



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

School Policy for Religious Education

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

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Written by: Mrs Claire Burns (RE Co-ordinator)

1 Rationale

The purpose of Religious Education in all Catholic schools is to develop *"religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to think spiritually, ethically and theologically"*.

- Religious Education Curriculum directory for Catholic Schools (CES 1996).

The intent of this policy for religious education is to guide school practise to achieve this goal. This policy will outline the approach to Religious Education including related issues such as collective worship, spiritual development and moral education.

1.1 Our aims and objectives

"Religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school."

- Statement from the Catholic Bishops' Conference of England and Wales (May 2000)

At St. Augustine of Canterbury we aim to nurture every aspect of Catholic life and to provide individuals with opportunities to develop a personal relationship with God by creating:

- An environment that uses Jesus as a role model, thus demonstrating the Christian values of respect, trust, honesty and co-operation.
- A celebrating community, which uses prayer, assemblies, festivals, liturgies and worship.
- A sense of belonging to and participating in a community.
- A real understanding and practise of the Catholic Faith.
- Opportunities to develop understanding, respect and appreciation of other faiths.
- Familiarity with religious language, symbols signs and gestures of worship and prayer.
- A curriculum that develops the whole child, integrating physical and intellectual growth alongside moral, spiritual, emotional and physiological growth.

2. The Religious Education Curriculum

At St. Augustine of Canterbury Religious Education is a core subject based on the expectations of religious education given in the Religious Education Curriculum Directory for Catholic Schools. *"Its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life."* (- Statement from the Catholic Bishops' Conference of England and Wales, May 2000)

2.1 The RE programme

The 'Come and See' programme forms the basis of our scheme of work and teaching. This follows the following process:

Explore - search for meaning.

*Reveal - revelation of God.
Respond - our response is faith.*

- Search - Explore: introduction to the topic starting with the children's life experiences. AT2 reflection on meaning. 1 week of religious education time.
- Revelation - Reveal: the heart of the programme where knowledge and understanding of the Catholic faith is revealed through Scripture, Tradition, doctrine, prayers, rites and Christian living. AT1 knowledge and understanding. 2 weeks of religious education time.
- Response - Respond: this is where learning is remembered, celebrated and responded to in daily life. Still follows the - remember, rejoice, renew format. 1 week of religious education time.

Each year group has a specific topic linked to a universal school theme as outlined below:

Themes & Topics	Early Years FS 1 and 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Domestic Church</i> Family	Myself	Families	Beginnings	Homes	People	Ourselves	Loving
<i>Baptism/Confirmation</i> Belonging	Welcome	Belonging	Signs and Symbols	Promises	Called	Life Choices	Vocation and Commitment
<i>Advent/Christmas</i> Loving	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
<i>Local Church</i> Community	Celebrating	Special People	Books	Journeys	Community	Mission	Sources
<i>Eucharist</i> Relating	Gathering	Meals	Thanksgiving	Listening and Sharing	Giving and receiving	Memorial Sacrifice	Unity
<i>Lent/Easter</i> Giving	Growing	Change	Opportunities	Giving all	Self Discipline	Sacrifice	Death and New life
<i>Pentecost</i> Serving	Good News	Holidays and Holy Days	Spread the word	Energy	New life	Transformation	Witnesses
<i>Reconciliation</i> Inter-relating	Friends	Being Sorry	Rules	Choices	Building Bridges	Freedom and Responsibility	Healing
<i>Universal Church</i> World	Our World	Neighbours	Treasures	Special Places	God's People	Stewardship	Common Good

Other Faiths

For the teaching of other faiths and religions, we follow a variation - look, respect, discover. Each Year group has a theme/focus when learning about other faiths and religions.

Early years - Special days/ritual objects

Year 1 - Stories

Year 2 - Prayer/home

Year 3 - Places for worship

Year 4 - Holy Books

Year 5 - Beliefs and festivals

Year 6 - Belonging and values

In addition to the timetabled RE sessions and daily collective worship, St. Augustine of Canterbury celebrates holy days, special feast days (including those of other faiths), regular class masses or liturgies and whole school masses (see Collective Worship policy). We also provide opportunities to integrate religious education with other curricular areas through enrichment weeks and a variety of teaching approaches, including use of Computing.

2.2 Time allocation

The time allocation for specific religious education is 10% of the taught week in each key stage, in accordance with the guidelines from the Bishops of England and Wales (May 2000). This does not include collective worship.

2.3 Planning

"Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."

- Statement from the Catholic Bishops' Conference of England and Wales (May 2000)

RE is planned using the 'Come and See' programme and the topic planning pro-forma designed by the RE co-ordinator. These are developed by the individual class teachers, and submitted to the RE co-ordinator and the Head teacher at the beginning of terms 1, 3 and 5. Planning includes additional resources, events from the liturgical calendar and activities which are differentiated so that individuals may reach their full potential.

2.4 Assessment and recording

Assessment in religious education is used to identify difficulties and areas for future development; provide information on strengths, progress and achievement to pupils, teachers and parents; and to inform future planning. A whole school marking scheme is in place and is used in RE books (see assessment policy).

At the beginning of each topic a concept map is completed to ascertain the initial knowledge and understanding of each child. The concept map is reviewed again at the end of a topic, with children adding new ideas to show their progress. [They also include scripture references covered, where appropriate.](#) Children are also encouraged to engage in regular self and peer assessment, [including the use of RE 'marking ladders' linked to the attainment targets for each level.](#)

[Three times throughout the year, the children are formally assessed by the teacher in each attainment target, using a combination of a planned assessment activity as well as ongoing work in the books and classroom observations and responses. This enables the children's progress within each AT strand to be tracked across the year.](#) Assessments are recorded on a class record sheet and kept in the teacher's assessment file. The attainment within any level may be described as '**hesitant**', '**secure**' or '**confident**' (see page 17 'Levels of Attainment in Catholic Schools and Colleges').

[Level agreement sessions are held during staff meetings and with other colleagues within the Deanery.](#) Levelled examples of children's work are submitted to the RE co-ordinator to be added to the assessment folder, [which is available for teachers to reference when making future judgements.](#)

2.5 Cross-curricular links

As religious education is an integral part of school life, RE incorporates other curriculum areas. Aspects of PSHE, [Relationship and Sex education \(RSE\)](#), [Spiritual, Moral, Social and Cultural \(SMSC\)](#) development, [including British Values](#), are catered for through the RE programme (see Education in Human Love and PSHE policies). RE is also made cross-curricular through a number of themed enrichment weeks throughout the school year.

2.6 [Spiritual, Moral, Social and Cultural \(SMSC\) development](#)

Spiritual development is promoted through religious education and collective worship (see collective worship policy). Opportunities are provided in the curriculum for children to question rationally, explore, reflect and search for answers. We encourage children to develop understanding through play and practical activities.

We provide Year 6 with a visit to Aylesford Priory during the summer term, to help deepen their spiritual and moral development and to strengthen the bonds they have created during their time at St. Augustine of Canterbury.

Through the RE curriculum and links with PSHE, and Educational Personal Relationships (see Education in Human love policy), children have opportunities to develop their morality.

Through social and cultural teaching, children foster respect, understanding and appreciation of difference. Our behaviour policy reflects the teaching of Christ and the Church, thus encompassing moral values of self-respect, respect for others, honesty, fairness and co-operation (see behaviour policy). Our contributions to charities help to deepen moral issues such as caring for the earth, justice and peace.

2.7 Equal Opportunities

At St. Augustine's we do not tolerate discrimination in any way. We strive to create an environment free of unfairness and prejudice. Both boys and girls serve mass and everyone has the opportunity to take part in masses, liturgies and assemblies.

3. Home, School, Parish

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

- Statement from the Catholic Bishops' Conference of England and Wales (May 2000)

[At St. Augustine of Canterbury our home, school and parish links are strengthened through following the Diocesan Vision for Catholic Education:](#)

[We, at St. Augustine of Canterbury stand on holy ground.](#)

[Every child, every young person, every adult](#)

[Is a unique image of God.](#)

[We are invited by God to nurture](#)

[The life of the Spirit in one another](#)

[As children of God,](#)

[So that we become "more like Christ",](#)

Fully human and fully alive.

This is our faith.

This is the faith of the Church.

This is our vision for Catholic education.

This is the reason for our schools and colleges.

3.1 Parental Role

Parents have entrusted their children's education to St. Augustine of Canterbury and in doing so they support the Catholic ethos of the school. All children attend assemblies and take part in RE lessons, and they are all assessed equally.

We recognise that parents are the first educators of their children.

"By their example in the home and in their participation in the Mass and other sacraments, the foundations of life-long faith and discipleship in their children are laid down."

- Statement from the Catholic Bishops' Conference of England and Wales (May 2000)

We support parents in developing their children's faith. We work along side them, assisting them on their faith journey and supporting them as they work with their children. Due to their key role we regularly invite parents to join us for collective worship - sharing assemblies and Masses.

At the beginning of term 1, 3 and 5 parents receive a Come and See newsletter, informing them of the topics to be covered for the coming weeks, and of events in the liturgical year. Additional information and activities to do with their children at home can be found on the school's website and Virtual Learning Environment (VLE).

3.2 Community

We celebrate belonging to our school community every Monday morning where each class candle is lit from the central school candle. This symbolises how each class comes together as one school community.

We have strong links with the parish through regular celebrations of Mass and liturgies in our neighbouring Church. The Parish Sister or Deacon leads an infant liturgy and the junior children take an active role in Masses with the Parish Priest (see collective worship policy). Children learn about certain Sacraments at different times in accordance with the 'Come and See' programme. The Reconciliation and First Holy Communion preparation of the children from our school and the wider parish, is led by Mrs Prestidge (Headteacher) and Mrs Burns (Deputy) and is supported and celebrated in school with staff attending. Other children from the school also support their friends through acting as altar servers or joining the school choir.

At St. Augustine of Canterbury the children and families are extremely generous and support many charities. The School Council meet regularly and put forward ideas for fundraising and which charities to support. We have had charitable events for organisations such as Cafod, The Catholic Children's society, Helping Hands, Samaritan's purse shoe box appeal, Demelza House, The Good Shepherd Appeal, Children in Need and many more.

Children learn about the wider community through the study of other world faiths and religions. We study Judaism each autumn and another religion in the summer term. To further enrich the teaching of other faiths and religions, Year 3 children annually visit Chatham Memorial Synagogue to develop their understanding. We have a range of artefact boxes from other world faiths, and make use of the Medway SACRE boxes to support the teaching of other faiths.

4. Responsibility

Co-ordination of Religious Education is the responsibility of the religious education co-ordinator, Claire Burns in partnership with the Head teacher.

Link Governor for Religious Education is Pauline Barritt.

4.1 Monitoring

The monitoring of Religious Education is the responsibility of the co-ordinator. NQT's and teachers new to Catholic schools are provided with prayer packs, planning information and have a lesson demonstration by the RE co-ordinator or another teacher. RE planning and assessment evidence is submitted to the co-ordinator. Book monitoring, lesson observations and pupil conferencing take place throughout the year with the co-ordinator feeding back to the staff, Head teacher and the Governors - at curriculum committee meetings.

4.2 Resources.

Each class teacher has a copy of the 'Come and See' and 'God's Story', relevant to their year group. In addition to the booklets, we have access to the 'Come and See' resources on the website. At St. Augustine of Canterbury we are blessed with a school chapel and holy garden as additional areas for use in lessons and for prayer and worship. There are also other resources including other faith artefact boxes, assembly ideas, Bibles, liturgical posters, guided meditations for children, copies of 'Church's Story', Jesus through Art and other relevant resources, which are located in the teacher resource room or the school chapel.