



**Sacred Heart Primary School**

# **Religious Education Policy**

This policy was reviewed:	Autumn 2023
This policy will be reviewed again:	Autumn 2024
Governor Committee Responsibility:	QE Committee
Statutory policy	Yes
Source:	Governing Body



# Sacred Heart Primary School

## Religious Education Policy

### Mission Statement

Our mission is to create a harmonious community where each individual is a valued member who may ~ Grow in Love ~ enriched by the teaching and doctrines of the Catholic Church.

### INTRODUCTION AND AIMS

At Sacred Heart School we recognise that the Religious Education of children, in accordance with the teaching of the Roman Catholic Church, is an area of high trust in which immense truths are imparted to children.

This teaching has to be done in such a way that their young minds can encompass these truths without any loss of integrity. It is a delicate and enormous responsibility for those who undertake it.

Religious teaching involves not only the promotion of knowledge and tradition, but also requires respect and love of one's self and one's neighbour, which in essence, reflects an awe and love of God Himself.

Our Religion is not just a subject which is taught in class, it is the vital thread that holds the Sacred Heart School together. It is woven into everything we do and it is embedded into the ethos of the school.

### OBJECTIVES

In the words of the Curriculum Directory, the outcome of Catholic Religious Education 'is religiously literate young people who have the knowledge, understanding and skills to think spiritually, ethically and theologically'.

Our objectives are:

- To illustrate how religious faith relates to our daily lives
- To bring children to an awareness of the presence of God in all things around them
- To help them appreciate that God is involved in our lives and in the lives of everyone we meet
- To approach God by a personal relationship with Jesus, His Son. This is achieved by the power of the Holy Spirit
- To meet the children at their point of faith and take them forward
- To help the children to express their faith and nourish it through prayer, liturgy and the Sacraments
- To foster a close relationship with God through prayer
- To appreciate and learn from the deeper insights the children may have
- To learn to respect and live with people whose beliefs are different from our own

### CURRICULUM CONTENT

The R.E Curriculum is based on the Four Areas of Study contained in 'The Curriculum Directory for Catholic Schools' promulgated by the Bishops' Conference of England and Wales (1996).

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The Four Areas of Study are Revelation, Church, Celebration and Life in Christ.

10% of teaching time is allocated to Religious Education. This is separate from the time allowed for worship.

### **PLANNING**

As a whole school we follow the Catholic RE Scheme entitled 'Come and See' and supplement this with other suitable materials from organisations such as Cafod, Caritas, Missio and other recommendations for the Diocesan Education team. This programme has been formed in conjunction with the Religious Education Directory for Catholic Schools. This provides progressive plans detailing the knowledge, skills and understanding that the pupils need to acquire before moving onto the next phase of their education.

The staff are provided with long, medium and short term plans for each Year Group based on the 'Come and See' Religious Education Programme with links made to the Assessment Framework

Teachers will build on the learning experiences and concepts across the key stages to provide continuity and progression of learning.

### **LONG TERM PLANNING**

Long term planning is based on the four Areas of Study contained in the Curriculum Directory- Revelation, Church, Celebration and Life in Christ linked to the 'Come and See' topic themes. These materials are linked with the appropriate Liturgical Season.

### **MEDIUM TERM PLANS**

Teachers follow medium term plans for each 'Come and See' topic, with links to the Assessment Framework. These plans provide learning objectives and ideas for activities which the individual teachers can then adapt it to the needs of their class.

A copy of the medium term plans are saved on Staffshare in the Religious Education folder.

### **SHORT TERM PLANNING**

Short term plans are created by the class teacher from the medium term plans, to match the needs of their pupils and are linked to the Curriculum Directory objectives and learning outcomes using the 'Come and See' materials and resources.

### **DIFFERENTIATION**

As with all other areas of the curriculum, the purpose of differentiation in RE is to:

- Enable children to succeed in a set task or activity
- To challenge children beyond their comfort zone
- To enable children to recognise their achievements and celebrate these

Differentiation in teaching and learning activities takes many other forms e.g. open-ended questions, activities which take account of different learning styles, adapted resources

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and support materials, TA support, pupils paired with learning partners, extension activities for more able pupils.

### **ADDITIONAL EDUCATIONAL NEEDS**

The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with additional learning needs.

### **OTHER FAITHS**

Children in our school are valued regardless of creed, colour and gender. We hope to motivate and educate children in such a way that they can develop their spiritual, moral and social selves.

There are sometimes children of other beliefs within the classes.

They will generally follow the same RE syllabus as the other children with appropriate sensitivity shown towards their faith and culture (support of Catholic Religious teaching is agreed by parents on their child's admission to the school.)

At Sacred Heart School Other Faiths are taught discretely without comparison to Catholicism.

In the Autumn Term all classes study Judaism and in the Summer Term one week is given to the exploration of Other Faiths.

Reception pupils approach Other Faiths mainly through the Early Learning Goal 'Knowledge and Understanding of the World'.

Handling ritual objects provides an opportunity for pupils to gain a valuable insight into Other Faiths and cultures.

### **ASSESSMENT**

#### **INFORMAL ASSESSMENT**

This takes place in many forms including general classroom observation, contributions to classroom discussions, pupil self-assessment e.g. topic mind maps, peer assessment e.g. response partners, contribution to classroom displays and marking of formal written work in RE books.

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### **MARKING**

Marking pupils' work will be approached positively so that it celebrates success and encourages future learning. Marking in RE follows the school's marking policy and children respond to marking in green pen.

- Marking should identify what the children do well in relation to the RE learning objective.
- If the children have not met the learning objective, marking should show them how to achieve it next time, indicating how they might move forward in their thinking and understanding.
- Questions should be used, on appropriate pieces of work, to help children reach higher levels and deepen their religious understanding.
- Religious vocabulary should be corrected if spelt incorrectly.

### **FORMAL ASSESSMENT**

Termly assessments will be recorded for each pupil in each year group. Teachers use the Assessment Framework to judge whether a pupil is Working Towards, Working At or Working at Greater depth. They assess the pupils on the skills for each phase, with a particular focus on Knowledge and Understanding.

At the end of the year the overall assessment of each pupil is recorded.

Moderation of work takes place at staff meetings, where pupils' books are shared and judgements are agreed.

### **PRAYER**

Prayer is an important part of the Sacred Heart School life. Children learn the meaning of prayer from an early age. They learn how to talk to God in both formal and informal ways. The daily classroom prayers are displayed in each classroom.

Children are given lots of opportunities to compose their own prayers in their everyday situation and for particular occasions such as Christmas, Lent, Prayers of the faithful for mass etc.

Assemblies are strongly based in prayer and rooted in Gospel values.

Prayers written by the children are often used as parts of displays, not only to remind us of special times, but also to reinforce Topics. Each class has their own special prayer book in which the pupils' prayers are kept. These prayer books are on display on the class prayer areas.

The School Prayer Garden provides a space in the school environment where pupils, parents and staff can reflect and meditate.

There are other permanent focal points for prayer around the school and in the classrooms, ranging from display areas, pictures and statues to class prayer tables.

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### **PARISH LINKS**

There is a good liaison between the school and Sacred Heart parish priest and those from neighbouring parishes. The local parish priest plays a key role in Liturgical and Sacramental life.

The Head teacher meets with the Parish priest on a regular basis to plan links between the Parish Church and the School community, they also liaise to plan Church and School based liturgies.

The whole school attends Mass at the parish Church throughout the Liturgical year. The Parish priest also leads an annual Sacred Heart School crib blessing service.

The children also have opportunities to visit the church to look at artefacts and vestments. The junior pupils participate in Stations of the Cross and Lenten reflections led by the Parish priest.

Many of the pupils take part in Parish life as altar servers. Members of School staff are active members of the Parish Church, and they ensure that there are close links with the school and parish community.

Holy Communion and Reconciliation are undertaken by individual parishes. Pupils belong to Sacred Heart Parish and surrounding parishes such as St. James, St. Francis de Sales and St. Theodore.

### **COMMUNITY LINKS**

Sacred Heart School also tries to forge links with the wider community outside the parish. A very important means of achieving this is through the many fund-raising activities that take place throughout the school year for charities such as CAFOD, The Salvation Army, Operation Christmas Child, Westminster Children's Society, the British Legion, Mencap etc. We also sponsor the education of a pupil from the Udayan Home.

The Junior children also take part in many activities in the local community such as visiting a local home for the elderly around Christmas time to entertain the residents with carols and music and participating in the Hampton Wick Community Carol Concert. With regard to the global community the school has pledged to raise funds for the Udayan Home in Kolkata which supports the families of leprosy sufferers.

The RE Co-ordinator attends Deanery RE Co-ordinator meetings, Diocesan Inset and moderation meetings and the annual Diocese of Westminster RE co-ordinator's Conference.

The Headteacher and Deputy Head attend Diocesan Meetings, Masses and Conferences. The whole School staff participates in the annual Richmond Catholic Schools RE INSET Training programme.

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### **HEALTH AND SAFETY**

Teachers must give due consideration to the safe use of resources and artefacts that they use to support their teaching of RE.

Any broken, damaged or dangerous resources should be brought to the attention of the RE Coordinator.

### **MONITORING**

The level of teaching and learning in RE will be monitored through:

- Book checks
- Monitoring of plans
- Learning walks
- Level analysis
- Work moderation
- Pupils and staff questionnaires

### **STAFF AND SUPPORT**

At present all the teachers responsible for classes teach Religious Education to their children. Religious Education is supported by the Headteacher and the RE co-ordinator who is in turn supported by the Parish Priest and Diocesan Adviser.

Training opportunities are available to all members of staff.

The RE co-ordinator provides INSET training for Staff on areas for development and new initiatives.

The Diocesan RE Advisors visits the school and all teaching staff attend the annual Richmond Catholic Schools' RE INSET Day.

### **RESOURCES**

There is an annual budget provided for RE which is in line with the amount provided for core subjects.

Most RE resources are kept in the RE 'eves' cupboard though some resources are kept by individual class teachers where appropriate.

RE resources include a wide range of pupil and teacher books, posters, books and artefacts.

Class Sets of Bibles and 'Church's Story' and 'God's Story' are stored in the RE cupboard.

The school 'Come and See' resources downloaded and these can be adapted for use with the IWBs. Staff also use the resources recommended by the Diocesan Education team.

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Resources for Collective worship are kept in each classroom in clearly labelled Collective Worship bags.

Foundation Stage has its own resources within the Reception class area.  
The School Library also contains a variety of RE related books for pupils to borrow.

### **REVIEW AND DEVELOPMENT**

This is initially the concern of the Headteacher, designated RE Governor and the RE co-ordinator before reporting to the governors on the school's Catholic Life and Mission, Religious Education and Collective Worship. Occasionally, this may be reversed and the staff may come together as a group to discuss new developments and review aspects of practice. In recent times the RE co-ordinator, staff, Governors and Headteacher have all worked together on the completion of the Catholic Schools Self-Evaluation Document.

The RE co-ordinator meets as a minimum annually with a designated RE Governor as part of a review and consultation process.

The RE policy will be annually reviewed and updated where appropriate.

**Signed:** (Mrs C Taylor and Mrs B Green, R.E Co-ordinators)

**Date:** 12.10.2023



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### Second Other Faith Scheme of Work

Year Group	Second Other Faith Topic Summer Term
Year 1	<b><u>Hinduism</u></b> The importance of Hindu Family Life- Customs/Prayer/ Shrine. Dress inc. Sari and Rakhi Hindu Stories e.g. about Krishna Rama Sita
Year 2	<b><u>Sikhism</u></b> Special Place of Worship- Gurdwara Important Things Sikhs believe- remember God/ Earn your Living/ Share with the poor
Year 3	<b><u>Islam</u></b> Worship in the Mosque The Qu'ran Life of Muhammed
Year 4	<b><u>Hinduism</u></b> Hindu Festivals Hindu Temple Holy Books
Year 5	<b><u>Sikhism</u></b> The Khalsa and the 5Ks Sikh Symbols The Teachings of the Gurus The Golden Temple
Year 6	<b><u>Islam</u></b> Pilgrimage to Mecca Pillars of Islam Zakat- caring for the community Fasting and Festivals