



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.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Augustine of Canterbury Catholic Primary School. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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Written by: Mrs Claire Burns (RE Lead)

Religious Education Curriculum Intent

Catholic schools, with RE at their core, exist in order to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." (Religious Education Curriculum Directory pvii).

At St. Augustine of Canterbury, Religious Education is central to the life of our school. We aim to educate our children and guide them in becoming religiously literate young people who will in turn pass on the gift of faith to future generations. We want every child to be happy and enthusiastic learners of RE, and to be eager to achieve their very best in order to fulfil their God-given talents.

Our principal aim is that children leave St. Augustine of Canterbury Catholic Primary School with a wide range of happy and rich memories in RE formed through interesting and exciting experiences driven through an engaging and comprehensive curriculum which is the basis of knowledge and understanding of the Catholic faith, enabling them to develop a living and personal faith in Jesus Christ and allowing them to know and love God.

Children will leave with the Knowledge and Understanding, skills of Engagement and Response and Analysis and Evaluation as outlined in the Age-Related Standards for Primary Religious Education.

1 Rationale

The ultimate aim of Religious Education in our school, is to situate Christ at the centre of all that we do. The intent of this policy for Religious Education is to guide our 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.

Implementation

Children will receive 10% curriculum time dedicated to Religious Education in each class across the school. We implement the areas of study from the Religious Education Curriculum Directory (RECD) through our use of a spiral and progressive scheme of work - Come and See. RE is taught discretely but plays a central role in all areas of school life.

Children are highly engaged in RE lessons through the use of a variety of sources such as religious stories, scripture, religious artwork, songs, music, liturgical dance and religious signs and symbols.

As well as following the Come and See scheme of work, we also plan opportunities to learn about events in the liturgical year, as well as the life and work of key figures in the history of the people of God will be studied for example, lives of the saints.

Children will participate in Mass, feast days, Holy days; collective worship which will involve religious actions and worship including the celebration of the sacraments.

The use of visits and visitors in school will enhance the RE curriculum.

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

At St. Augustine of Canterbury Catholic Primary School, we use Come and See, an online resource, created and updated by the Catholic Project, available from Matthew James Publishing. 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 where children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon. Explore will take one week of religious education time to complete.
- Revelation - **Reveal**: the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the word, in Scripture, Tradition, doctrine, prayers, rites and Christian living. Reveal will take two weeks of religious education time to complete.
- Response - **Respond**: this is where learning is assimilated, celebrated and responded to in daily life. Respond will take one week of religious education time to complete.

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

Other Faiths

The RECD contains an expectation that Catholic schools should teach about other religions in all phases from Early Years Foundation through to sixth form. It is expected that children learn about and from other faith traditions as this will help to prepare them for living as full members of our diverse society.

For the teaching of other faiths and religions, we follow a "look, respect, discover" process. 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

Other religions are taught for the equivalent of 2 weeks of Religious Education lessons, in each academic year in line with Diocesan expectations.

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 the 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). These time allocations do not include collective worship, assemblies or hymn practice.

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; this also contains the age-related expectations for teachers to consider when planning. These medium-term planning documents are populated 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 age-related standards.

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 the age-related standards in Religious Education phases is based upon end of year progress descriptors to enable progress to be tracked within each year group. These are recorded as WB (working below), WT (working towards), Ex (expected) and Exc (exceeding).

Assessment agreement sessions are held during staff meetings and with other colleagues within the Deanery. Assessed 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. The Diocesan Portfolio of work is also used to inform assessments and to quality assure judgements made.

2.5 Cross-curricular links

As Religious Education is an integral part of school life, RE incorporates other curriculum areas. Aspects of PSHE, Relationship, Sex and Health education (RSHE), 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 opportunities for upper KS2 children to visit Aylesford Priory, 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 Catholic Social Teaching (CST)

At St Augustine of Canterbury, Catholic Social Teaching is incorporated into our curriculum. Children are asked to put their faith into action and reflect on how their learning enables them to do so. Collective worship weaves in the principles of Catholic Social Teaching which helps make the worship relevant to our lives today. See Appendix for how the principles of CST are woven in across the school.

We recognise the human dignity of others by:

- being respectful
- treating people equally
- raising awareness of civil rights
- preferential option for the vulnerable

We show solidarity by:

- raising awareness of social justice
- writing to our local leaders
- praying for others
- making connections
- making socially responsible choices

We show we are part of a community by:

- working together
- working for the common good
- participating and engaging
- being active members of our community
- standing up for what is right
- following our school rules

We show a preferential option for the poor and vulnerable by:

- fundraising for charitable causes
- raising awareness

- treating others with dignity and respect
- thinking of the needs of others

We show we are people of peace by:

- treating each other kindly
- turning away from conflict
- creating bonds between people

We show we care for creation by:

- taking responsibility for our environment
- making environmentally responsible choices
- having awe and wonder for the natural world

We recognise the dignity of work by:

- respecting all workers
- contributing to society
- making responsible economic choices
- supporting wellbeing and workers' rights
- sharing our talents with others

2.7 Equal Opportunities

At St. Augustine of Canterbury Catholic Primary School, 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 Catholic Primary School 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 information within the class letters, 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 may be found on the school's website and Virtual Learning Environment (VLE).

We also provide resources such as the Wednesday Word to strengthen home, school and parish partnerships through the Gospel (see Collective Worship policy).

3.2 Community

We celebrate belonging to our school community every Monday morning where each class candle is displayed alongside 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 and RECD. Sacramental preparation for Reconciliation and First Holy Communion of the children from our school and the wider parish, is led in the Parish by Mrs Prestidge (Headteacher) and Mrs Burns (Deputy Headteacher) and is supported and celebrated in school. 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, Catholic Children's Society, 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, children in KS2 visit Chatham Memorial Synagogue to develop their understanding. We have a range of artefact boxes from other world faiths, and we also 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, in partnership with the Head teacher.

The school has a named link Governor for Religious Education.

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 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, pupil conferencing and assessments 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 programme booklet relevant to their year group. In addition to the booklets, we have access to the online Come and See resources on the website: www.comeandseere.co.uk, which has regularly updated content.

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', 'God's Story', Jesus through Art and other relevant resources, which are located in the teacher resource room or the school chapel.

Impact

The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life (Religious Education Curriculum Directory p6).

Through RE, children deepen their appreciation of their faith and fulfil their God-given talents. They will live their faith in an active and positive way, always aware of the presence and love of Christ guiding them. Children will show compassion, justice, love and forgiveness in their relationships with others. They are confident, resilient and actively engaged in the wider society.

Children of all abilities and backgrounds achieve well in RE against the age-related standards, reflected in good or outstanding progress. They talk enthusiastically about their learning in RE and are happy learners. The school environment will reflect and celebrate our Catholic faith.

APPENDIX

KEY PRINCIPLES OF CATHOLIC SOCIAL TEACHING

(taken and adapted from Anne Neuberger)

Ages 3 - 6years

The Dignity of the Human Person

God made each of us, which means each of us is very special. It is not important if you are tall or small, or happy or sad, or if you have many toys or no toys. What is important is that each of us is special because of God's love. And we must treat others in a caring way because they were made by God too.

We Are Called to Live as Family and Community

Jesus knows that people can only be happy if they have families and friends. He tells us that we can let these important people help us. He asks us to help them too.

Rights and Responsibilities

All of God's people need these things: food, work, clothes, a home, a school, and a doctor to help when they are sick. Every single person on earth needs these. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this.

We Are Called to Stewardship

God made the earth and sky. God made all the people all over the world. God made the spiders and dogs and butterflies and tigers and pandas and all the other animals. God made the tulips, the trees, the tomatoes and all the plants. And, God tells us we must take good care of them. It is an important job.

An Option for the Poor and Vulnerable

You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But there are many people who do not have these things. Jesus wants us to take extra good care of these people.

The Dignity and Rights of Workers

All people work in some way. Their work should be safe and helpful to them because God made them. By our work, we help ourselves and others, and we show our love to God.

Solidarity

All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family—God's family.

Promotion of peace

When we fall out with our friends we must say sorry, try to put things right and then try to be even better friends. We must always try to live in peace and get on with everyone. This is not easy but Jesus wants us to keep on trying.

KEY PRINCIPLES OF CATHOLIC SOCIAL TEACHING

(taken and adapted from Anne Neuberger)

Ages 7 +

The dignity of the human person

God made each one of us. This makes us incredibly special. It doesn't matter who we are, who our friends are, what we own, or what we look like. What matters is that we are special because we are God's children. This means that we must treat others with respect and fairness because God made us all.

We are called to live as family and community

Jesus understood that people need each other. We all need our families, friends and neighbours. He tells us that these important people can help us. Jesus says we must help them too. Doing this, we create a loving community where everyone can live life to the full.

Rights and responsibilities

All God's people have the right to food, work, clothes, a home, school and medical care. These 'rights' are things that every person on earth needs in order to live a full life. But many people do not have them. Jesus wants people who enjoy these rights to help their sisters and brothers obtain their rights. It is not enough to feel badly for others. Jesus says it is our responsibility to see that everyone receives his or her rights.

We are called to stewardship

The earth and all life on it is God's creation. We are called to take care of it because it is a holy gift from God and the only place we can live. When we make bad or thoughtless use of the world's resources, many people suffer. When we make good choices about how we treat other living things (people, animals, plants) we help all living things to live as God intends. Making wise choices about the care of God's creation is called good stewardship.

An option for the poor and vulnerable

Every person needs food, water, work, housing, school, and medical care. Those who do not have these are poor. Our Church teaches that these sisters and brothers must be treated with extra respect and extra care and have access to what they need. Those who are not poor must share what they have with others because the gifts of God's world are for all people.

The dignity and rights of workers

Everyone's work is of value. There are many kinds of work. In each job, workers deserve to be treated with respect, work safely, work reasonable hours, and earn fair wages. They deserve this because they are made by God. Our work gives us the means to live, but it is also a chance to use the talents God gives us. Our work is our way of cooperating with God to help create a better world.

Solidarity

The world's peoples are interdependent. That means we need each other if we are to live. We must work together if we are to go on living. When we walk alongside our sisters and brothers around the world and learn from each other, we call this solidarity. Even though there are huge distances between us, we are still one family—the family of God.

Promotion of peace

We are called to forgive others. When we have done something wrong we must try to put things right not just by saying sorry but by changing our behaviour. Jesus teaches us to live in peace with one another. He says we must forgive those who hurt us and make friends again. This is not easy and we all need to work at promoting peace in order to have one just world.