

St. Luke's Catholic Primary School
Religious Education Handbook Policy

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2014	E Murtagh	M Grealis	Pauline Stitt	Pauline Stitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
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Religious Education Handbook

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1. Mission Statement

**As God's family we learn love and laugh.
Together: love one another,
forgive one another, work together,
play together, worship together,
be happy together.**

Our Aims Are:

- To recognise each child as unique
- To strive for excellence and fully develop the potential of each child in the school by providing a broad, balanced and relevant curriculum in accordance with local diocesan policies
- To encourage self-discipline and high level of motivation by providing an ordered, happy and stimulating environment
- To develop an awareness of the school's place in the community by fostering home, school, parish and neighbourhood links
- To show by word and example that the school is an enlarged family in which individuals are special and where the common good is always a priority

2. Statement of Intent-General Aim

At St. Luke's Catholic Primary School we believe the purpose of Religious Education in a Catholic School is to enable every child to develop their knowledge and understanding of God and their relationship with him, to prepare them for a life centred on Gospel values and to promote the spiritual nature of the child irrespective of their religious maturity.

3. Objectives

- a) Our R.E. programme provides opportunities for celebration, prayer and reflection in implicit and explicit ways.
- b) Our R.E. Programme provides children with the language of religious experience – a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- c) Our R.E. Programme gives 'a systematic presentation of the Christian event, message and way of life' in ways appropriate to the stage of development of the child.
- d) All adults involved develop their understanding of the underlying theological and educational principles of our R.E. programme through training (see point 18 of R.E. Handbook).

- e) To develop the teaching of multicultural education within the framework of **'The Way, the Truth and the Life'** to enable them to appreciate the many people who hold different religious convictions and beliefs.
- f) To promote the status of R.E. recognising its value as part of the core curriculum(see points 16,17,18 of R.E. Handbook).
- g) To provide support and supplementary material for the Sacramental Preparation.

4. National Curriculum Requirements

As in line with the current Education Act:

We prioritise our teaching time to fulfil the Bishop's recommendations of 10% curriculum time devoted to the teaching of R.E.

At St. Luke's R.E. is given a high status and we recognise it's academic value. This is reflected in our planning and displays which give it a prominent place in our school (see point 14 of R.E. Handbook).

5. Broad Areas of Attainment in R.E.

At St. Luke's we believe the following areas to be at the heart of R.E. in Catholic Education.

- **Revelation of God** – Through: The Word.
 - In the person of Jesus Christ.
 - Church and Sacraments.
- **Community** – Through: The Church.
 - Parish, diocese, universal Church, continuing the work of Jesus.
- **Celebration** – Through: Sacraments, seasons and feast days of the Church, rites, prayer, other faiths.
- **Way of Life** – Through: The uniqueness of the individual made in the image and likeness of God.
 - Relationships
 - Christian values as shown by the life of Christ

6. Subject Delivery

a) R.E. Programme

To fulfil our aims and objectives we use the '**The Way, the Truth and the Life**' Programme for Religious Education prescribed by the Diocese of Shrewsbury.

b) Overview of Content/Concepts

'**The Way, the Truth and the Life**' has as its foundations, four key dimensions of religion:

- **Revelation**
- **Church**
- **Celebration**
- **Life in Christ**

It explores the Religious dimension of questions about life, dignity and purpose with the Catholic tradition

"the gospel message always at some point, takes the person beyond the scope of their own experience, challenging and transforming it. It is a message of a saving and transforming gift". (Archbishop Vincent Nichols)

Methodology

REVELATION: God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

CHURCH: We consider how revelation gives life to the Church. The Church is, at the same time, the bearer of God's Revelation and the divinely ordered means by which human beings live out their response to Revelation, enlivened by the Holy Spirit who fills the Church.

CELEBRATION: The liturgical and sacramental life of the Church and LIFE IN CHRIST – the moral life and the pursuit of holiness – both enabled and enlivened by the activity and presence of God in the Church.

The scheme advocates that each of these areas should, as far as possible, without artificial distortion of the content areas, be covered in each module of work.

c) The Process – Skills and Attitudes

The topics are designed to address a variety of skills and attitudes. Any topic would develop all or some of the following skills through a variety of methods adopted by the teacher delivering R.E.

- Investigation skills e.g. gather data from a variety of sources
- Interpretation skills e.g. interpret the language of religion, signs and symbols
- Communication Skills e.g. pupils can express themselves through factual and creative writing
- Critical Skills e.g. from reasoned opinions based on evidence
- Affective and Social Skills e.g. working in groups, exercising empathy
- Evaluation Skills e.g. distinguish between rules and principles, opinions and beliefs

Attitudes fostered through the topics can be associated with those Gifts of the Holy Spirit as identified in scripture and catholic tradition as signs of growth and maturity

- Wisdom e.g. thirst for meaning
- Understanding e.g. seeking meaning and purpose in one's personal life
- Knowledge e.g. an openness to search for meaning
- Right Judgement e.g. making choices
- Courage e.g. a willingness to persevere with challenges of Christian living
- Reverence e.g. sensitivity to others, their views and beliefs
- Awe and Wonder e.g. respect for mystery and the gift of the imagination

d) Approach

At St. Luke's we are fully committed to and acknowledge the methodology underpinning the topics laid out in the Way, the Truth and the Life Scheme. The topics taught are discreet to each year group and therefore provide an opportunity to develop a distinct religious literacy.

(Outline of each Key Stage please see appendix 1)

e) Teaching and Learning Styles

We adopt a variety of teaching and learning styles in Religious Education as in any other curricular area (see School Teaching and Learning Policy).

f) Evaluation of Learning

See point 17 of R.E. Handbook

g) Role of the Headteacher

The Headteacher's role is to ensure the introduction, implementation and development of this scheme and to ensure that all staff and governors receive the necessary training and resources for its implementation.

h) Role of the R.E. Subject Manager

The subject manager is aware of available resources and offers advice, monitors the teaching of R.E through the scrutiny of books and lesson observations. Samples of assessed work are also collected to provide an exemplar of levels of achievement throughout the whole school. The subject manager also takes overall responsibility for the organisation of whole school masses, as well as class assemblies. Funds are made available for new resources as required in response to an annual audit.

i) Role of the Classroom Teacher

The role of the classroom teacher is to teach '**The Way, the Truth and the Life**' scheme, to plan, evaluate and record and assess the work children are doing. They are required to develop interest and enjoyment through the use of a range of teaching and learning styles. Within this it is also their responsibility to create a secure and prayerful environment and to nurture within the children a respect for one another. In years one to six the classroom teacher also has the responsibility to deliver SRE through a chosen programme. (see point 11)

j) In Service

One day is set aside each academic year for an R.E. in-service Day. This day is generally taken off site.

j) Staff Prayer and Reflection

At St. Luke's we value the opportunity to gather together in prayer and reflection. This is given priority during our weekly staff meetings and on our in service days.

Prayer and reflection enables us to seek guidance; gain strength and patience; support one another and to celebrate and give thanks.

7. Collective Worship

Acts of collective worship provide us with the opportunity to gather together in prayer, to be enriched by the liturgical readings and to reflect on the word of

God. At St. Luke's collective worship includes whole school and Key Stage assemblies, masses and informal liturgies. **'Acts of Daily Worship'** are also celebrated within each class; again providing the opportunity for our pupils to be immersed within the liturgical reading; quiet reflection, prayer and celebration. As pupils progress through the school they are given increased responsibility for planning and organisation of daily worship.

8. Prayer

Assemblies offer the opportunity for prayer, but class prayers can often be more informal and closer to the individual needs of the children. Each class has its own prayer corner and prayers are shared at key points in the day; in the morning, at lunch and in the afternoon.

9. Liturgy

School masses are celebrated at significant points throughout the school and liturgical year, for example, at the beginning and end of terms and on Holy days of Obligation, and in support of our pupils through the Sacramental Programme of Reconciliation and First Holy Communion. They are prepared by the R.E. subject manager.

Parents and parishioners are invited to attend all masses. Parents receive notification of all mass dates on a half-termly basis.

The children have their own liturgies at significant points during the liturgical and school year. A penitential service is celebrated during Advent and Lent with those children who have already made their First Forgiveness.

10. Spiritual and Moral Development

We aim to appreciate and express awe, wonder, respect and reverence in all aspects of life; to know the difference between right and wrong, and to understand the purpose of life and its rules. (See policy)

11. Education for Relationships

The quality of relationships is fundamental to a happy and productive school life. Through the teaching of R.E. we aim to promote the principles of trust, compassion, love and respect in personal and interpersonal communication within the school and family community.

These values underpin the teaching of SRE, please refer to our SRE policy.

12. Links with Parents

At St. Luke's we strive to involve parents fully in the spiritual and academic life of the school. Parents are informed of current R.E. topics via The Way, the Truth and the Life, half termly letter. Parents are also informed of all dates regarding Whole School Masses and of Class Assemblies; also of other events that may occur throughout the liturgical year for example; fund raising events during Lent.

13. The inter-relationship between R.E. and our school's policy for:

Equal Opportunities

All pupils, regardless of ability, race, gender or social circumstances are given equal access to R.E. Our planning and classroom management takes account of these issues and reflects this policy in accordance with our 'Mission Statement'. The Way, the Truth and the Life scheme supports these principles.

Special Educational Needs

Through 'The Way the Truth and the Life' we explore the uniqueness of the individual. At St. Luke's we recognise the unique and special nature of every child and his or her specific needs. We believe that the spiritual and moral development of 'The Way, the Truth and the Life' scheme should be accessible to all children and this is reflected in the planning and teaching strategies we employ to deliver the programme.

(See point 6 of R.E. Handbook)

Pastoral Care

Within every catholic school, Christ's ministry should be reflected in all aspects of the school life. The ministry is threefold: affirming strengthening and healing. It is concerned with the individual needs of each person.

At St. Luke's a positive approach is taken in dealing with all aspects of the child's school life. They are encouraged and rewarded for good work and behaviour. A celebration of which, takes place during a weekly whole school assembly.

The partnership between parents and teachers is very important, particularly where issues of discipline arise. Our aim is to foster links and create a positive partnership to help sort out and eliminate any problems. When pupils are disciplined in school we always ensure that the dignity of the individual is maintained.

Transition and Transfer

Starting school and points of transition throughout the primary years are times of change that needs to be handled with understanding for both parent and child. Parents are invited to meetings prior to their child's entry into Reception. We have well established links with the pre-school provision which further facilitates a smooth transition. Our Mission Statement; the Catholic ethos of the school; and The Way, Truth and the Life scheme are presented and discussed. Transition from Foundation Stage to Year One is managed effectively and takes place from the beginning of the Summer term. Children joining the School are invited to visit with their parents.

We are the feeder school for St. Nicholas' High School, Hartford, and Chester Catholic High School. We enjoy a good relationship with each of these schools, links have been established over the years. A representative from each school is invited to come and talk to the children about transfer arrangements. The children are also invited to attend induction visits at their new school

Cross Curricular Links

At St. Luke's, R.E. is an integrated core-subject which permeates all subject areas and life experiences. We believe that '**The way, the Truth and the Life**' gives R.E. an academic status in line with other curricular areas and can provide starting points for the development of other subjects.

Computing

We actively encourage cross curricular links and therefore computing resources and techniques are integrated into the teaching and learning of '**The Way, the Truth and Life**', as with other subject areas.

Display

Displays are used to reflect the teaching and learning of '**The way, the Truth and the Life**'. Each classroom has a Way, the truth and the Life display, which is used to celebrate the children's work and provide a prayer focus. Each class also takes the opportunity to display their work in the school hall, reflecting the high profile of R.E. in our school. This communicates our purpose to parents and visitors. Responsibility for this central display is organised on a rota basis.

14. Sacramental Programme

We recognise that the relationship between School, Parish and Family are powerful influences on children growing in faith. It is our aim that the families and their children show commitment towards the Sacramental programme. .

Meetings are arranged for parents at the beginning of the preparation for the Sacrament of Reconciliation and then again at the beginning of their preparation for First Holy Communion. Advice is given on how they can assist and guide their children.

Preparation for the first sacraments takes place in Year Three. At present we use “**God’s Greatest Gift**” as the core preparation for the Sacramental Programme, supplementing ‘**The Way, The Truth and The Life**’ and serving as a link between work done at home and at school.

Children are enrolled onto the programme at the Mass of Enrolment. The Sacrament of Reconciliation is celebrated with an open confession. The liturgy is prepared by the children and class teacher. The children celebrate their First Holy Communion as a whole group, families are invited to attend and take part in this service. At a later date a whole school mass is celebrated attended by all school members, after which a party is organised to celebrate this special occasion.

15. Links with the Parish

The school enjoys close links with the parish, partly due to its proximity. Shared school and parish events are communicated through the parish newsletter as well as letters from school.

The school is also involved in charity events and collections e.g. CAFOD and Good Shepherd during Lent as well as others throughout the year. It works closely with the SVP with our ‘Minni Vinnies’, extending links with the parish through prayer, fundraising and social events.

16. Resources

a) Staff Members – teaching R.E. (CCRS)

Miss E Murtagh	- Acting Headteacher / RE Subject Manager /CCRS.
Mrs Grealis	- Acting Deputy Headteacher/ CCRS/ (Y5)
Miss Macey	R -
Mr Johnson	Y1
Miss Glen	Y1

Mrs Williams	Y2 - CCRS
Mr Taylor	Y3 - CCRS
Mrs Holland	Y6
Miss Cowley	PPA cover
Mrs Johnson	PPA Cover - Theology Degree/ CCRS

b) Resources

These resources are stored centrally;

Mass books, assembly books Multi Faith books, videos and posters and artefacts,
assembly boxes, themes related to liturgical year

Each class has a

- A copy of The Way, the Truth, and The Life Teacher Book
- Individual pupil books
- Listen and Praise
- A Bible appropriate to age range
- Items to be used as part of a prayer focus
- Collective worship box including candles, crosses and fabric for the liturgical year
- The way, the Truth and the Life resources are also stored in a file on Staff Share
- God's Story

Class teachers take responsibility for the resources. These resources are audited on an annual basis.

c) Topic Planning

The topics are planned in accordance with the guidelines set out in '**The Way, the Truth and the Life**'. Each topic is to be completed on a half termly basis.

17. Assessment, Recording, Reporting, Evaluation and Monitoring

Assessment

In line with the Assessment Guidelines each topic is assessed each term. Teachers are required to keep a record of levels of attainment. A sample of three pieces of work is collected from each class representing those considered to be within the range of top, middle and lower levels, this contributes towards an Assessment Exemplar File.

Evaluations

Teacher's evaluations are completed at the end of each topic and recorded on the planning sheet. These are collected by the R.E. subject manager. At the

end of each term we gather to reflect and evaluate aspects of teaching and learning and collective worship.

Recording

Teachers are encouraged to record work in a range of ways, for example, as a whole class activity, a class display, or in their 'Way, the Truth and the Life books'.

Reporting

Parents receive a written report of their child's progress in R.E. Progress is also discussed in our twice yearly parent meetings.

Monitoring

In line with the schools monitoring guidelines observations of class lessons and scrutiny of books takes place twice yearly.

18. Staff Training and INSET

Induction of newly qualified staff, and those new to our school is covered by;

- A session with the R.E. Subject Manager based on individual needs
- The R.E. Policy/Handbook
- Any relevant courses depending on the needs of the individual.

Staff Development

The procedures for enabling staff development are decided by the Headteacher in consultation with the R.E. Coordinator. We aim to take at least one day each year as part of our whole staff development, relating to a particular theme. The R.E. subject manager is given time to manage meetings, attend courses and R.E. subject manager meetings.

Staff Development Plan

See current School Development Plan

19. Evaluation of R.E. Policy

Reviewed every two years

Whole staff to be involved

Re-read policy; discuss; review and alter accordingly

R.E. subject manager to audit current situation and measure against Policy, making suggestions for discussions on improvements and developments

R. E. Handbook - Reviewed Autumn 2014
To Be Reviewed - Autumn 2016
E M Murtagh - R E Subject Manager

