

# HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and grow in  
the presence of God”*



## **RELIGIOUS EDUCATION POLICY INCLUDING COLLECTIVE WORSHIP, MORAL AND SPIRITUAL DEVELOPMENT POLICIES**

# **RELIGIOUS EDUCATION**

## **The Aim of R.E.**

R.E. is a collaborative activity which respects and promotes our children's capacity for wonder, awe, reverence and imagination in an effort to help them grow spiritually.

The aim of R.E. in Holy Rosary Primary School is to promote:

- Knowledge and understanding of Catholic faith and life
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origins and purpose
- The skills required to engage in examination of and reflection on religious belief and practice.

## **Objectives**

The following objectives flow from these and enable us to achieve our aims:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church and of the central beliefs which we hold.
- To develop awareness and appreciation of our beliefs, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life.
- To develop appropriate skills, for example the ability to listen, to think critically, spiritually, ethically and theologically, to acquire knowledge and organize it effectively, to make informed judgements.
- To foster appropriate attitudes e.g. respect for truth, for the views of others, awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural society.

## **The Religious Education Programme**

To fulfill our aims and objectives we use the 'Come and See' programme. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupils' own experiences and with the universal experience of other faith traditions.

## **An overview of Content ~ Concepts**

Central to the programme is Christian belief in Jesus Christ, Word and Revelation of God. Each term a basic question – belief about the mystery of life is explored within the Catholic faith tradition.

Autumn	Where did I come from?	Life	Creation
Spring	Who am I?	Dignity	Incarnation
Summer	Why am I here?	Purpose	Redemption

## **Themes**

The basic question ~ belief for each term is explored through three kinds of themes:

### **Community of Faith ~ Church themes:**

Autumn ~ Family ~ Domestic church  
Spring ~ Community ~ Local church  
Summer ~ World ~ Universal church

### **Celebration in Ritual ~ Sacraments**

Autumn ~ Belonging ~ Baptism/Confirmation  
Spring ~ Relating ~ Eucharist  
Summer ~ Inter-relating ~ Reconciliation

### **Way of Life ~ Christian Living themes:**

Autumn ~ Loving ~ Advent/Christmas  
Spring ~ Giving ~ Lent/Easter  
Summer ~ Serving ~ Pentecost

### **Topics**

A variety of topics are provided for the exploration of each theme. Each topic is developed through five levels which take account of the ages and stages of development of pupils in the primary years, as well as the way the National Curriculum and Foundation Stage curriculum is presented in levels.

N/R	Nursery/Reception	3-5 yrs
One	Year 1	5-6 yrs
Two	Year 2	6-7 yrs
Three	Years 3 & 4	7-9 yrs
Four	Years 5 & 6	9-11 yrs

For each level there are clearly stated aims, achievable learning intentions and a selection of experiences and activities for each of the learning intentions. These allow for pupils to work according to their different abilities.

### **The Process ~ Knowledge, Understanding, Skills & Attitudes**

The process for delivering this scheme has three elements which enable the development of skills and the fostering of attitudes. In this process we help the children to:

**Explore** ~ Introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon. The teacher helps the children to begin to look at and focus on the experience within their own lives, concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiences of everyday life. **Explore** will take **one week** of Religious Education time to complete.

**Reveal** ~ This is the **heart of the process** where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living. The teacher and the children together discover the Christian understanding of the mystery of the Trinity;

Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ. **Reveal** will take **two weeks** of Religious Education time to complete.

**Respond** ~ This is where the learning is assimilated, celebrated and responded to in daily life. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. **Remember** ~ is the first part of this section. Teachers provide the opportunity for the children to remember what they have understood and learnt. **Rejoice** ~ is the second part of the section. There will be the opportunity to **plan** and **take part** in a **celebration**. **Respond** will take **one week** of Religious Education time to complete.

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

### **The Approach Chosen**

We teach R.E. as a subject separate from others and with equivalent status but with the option of linking the topics to other curricular areas as and when appropriate. As part of our whole school approach to the curriculum, we explore each religious theme within a different topic which shows a clear comprehensive, systematic, progression across the Year Groups.

### **Autumn**

<u>Early Years</u>	<u>Year 1 &amp; FS 1</u>	<u>Year 2 &amp; FS 2</u>	<u>Year 3</u>
Myself Welcome Birthday	Families Belonging Waiting	Beginnings Signs & Symbols Preparations	Homes Promises Visitors
<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
People Called Gift	Ourselves Life Choices Hope	Loving Vocation & Commitment Expectations	

### **Spring**

<u>Early Years</u>	<u>Year 1 &amp; FS 1</u>	<u>Year 2 &amp; FS 2</u>	<u>Year 3</u>
Celebrating Gathering Growing	Special People Meals Change	Books Thanksgiving Opportunities	Journeys Listening & Sharing Giving all
<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
Community Giving & Receiving Self discipline	Mission Memorial Sacrifice Sacrifice	Sources Unity Death & New Life	

## Summer

<u>Early Years</u>	<u>Year 1 &amp; FS 1</u>	<u>Year 2 &amp; FS 2</u>	<u>Year 3</u>
Good News Friends Our World	Holidays & Holy Days Being Sorry Neighbours	Spread the Word Rules Treasures	Energy Choices Special Places
<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
New Life Building Bridges God's People	Transformation Freedom & Responsibility Stewardship	Witnesses Healing Common good	

Within the curriculum audit, 2.5 hours per week is devoted to the teaching of R.E. at KS2 and 2 hours 10 minutes at KS1 and Foundation Stage.

## Learning and teaching styles

As stated in Holy Rosary Policy on Teaching and Learning, we seek to provide a high standard of teaching and learning experience to enable each child to fulfill his/her potential. Our planning is designed to target the needs, abilities and experiences of the children.

- We aim to stimulate the children by the activities and tasks undertaken
- We celebrate quality work and all the achievements of the children by displaying it to its best advantage
- We use quality resources, well organized and accessible to encourage the children to take responsibility for the organization of their work
- We create opportunities for wonder, contemplation, reflection and celebration as appropriate

## Planning

Long term planning: We follow the 'Come and See' programme, in which the whole school explores each theme within different topics.

Medium term planning: although the responsibility of the R.E. co-ordinator, is currently provided by the Christian Education Department

Short term planning: this is the responsibility of class teachers and they are encouraged to plan collaboratively in year groups where possible.

Differentiation is applied as in other curricular areas

- to enable children to succeed in the set task or activity
- to challenge children to go beyond their comfort zone of knowledge, understanding and skills
- to enable children to recognize and celebrate their achievements

In 'Come and See' differentiation is provided through a variety of activities in **Reveal** which meet the differing needs and abilities of children. Teachers must refer to IEP's of children on the Special Needs Register.

In Foundation Stage, differentiated material is provided for Nursery and Reception children.

### **Assessment**

Assessment is focused by the overall aims and objectives of R.E. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It celebrates growth and achievements and enables further progress. It does not assess faith or the practice of faith. It does emphasise a wide range of achievement.

At Holy Rosary it involves:

### **Informal Assessment**

- General observation of children engaged in classroom tasks and activities
- Observation of contributions to classroom displays
- Review of activities, lessons, topics
- Marking of written work

### **Formal Assessment**

Judgment's are made by the class teacher on evidence against broad criteria, which allow pupils to respond at different levels. This is closely linked to the learning outcomes, expectations and attainment targets in the short term planning for each topic. It is important to plan systematically to ensure that all pupils are assessed formally at least once every half term.

### **Expectations**

In each topic teachers are offered brief summaries of what children can be expected to know, understand and be able to do. They provide support for the tasks of differentiation, assessment, recording and reporting.

### **Attainment targets and Levels of Attainment**

Assessment is undertaken after the **Remember** part of **Respond**, with an activity chosen that enables children to show how they have met the learning outcome. Activities are provided by the Christian Education team.

### **Recording**

Recording provides evidence of achievement and can take the following forms:

- Written comments of children's work
- Visual evidence e.g. Photographs/videos of displays, drama, celebrations
- Pupils' self -assessment
- Highlighting individual Attainment Target sheets for each child
- Religious Education has a particularly important contribution to make to the Foundation Stage. Teachers will be able to record progress of individual children through a range of topics in R.E. They will be recorded via the Early Years evidence sheets.
- Each class teacher will enter children on a class tracker and the coordinator will enter these on a whole school tracking sheet.

## **Reporting**

- Provides feedback to pupils on their achievements and progress
- Informs colleagues of the achievements of individual pupils and the areas studied by a class/year group
- Informs parents of the progress and achievement of their children
- Informs parents, governors, parish and external agencies of the content and quality of R.E. being provided and the achievement of the pupils

Feedback to pupils takes the form of verbal and written comment in marking or assessing verbal or written work.

Attainment Target Sheets for each child are passed on to the receiving teacher at the end of the year.

Parents are informed through the annual report. Governors, Parish and external agencies have access, when required to all these areas of recording.

## **Evaluation of teaching**

Evaluation is continuous and is used to inform future planning and to examine how we have given the children opportunities to explore and better understand their experiences. We evaluate the children's responses, oral, written or as part of a display, opportunities for strengthening home and parish links, the effectiveness of our celebration of the topic and whether the learning outcomes have been achieved. Written evaluation should be completed on short term planning.

## **Evaluation of learning**

Children are enabled to evaluate their own learning in the **Remember** and **Renew** stages of each topic covered and use concept maps or the 'Tree' evaluation sheets to record their new knowledge or understanding.

## **Staff development**

The staff receive updates and information from courses attended by the coordinator through weekly briefings and staff meetings.

Staff attend courses deemed relevant by the headteacher.

## **Staff Induction**

Staff who are new to the school will receive a copy of the 'Come and See' file for their age group and a copy of this handbook. They have an induction session and will receive support and information from the R.E. coordinator as and when required. There is also a handbook available for those staff members/students who are new to catholicism.

## **Resources – Teaching**

Each class teacher has a login for the 'Come and See'. Each class teacher also has a teacher resource file, complete with hard copies of resources from the 'Come and See' website and useful information from Liverpool Archdiocese coordinator.

The following are available in photocopier room and in appropriate classrooms:

- Various bibles
- Children's prayer books
- Various books to help with assembly and Mass preparation
- Collections of story books related to topics
- Books and artifacts dealing with non-Christian (photocopy room)
- God's Story
- Churches story
- God's story and Church's story CD ROMs

### **Links with Parents**

Recognising that the parents are the most important first educators of their children, we continue to work with them as partners during their children's progress through the school. In particular, we work with them in the preparation of their children for the sacraments and invite them to join with us in liturgical and other celebrations.

Parents are kept informed of the current topics via a newsletter sent out at the beginning of each term and the school website. Y4 also receive the Wednesday Word each week to share with their family. There is also a link to the Wednesday Word website on our school website via the RE page.

### **Links with the Parish**

Our pupils are the future church, and with this in mind we aim to form and maintain links with the parish through joint liturgical celebrations and by encouraging their support in prayer for those children preparing for the sacraments. Members of the parish support the sacramental programmes.

Preparation for First Holy Communion is undertaken by the member of 'With you Always'. The Sacrament of Reconciliation is ongoing and is addressed each year through 'Come and See' at the children's current level of experience.

The children join the parish for mass three times a year.

Key Stage Two Christmas and Easter celebrations/productions with relevant religious themes are celebrated in church.

### **Links with other policies**

**Equal opportunities** – Holy Rosary policy states that our first aim is to promote equality of opportunity and fair treatment for all. As part of preparing our children for life in a multicultural and multi-faith society, we recognise that it is important in our R.E. teaching to foster an awareness of backgrounds and beliefs of people of other faiths.



**Special Educational Needs** – The school policy states our aim to ensure that the learning difficulties of individual pupils are recognised and taken into account, either within the general organization and normal school programme or under additional and alternative arrangements.

**Display** – The school policy stresses the importance of valuing the children’s work through a high standard of display and of valuing them by providing an aesthetically vibrant environment.

**Cross phase links** – The Year 7 Head from Maricourt High school has annual meetings with the year 6 teachers in which pastoral as well as academic matters are discussed. In addition, teachers from Maricourt lend expertise and equipment as and when requested to support the primary curriculum.

**Evaluation of R.E. Handbook**

Holy Rosary R.E. Handbook will be reviewed annually in order to ascertain whether it is still an accurate statement about the teaching of R.E. in our school or whether any part of it needs changing or updating.

September 2019  
(this policy to be reviewed in September 2022)

## Appendix 1

### Moral Development Policy

Moral development should help each child gain an intuitive understanding of what is right and wrong. Children will be taught the process of reflecting on an event or experience and taking into account what should happen to best promote the gospel values of love, honesty and fairness. Children will be encouraged to make decisions based on their own beliefs and values and recognise that other people's may differ from their own. In essence ~ **'What would Jesus do?'**

At Holy Rosary we promote equality:

- Telling the truth
- Keeping promises
- Respecting the rights of others and property of others
- Acting considerately towards others
- Helping those less fortunate and weaker than ourselves
- Taking personal responsibility for one's actions
- Self-discipline

At Holy Rosary we reject

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Racism
- Discrimination

Catholic moral teaching is a teaching of what happiness is and how it can be achieved, through the ways of loving ourselves and others as shown to us by Jesus. The principles of Catholic moral teaching include:

- The dignity of the human person
- The importance of human freedom and of the common good
- A proper understanding of conscience
- *Year 4 preparation and reception of Sacrament of Reconciliation*

At Holy Rosary Catholic Primary we work towards this through:

- Living the mission statement
- Discussion of class and playground rules
- Discussing issues through circle time
- Reflective time in RE lessons discussing behaviour related incidents
- Modeling fairness and discussion when dealing with behaviour related incidents
- Rewarding good behaviour during assemblies and praise in the classroom

As children mature they are encouraged to empathise and learn the art of persuasion rather than aggressive coercion. In addition we will help them to compromise rather than stubbornly seeing the world from their sole perspective. We recognise that promoting self-esteem is very important. We take every opportunity to involve the children in the decision making process. This is achieved through:

- School Council
- Questionnaires to children
- Circle time
- Opportunities to speak at whole school events

## **Appendix 2**

### **Spiritual Development Policy**

Holy Rosary Primary School tries to provide a spiritual education by creating opportunities that allow children to recognise their existence is of everlasting value. To recognise that things do not need to be seen to be real and know that truth and reality can be experienced by all senses. We provide a rich curriculum seeking whenever possible to move the children to a sense of awe and wonder for the world around them.

Spiritual development at Holy Rosary Catholic Primary School is concerned with how the school, through its mission statement, ethos, curriculum and collective worship provide a vehicle by which children can develop a personal response to life and the experiences around them.

We believe that pupils' demonstrating the following attributes show evidence of attainment in spiritual development:

- A knowledge of beliefs and ideas of the major world religions
- An appreciation of stories to explain experiences that are mysterious
- An ability to relate and respond to beauty, love and suffering
- A sense of self esteem and worth
- A sense of awe, wonder and mystery
- Appreciation of the worth and qualities of others
- A sense of the joy in life and the worth of play
- Appreciation of the worth and qualities of others
- A sense of the worth of silence and reflection: the ability to listen
- Appreciation of the natural world and its patterns as a source of meaning and symbol for our experience
- A sense of community and its celebrations, rituals, values and responsibilities.

## **Appendix 3**

### **Collective Worship Policy**

All pupils attending a Maintained School must take part in daily collective worship (Education Reform Act 1988). Worship in a Catholic school is more than just a legal requirement. It is central to Catholic education and forms an essential part of a school's overall provision for prayer and worship.

Collective worship in a Catholic school, whilst respecting diversity of belief and commitment, will be Catholic in character, reflecting the liturgical tradition of the Church and having Christ at its heart.

- Collective worship takes into account religious and educational needs of all who share in it
- Those who form part of the worshipping community in the Church
- Those for whom school may be their first and only experience of Church
- Those from other Christian traditions
- Those from other Faith backgrounds

### **Collective Worship at Holy Rosary**

Collective Worship at Holy Rosary aims to:

- Foster a personal relationship with Jesus Christ through prayer and action
- Provide different opportunities for pupils and staff to worship God
- Reflect on spiritual and moral issues
- Enable and encourage a sense of belonging
- Encourage a common ethos and shared values

In order to achieve a sense of belonging and a common ethos, we try to involve as many of our school community as possible. Teachers plan and enable collective worship to take place each day.

Occasions for worship include prayer times, assemblies, para-liturgies, circle prayer, sharing assemblies, Masses both at Church and at school, the celebration of the Eucharist in Year 4 and the celebration of Reconciliation.

During our celebrations we try to:

- Make our Collective Worship appropriate for our children
- To include all who are attending by ensuring the possibility of conscious active participation of all present
- Encourage children to lead where appropriate
- To use a balance of quiet reflection, silent prayer, responses, prayer, music, songs, dance, drama, short address
- Provide a focus using artifacts, candles, symbols and lighting

Collective Worship should always include the following 4 sections:

<b><i>Gathering together</i></b>	circle time, to music, light a candle etc
<b><i>Listening</i></b>	to scripture
<b><i>Response</i></b>	silent time to reflect on prayer/hymns
<b><i>Sending forth</i></b>	enabling children to take the message with them

## **Places for Collective Worship**

Collective Worship should as a rule take place on the school premises; however, as an Aided school we do have discretion to organise Collective Worship elsewhere on special occasions.

- The School Hall – “Praise God in His Holy Place” (P 100:1, P 150:1)
- Class room/Library Area – “when two or three meet in my name I am there among them” (Mt 18:20)
- Outside – “Heaven and earth are full of your glory” (Roman Missal)
- Church – “Praise God in His Holy place” (P 150:1)

## **Times for Collective Worship**

The Timing of the Act can be flexible and can be at any time of the day, so as to ensure it is a meaningful and prayerful opportunity for all participants.

Upper KS2 - Collective Worship takes place Monday (9:00 to 9:20 am)

Lower KS2 - Collective Worship takes place Tuesday (9:00 to 9:20 am)

KS1 - Collective Worship takes place Wednesday (9.00 to 9.15 am)

On the other days it is up to the teacher to choose:

- Prayerful images
- Appropriate music
- Suitable lighting
- Comfortable posture
- Atmosphere of peacefulness
- Timings

## **Prayer Focus**

Each classroom has a designated area for prayer. The prayer table consists of a cloth, a candle, a bible, a crucifix and maybe a focus for that topic.

Focus for Prayer – A prayer table could also contain a small selection of the following:

Candles	Candles remind us that Jesus is amongst us and is the Light of the World
Bible	The word of God should be given prominence on the prayer table
Flowers/Plants	Greenery is a reminder of God’s beautiful world and of the gift of creation
Sacred images	Crucifix, statue, pictures of Jesus and Mary
Interesting objects	A variety of stones or shells give a good focus for prayer
Meaningful pictures	Pictures or photographs appropriate to the Theme
Prayer/story/poetry books	Have one open that reflects the topic being studied

Oil burners

Aromatic smells are relaxing for prayer

Each class has a 'Collective Worship' box that holds a variety of artefacts, prayer cards, materials etc for the children to select when they are to lead.

A Collective Worship calendar has been developed by R.E. Co-ordinator to support staff with half termly updates.