



*'Live together, pray together,  
learn together  
and grow together in Christ'*

# R.E Policy

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## Mission Statement

As a dynamic, nurturing school, we at St. Patrick's will shine the light of God's love into every corner of our community. Through Gospel values, we will inspire all learners to grow and achieve.

Our objectives are:

- To provide a stimulating, inclusive environment where teaching and learning are constantly evolving and making best use of innovation and expertise.
- To create an environment where the whole child is valued, protected and developed. To make school a community where the spiritual, cultural moral and personal worlds within which we live are harmonised to form the roots from which grow our values and aspirations.
- To instil in our children a lasting belief in their unique worth as they journey through life guided and blessed by the light of God's love.
- To promote the values handed down by Christ in the Beatitudes - faithfulness and integrity, dignity and compassion, humility and gentleness, truth and

justice, forgiveness and mercy, purity and holiness, tolerance and peace, service and sacrifice.

- To inspire all who learn in our community to achieve by providing stimulating, challenging opportunities, to be successful in their academic, physical and emotional learning.

### General Requirements

The DES circular 3/88 stated that Religious Education 'has equal standing in relation to the core and foundation subjects within a school's curriculum.

In St. Patrick's School Religious Education counts for ten per cent of the total curriculum time, as recommended by the Diocesan Director of Education. This usually takes place as a number of discrete lessons over a week but can also be a block of lessons such as a focus on Holy Week. Prayer, Assemblies, Christmas Plays, Circle Time, PHSE, Citizenship and Hymn Practice are not to be included. However, Mass "may be considered the equivalent of half-an-hour of RE, but only once in any week."

Moreover, Religious Education is seen as the foundation of the child's whole school experience, not only in the taught curriculum.

### Main Educational Aims

- To develop an awareness of God's presence in an individual's life and elicit a response to that presence; to offer the child an opportunity to reflect on this experience and strengthen this awareness.
- To help foster and develop a well formed conscience allowing the individual to make sound moral judgements in the light of their personal commitment to God.
- To enable children to develop their physical, moral and intellectual qualities harmoniously in order to become responsible, caring members of their community and the wider world.
- To support and develop the primary task of parents who 'are the first teachers of their child in the ways of the faith' (Rite of Baptism)

### Religious Education Strategy

In St. Patrick's School we base our long term overview and detailed short term planning on the Birmingham Archdiocese Curriculum Strategy for Religious Education in Catholic Primary Schools: 'Learning and Growing as the People of God'. This shows clear coverage of the four areas of study: Revelation, Church, Celebration and Life in Christ from the Curriculum Directory for Catholic Schools, ensuring continuity and progression.

We welcome the clear expectations, detailed guidance and, most importantly, the great range of challenging activities, which allows our teachers to meet the needs of the children in our care.

We have taken great care not to select from the strategy and rework a Programme of Study, as this would be to lose the richness of the material and limit teachers to teaching in a style that may not allow them to fully engage the children in their particular Year Group.

The Diocesan Strategy is supplemented with a variety of quality resources.

- A wide range of ICT resources are available and are used not only in class lessons, but also in Key Stage and Whole School Assemblies and Collective Worship.
- In Year 6, the Confirmation preparation workbook, 'Gifted in the Spirit' is used .
- In Year 3, the First Holy Communion workbook Jesus Comes to Me is used.
- See Appendix 2 for further details on Sacramental preparation.

To make best use of the strategy materials we feel it is important that the pupils are encouraged to reflect, to make choices and to use their creative talents. Teachers are encouraged to use their curriculum strengths in delivering the Religious Education programme and to devise tasks which are stimulating, challenging and differentiated, where appropriate.

## **Planning**

### **Long-term Planning**

The Long-term plan is the responsibility of the coordinator. The long term plan indicates which units are to be taught, when and for how long. When completing the long term plan the Liturgical units are put in first, then the Sacramental units for Y3 and Y6 according to when the Sacraments are being received. The other units are then put into the plan. This is reviewed annually.

### **Medium-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. Units can be obtained from the shared area, on disk, in the planning folder. Planning should be kept on the curriculum server and in the teachers' planning files.

### **Short-term Planning**

Short-term planning (weekly planning) is the responsibility of the class teacher and should be completed on a weekly basis.

Short term planning sheets can be obtained from the shared area, on disk, in the planning folder. Planning should be kept on the curriculum server and in the teachers' planning files.

### Evaluation, Assessment and Recording

'Although its (R.E) educational focus will be formed and enhanced by the vitality of faith, the criteria by which the subject is assessed are educational.' [Statement on Religious Education in Catholic Schools the Bishops' Conference of England and Wales 2000].

We cannot measure commitment or personal faith. We cannot assess the child's relationship with God. Therefore our assessment of Religious Education is based on what pupils know, understand or can do with reference to the two key Attainment Targets in R.E: Learning about Religion and Learning from Religion.

Each pupil has a Religious Education book or folder where work is recorded. It can be used to provide information, for parents or anyone else who needs to know (other teachers, governors etc), on the knowledge, understanding and responses of the pupils to the learning process.

The children's work is marked in accordance with the whole school marking policy of acknowledging effort and achievement through positive teacher comments.

Suggestions for raising achievement in subsequent tasks may also be made together with reference to the religious objective of the lesson and its significance in their lives.

### Methods of assessment may include:

- Observation
- Work sampling
- Written work
- Pupil interviews
- Testing - particularly in upper juniors

Assessment of work in R.E is in agreement with the whole school Assessment Policy.

At present a minimum of 1 assessment per term, linked to the yearly theme, is carried out and the achievement recorded on appropriate unit group recording sheets stored on the staff server. The pupils' work is kept in their individual Assessment Folders where appropriate, depending on the nature of the assessment focus.

We carry out a very simple assessment on entry to school in nursery, which enables us to determine how best to serve the needs of the children in our teaching of R.E.

In addition we carry out Moderation of R.E on a regular basis.

This involves each year group teacher providing samples of work which show 'best fit' achievement across the range.

These samples are shared and levels agreed and retained in a School Portfolio.

The focus for such Moderation Meetings is established at a staff meeting well in advance.

Parents are kept informed of their child's progress and development at formal parents' evenings in the autumn and spring terms.

Written reports are sent out to parents at the end of the summer term which detail the children's progress in R.E.

### Prayer

Prayer, worship and liturgical celebrations are central to our Catholic tradition. It is of prime importance however, that sound educational and pastoral principles determine the ways these are experienced in the school community.

'It is the task of the school ... to promote and develop an appreciation of and a more active participation in prayer, worship and liturgy. This must be recognised as a gradual process which takes account of the age and stages of personal, social and religious development of the pupils.'

(Evaluating the Distinctive Nature of a Catholic School)

Through prayer we aim to help the children develop a personal relationship with God. To enable this to take place we need to create a prayerful atmosphere and appreciate the value of artefacts in helping to channel the child's mind to prayer. (e.g. crucifixes, prayer candles in every classroom and prominently displayed throughout the school; liturgical colours in cloths for prayer focal points). Each day begins and ends in prayer, reinforcing its centrality and importance. Grace is said before and after meals. See Appendix 1 for examples of guidelines and suggestions for developing the prayer life of the children at St Edmund's.

### Assemblies

The principal aim of our assemblies is worship and the active involvement of pupils is essential in order that they are engaged in a real act of worship. Playing of music on entry helps to create a positive atmosphere, teachers use appropriate visual stimuli to add further interest and children are encouraged to participate through questioning and discussion. Singing is an enriching element in worship which our children really enjoy. Assemblies may be said to be 'Educational' in the sense of leading the children to a greater awareness of their Faith and the world around them. All pupils take part in a daily act of worship which takes the form of class prayers or Key Stage/Whole School assemblies.

Currently, our Whole School Assembly take place on Monday and Friday mornings. Themes for assemblies, linked to the liturgical year, key focuses within the school, parish or wider world and a rota assigning a particular teacher to lead each assembly are devised in advance by the R.E Co-ordinator. Suggestions for resource materials are also provided.

The Headteacher, Head of School or Senior Leaders normally lead the Whole School Assemblies.

At Whole School assemblies pupils are presented with merit certificates and any other awards obtained in or out of school. Parents and families are invited to Friday

morning assemblies. General school notices are kept to an absolute minimum as assemblies are first and foremost about worship.

### Sacramental Preparation

Coming to understand the Sacraments is a complex interaction of a great variety of experiences and celebrations participated in by the children during their school years.

We are fully involved with the preparation of pupils in Y3 for the first reception of the Sacraments of Reconciliation and Holy Communion.

Preparation for the Sacrament of Reconciliation is kept distinct from subsequent preparation for Holy Communion.

Preparation for the Sacrament of Confirmation takes place in Y6.

Although some of the work is undertaken in school, the preparation of the children for these sacraments is also the shared responsibility of the other parish school, St Patrick's, of the parish and the parents.

Photographs of all children being prepared for the sacraments are displayed in school and parishioners are invited become prayer partners in order to pray for the children when they are presented to the Parish in Mass as part of their sacramental preparation.

We hope by our preparation of the children for these sacraments to enable them to become fully active members of the parish and diocesan communities.

### Staff of Other Faiths and Religious Education

The contribution made by staff of other faiths to the life and ethos of St Patrick's school is highly valued.

Where a teacher is of a different faith or tradition, another member of staff who is a practising Catholic will take a key role in the religious education of the pupils. The class teacher would carry out the daily acts of collective worship with the children. These teachers are encouraged to attend suitable courses and training programmes offered by the Catholic Partnership and other bodies, in order to deepen their awareness of the Catholic faith of the children in their care.

### Information and Communication Technology

Children should be given opportunities to develop and apply their IT skills in Religious Education. There are many such opportunities offered in the Curriculum Strategy and resources are updated regularly to further enhance the pupils' experience of this cross-curricular link.

Occasional samples of work are kept by the R.E Co-ordinator for reference.

### Special Educational Needs

Each teacher is responsible for meeting the needs of specific pupils who have Special Educational Needs. Expectation and work is related to their ability and support may be provided where appropriate and available in line with the Special educational Needs Policy.

Resources to support teachers are available.

### Equal Opportunities

Each child is fully incorporated into the life of our school, treated equally with fairness and justice. Language and symbols used in the teaching of R.E are appropriate and meaningful to each age group.

### Appendix 1

#### Guidelines on Prayer

##### Methods of Prayer

Pupils are helped and encouraged to discover various methods of prayer including:

- Formal and informal
- Private and communal
- Silent prayer
- Spontaneous prayer
- Prayer through gesture

All these have their place in the prayer life of the school.

##### Elements of Prayer

###### Listen to the Word of God

Use a short passage of scripture from the Bible.

By familiarising the children with Gospel stories we enable them to build up a picture of Jesus as he was in the flesh, to develop a loving relationship with him so that they may come to know the risen Christ. Listening with eyes closed helps them to be with Jesus, saying his name in their hearts and experiencing the peace of his presence.

###### Praise God

Introduce a line from a Psalm a Eucharistic Prayer. Some simple Psalms and traditional prayers appropriate to the children's age should be included. Children should be made aware of phrases which may be used meaningfully and effectively.

'Hail Mary', 'Our Father', 'The Lord is my Shepherd'



### **Meditation**

A quiet time for reflection is valuable for children (and adults) of all ages.

[posters, music, PowerPoint images and guided meditation books are available]

Intercession

Pupils may suggest their own prayers or teachers may initiate ideas.

Thanks

Prayers of thanksgiving

Sorrow or Contrition

Expressing sorrow for some fault or failing. Considering how we have failed to respond to Jesus. Silently expressing sorrow for wrongdoings in their own words.

Formal prayer introduced in Year 3 as part of sacramental preparation.

Spontaneous Prayer

Prayers of adoration, intercession and petition.

Formal Prayers

See separate guidelines

Daily class prayer should not be overlong and may contain only one or two of the above elements.

### **Development of Prayer**

In the Foundation Stage and Key Stage One the initial focus is on praying to God the Father who made us and looks after us.

Children gradually become more aware of Jesus and begin to build a relationship through prayer.

All children learn gestures; sign of the cross, holding hands, joining hands: so that action becomes a prayer in itself.

As pupils progress through school they learn to be still and quiet at prayer times. They will be able to maintain this attitude for longer periods and will also learn the more traditional forms of prayer.

We build on the children's own experiences, developing and extending them. We help them to discover that the love of God calls for a response.

In Key Stage Two special times should be provided for individual or private prayer where the children have the opportunity to pray in silence.

All children are offered the opportunity of praying in church before the Blessed Sacrament during our parish day of Exposition.

By the end of Year 6 all pupils should be familiar with the experience of praying on their own. Pupils should be taught to write their own prayers from an early age.

### **Formal and Traditional Prayers**

Children must be enabled to become active members of our worshipping community, which is the Church, and they should be familiar with many of the prayers of the Catholic Church.

Formal prayers should be taught to classes in accordance with Diocesan Guidelines and the children therefore need to learn traditional prayer formulae.

It is important that the language of our formal prayers should be explained to children in a meaningful way. They should be encouraged to understand why we say the prayer and what the prayer is about.

e.g. The Rosary in October, Prayers for the Dead in November, Stations of the Cross in Lent, Marian Prayers in May.

### **Prayer Services**

Children should experience simple structured prayer services in class from time to time. These may be led by the teacher or our Parish Priest. The end of a unit of work is often a fruitful time to hold such a service.

Prayer across the Curriculum

Prayer must not be restricted only to set times. Opportunities will frequently arise for children to thank God or to ask God for his help, guidance and protection. They should be encouraged to share in the joys and sorrows of other children.

## **Appendix 2**

### **Sacramental Preparation Programmes in St. Patrick's School**

#### **Sacraments of Reconciliation and First Holy Communion**

The Sacraments of Reconciliation and First Holy Communion take place with Year 3 children in Autumn and Summer respectively. The preparation of children is the shared responsibility of both parish schools, the parents and the parish.

The foundation for the preparation of the Sacraments of Reconciliation and First Holy Communion begins in KS1 with elements of the Diocesan Strategy that relate to forgiveness and to our salvation.

The children are formally prepared for these Sacraments in Year 3. Joint liturgical planning meetings are held between the parish priests and both parish schools each half term to organise the preparation and celebration of the Sacraments.

#### **THE SACRAMENT OF RECONCILIATION**

The Sacrament of Reconciliation Rite 2 takes place in late Autumn after a meeting (see above) to discuss aspects of the Sacrament and actual arrangements for the celebration of the Sacrament.

The children are prepared for the Sacrament using material from the diocese and other appropriate materials.

### FIRST HOLY COMMUNION

This sacramental celebration takes place after the children have been taught about the Eucharist in school using the materials referred to above together with supplementary activities.

Emphasis is placed on the family aspect of this celebration; communicants receive the Sacrament with their families and prayer sponsors, during a regular parish Mass. These group celebrations are held at Sunday Mass, usually once a month. This way of receiving the Sacrament celebrates the community aspect of the Catholic faith and ensures that parishioners, who agree to support the children with prayers at the outset of the programme, are present at every First Holy Communion Mass.

After the children have celebrated their First Holy Communion or Confirmation, a 'Going Forth' Mass is celebrated. The children receive their First Holy Communion certificates and are applauded by the congregation.

The Headteacher and all the staff support the class teacher in the children's preparation, particularly by attending the Mass celebrations.

All children and parents celebrate this Mass in school which serves to emphasise that we are a Eucharistic (thankful) people who gather for Mass and who are then sent forth 'To love and serve the Lord'.

The parish priests are closely involved in the preparation for these Sacraments; holding meetings with the parents, visiting the classroom regularly, conducting prayer services with the children and celebrating different themes at Sunday Mass, as described below. There are also strong links maintained with those children of the parish who are not in St. Patrick's School.

### SACRAMENT OF CONFIRMATION

The Sacrament of Confirmation is conferred annually at St. Patrick's by either the Archbishop or by one of his assistant bishops. The celebration usually takes place in the summer term.

The preparation of children is the shared responsibility of both parish schools and the parents.

Preparation begins as soon as the pupils enter Year 6 and consider their roles and responsibilities as the oldest pupils in the school. They reflect upon their uniqueness and what God might be calling them to do within the Body of Christ.

The school provides each pupil with a copy of the Diocesan workbook 'Gifted in the Spirit' which supplements the Diocesan Strategy units and clearly explains the Rite of Confirmation.

Emphasis is placed on the family aspect of this celebration; communicants receive the Sacrament with their families and prayer sponsors, during a regular parish Mass.

These group celebrations are held at Sunday Mass, usually once a month.

Those children in the parish, but not in school, who are also preparing for Confirmation, work from the same materials and are included in relevant preparation times.

The children research carefully into the life and example of their confirmation saint and produce a small booklet.

Whenever possible, the celebrant for Confirmation is invited to meet the candidates during the day of the Celebration. This provides the children an opportunity to show what they have learned and also to ask questions about the Service and the sacrament.

### Confirmation Mass

This usually takes place on a weekday evening. Children play an active part throughout the mass: welcoming the congregation; reading; singing the Responsorial Psalm; serving; and forming the Offertory procession.

Photographs of all the candidates are displayed in church and the parish are invited to remember the children in their prayers.

### **Appendix 3**

#### Celebration of Mass

Mass has a firmly established place in the life of our school. Termly programmes of Mass are worked out between both parish schools, our Parish Priests, Head teacher and deputy head teachers. Parents and parishioners are invited to attend whether in school or church.

The themes for Masses usually stem from the liturgical calendar or work undertaken by pupils. Masses on Holy Days and special occasions are celebrated with the whole school.

Key Stage Masses and liturgies are also valuable in enabling us to focus on the needs of differing age groups. Appropriate year groups attend weekday parish Masses.

The children are encouraged to be involved in all Mass and liturgy preparations.

Readings and hymns are carefully chosen and practised. Children take part in the offertory procession, may write as well as read the bidding prayers, and serve the Mass. The Parish Priest is advised of the planning and the celebration of Mass or liturgy is adapted appropriately to meet the needs of the children. Children who are

too young to receive Holy Communion receive a special blessing. The children may write special invitations to their families to attend the celebrations.

There are many resources available in school to support teaching about the Mass, its parts and the responses.

#### **Appendix 4**

##### The Bible

We believe the Bible is a most important source of knowledge about the true God. We use it as a tool for teaching moral truths, knowledge about Jesus' life, other important biblical figures and the key events of early Christianity. It is used as a basis for discussion and also a literary text.

In the Foundation Stage and Key Stage One the children learn that the Bible is God's book. Our emphasis on telling Bible stories is to assist in the development of a personal relationship with God. The children '... hear, read, explore and reflect upon a variety of Scripture imagery which speaks of God and stories of significant people in the Old and New Testament'. (Curriculum Directory for Catholic Schools)

In Key Stage Two we familiarise pupils with the books of the New Testament and major events in the Old Testament. They are taught and encouraged to find their way around the Bible, to learn of it as a library of books and to experience the different types of literature found in the Bible. The range of bibles available in school is under constant review with the aim of providing appropriate texts for all Year Groups. Graphic Bibles and electronic versions are also available.