class teaching, group work and when necessary individual teaching takes place. Teachers also communicate religious teaching by their everyday witness, based on their own faith commitment.

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 common tasks, which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity, adapted to support the work of individuals or groups of children.

### Assessment and Recording

Teachers are responsible for their own record keeping and assessment. We assess children's work in Religious Education by making informal judgments as we observe them during lessons and through written tasks. We assess them orally, and through their own writing and drawings. Teachers attempt to elicit a personal response from children, so that knowledge of God will help them to understand themselves and the consequences of their actions. We mark a piece of work once it has been completed and provide feedback as outlined in the school's Marking and Feedback Policy. Children's progress informs future planning. Children's progress is reported to parents twice a year at Parents' Evenings and in an end of year report.

### Assessment

The purpose of assessment, recording and reporting in RE is to ensure reflective learning, to celebrate growth and achievement and enable further progress.

The process of assessing and recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and for parents and inspectors.

Each Term the children complete an assessment task in their **Continuation Books** which are then leveled. As well as the Continuation Books, school uses SIMs to track levels of attainment and progress across the school.

### Monitoring of RE

The RE Co-coordinator monitors planning and children's books on a termly basis, or more frequently where needed. This will take place in line with the school monitoring policy and will provide feedback to teachers and governors.

### Multi-Cultural Education and Equal Opportunities

Our belief in the value of each individual encompasses a mutual respect for differences. Our Admissions Policy states that we are a Catholic school. Regular monitoring of the Admission's policy takes place. Both Multi-Cultural Education and Equal Opportunities permeate the whole education process and can be found in all aspects of school life.

Sacred Heart RC Primary School Catholic promotes values that are both Catholic and British. By our words and actions we live out the 'British' Values' but much more than that, we seek to base all that we do on the teachings of Jesus Christ

#### Democracy

- ✓ We learn to share and take turns
- ✓ We learn to have our own opinions and to listen to each other
- ✓ We have a School Council who speak for us

#### Mutual Respect

- ✓ We care for each other as God's children
- ✓ We learn to serve others through CARITAS and our RC Statements
- ✓ We are like a family who LOVE God and LOVE each other

#### Tolerance of those with different faiths and beliefs

- ✓ We are all God's children
- ✓ We learn about others religions and how we are the same but different
- ✓ We try to be Peacemakers and to care for everyone and everything

#### The rule of law

- ✓ Our first rule is to love God and love each other
- ✓ We write our own Class Charters
- ✓ We keep the school rules and learn about consequences

#### Individual Liberty

- ✓ We know that it is okay to make mistakes
- ✓ We learn to work on our own
- ✓ We celebrate our individual gifts and talents

### Other Faiths

Other faiths are included in our planning as recommended by the 'Come and See' scheme of work.

Teacher's long/medium/short term planning will be a collaborative process which assists continuity and progression.

All planning will identify specific assessment opportunities for each topic which will be integrated into our teaching.

### Feast Days and Liturgical Celebrations

Alongside 'Come and See' we aim to extend the children's knowledge of the following important feast days and occasions for celebration so that they all become familiar with the structure of the Church's year:

#### Autumn Term

- Harvest
- Holy Rosary – Crowning of Our Lady in Church
- All Souls Day
- All Saints Day
- Advent – Advent Prayer Bags
- Advent – Café Church
- Christmas – Nativity and Liturgy in Church, Carol Concert

#### Spring Term

- Epiphany
- The Presentation
- Ash Wednesday/Lent – Lenten Boxes, Almsgiving
- Holy Week – Mass in Church, Stations of the Cross, The Passion Play

#### Summer Term

- The Crowning of Our Lady
- Ascension
- Pentecost
- Trinity
- Sacred Heart Feast Day
- Corpus Christi
- SS Peter and Paul
- Transition to High School

### Prayer

Prayer is a fundamental part of our school life including formal prayers and children's own informal prayer. The prayers introduced during class lessons and assemblies follow the Diocese recommendations for prayer in Primary School.

Additional prayers in EYRS, KS1 & 2 include prayers at the start and end of each day and prayers before meals.

### Informal Prayer

Informal prayer has a very important place in the spiritual life of our children and should include the everyday language of praising, thanking and asking for forgiveness. Informal prayer should encourage reflection by all pupils on their everyday life.

### Liturgical Worship

Through worship we aim to join the work of home and parish in developing the Spirituality of the children and to develop the concept of worship as an integral part of school life.

We also aim to develop an understanding of different forms of worship and to reflect the Catholic nature of our children in various acts of worship. We provide opportunity for different forms of worship, where children are actively involved in planning and delivery. Members of the Chaplaincy Team will assist individual classes in various prayer and worship opportunities, where appropriate. These are:

- Careful preparation of and involvement in class and school masses
- Whole school and key stage assemblies, class collective worship and special celebration Masses
- Special liturgical services to celebrate feasts of the Church's year
- Classroom worship supported by focal areas where the children can reflect and pray
- Weekly timetabled class meditation sessions
- Weekly whole school musical worship
- Voluntary prayer groups, e.g. rosary group, meditation group

### Focal areas / RE Displays

These are set up in each classroom and are changed regularly to reflect changing topics and the liturgical calendar. The children may be involved in the design and content of the class focal area and are encouraged to make use of it throughout the day. Children are encouraged to bring in items from home to add to the display and they can be reminded to place questions or captions on the display if they wish.

Useful items for an attractive display include:

- Coloured fabric in accordance with the Church colours for the Liturgical year
- Artefacts
- Pictures
- Statues
- Photographs
- Scripture
- Candles
- Book Stands
- Bibles/Stories about God & Jesus
- Class prayer books/books for intentions etc.
- Altar cloths

(These resources are constantly being added to and updated).

### Health and Safety

Teachers must give due consideration to the safe and respectful use of resources and artefacts that they use to support their teaching of RE. Any broken, damaged or dangerous resources should be brought to the attention of the RE Coordinator.

### Candles – when lit

Candles must be supervised by an adult and never be left unattended. They should be placed on/in a suitable container and placed on a steady, hard surface. Children should be kept at a suitable, safe distance.

### Race Equality and Equal Opportunities Statement

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic or religious background.

P Dungworth  
(Headteacher / RE Subject Leader)

(To be updated Summer 2018)