

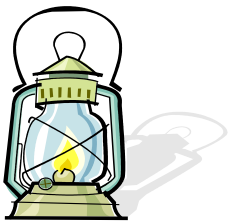


RELIGIOUS EDUCATION and WORSHIP POLICY

'Where the diamond of learning is not locked away, an exhibit in a case, a fossil...but that this diamond, given to you by God, is the centrepiece of everything you are and do here at St Bede's

Go on. Take it. Be daring. Hold it to the light and allow the love story of the Last Supper to shine and transform you.'

Father Martin Boland
St Bede's Staff Training
February 2015



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The ‘Come and See’ Religious Education Programme for Primary Schools is our core scheme, which we link to the Catholic Directory. Our programme is very much in harmony with the aims of the framework for PSHMC education.

The pupils are prepared for the Sacrament of the Eucharist and Reconciliation in the Parish.

“Meanwhile each individual remains to himself or herself an unsolved question which is dimly perceived. For nobody can entirely escape such questioning at some time, particularly in the major events of life. (Where did I come from? Who am I? Why am I here?) To these questions only God, who calls us to a higher level of thought and a humbler search, can provide the answer completely and with full certainty)

(Gaudium et Spes:21)

Religious Education addresses all pupils in our school, whether they are from committed Catholic homes or not, whether they themselves practise or not. Religious Education attends to the needs of every pupil.

1. Our Aims

- To provide a broad and balanced Religious Education curriculum, incorporating Sacred Writings/History/People/Doctrine/Teaching/Beliefs, Worship/Celebration/Liturgy/Values/Awareness/Lifestyle
- To ensure continuity and progress in Religious Education through the school and nursery
- To develop their understanding of personal relationships by assisting and supporting their moral, emotional, psychological and physical development
- To develop their capacity to appreciate, respect and reflect upon the areas they study
- To develop an enquiring mind for searching and questioning
- To develop the pupils’ knowledge and understanding of the Catholic tradition and the ways in which it seeks to express the significance of human life
- To develop knowledge, understanding, awareness and respect for other faith traditions
- To challenge pupils to examine their own standing in life, to deepen their personal faith, commitment and respect that of others
- To ensure it is taught as rigorously as any other core subject

2. School Policy and the Brentwood Diocese Statements of Attainment in Religious Education

Each pupil will be given access to the key religious concepts and body of religious knowledge set out in the Brentwood Diocese Statement of Attainment in Religious Education. Our Scheme of Work shows the practical application of the “Statements of Attainment”.

3. Pupils’ Religious Education Experiences

The pupils will have a range and balance of Religious Education experiences including explore, reveal, respond, remember, rejoice and renew (new themes from the New Religious Education Scheme – ‘Come and See’. Religious Education teaching will include:

(i) Exposition by the teacher

Lead lessons (given by the teacher to the whole class or groups within the class, through which the teacher introduces or develops knowledge, concepts, skills or attitudes) are fundamental and can initiate dialogue between teacher and pupils.

(ii) Discussion between teacher and pupils and pupils themselves

Opportunities will be provided for the pupils to relate to one another’s experiences, reflection, recalling their understanding, reviewing and celebrating their experiences.

(iii) Appropriate practical work

All pupils will engage in practical activities which allow them to respond actively through, for example, creative play, movement, drama, painting, drawing, story-telling, reflecting,

listening, prayer, worshipping and serving. The amount of time spent and the type of activities provided will vary according to the needs and attainments of the pupils.

4. Pupil's Religious Education Activities

Our Scheme of Work and individual teacher's plans give accounts and references to the actual learning outcomes and activities covering; Sacred Writings/History/People, Doctrine/Teaching/Beliefs/Worship/Celebration/Liturgy/Values/Awareness/Lifestyle/Other Faith Traditions.

5. Pupils' Records of their Work

As Religious Education is approached through practical activities, it is not always appropriate to record every activity. According to the task, appropriate methods of recording will be selected. These may include: (Refer to **Appendix 1** for a complete list)

- words (oral/written)
- pictures
- symbols
- painting
- craft work

6. Cross-Curricular Issues

Whilst Religious Education is best approached in a subject-specific manner, our aim is to capitalise on opportunities presented in topic work and other areas of the curriculum.

In life experiences are inter-related. A cross-curricular approach in R.E. can reflect the world in which we live and allow pupils to explore religious concepts in a wide range of contexts.

Religious Education can contribute to the development of general skills such as communicating, observing, organising, studying, reasoning, questioning, co-operating, as well as linking with more specific skills in other subject areas, e.g. appreciating and interpreting religious art, communicating using English, chronology of church history, map skills in geography, studying the Holy Lands, singing/performing skills in music by celebrating and worshipping.

7. Performance Management

The teaching of RE features in each teacher's performance review as does children's progress made during the year in AT2.

8. School Development Plan - St Bede's 2015

The development of our faith and RE is *the number one priority* each year in our published School Development Plan.

9. Assessment

Teachers will undertake the Diocesan recommended assessment procedures using the criteria listed in **AT1**: learning about religion and **AT2**: Learning from religion – **Appendix 9**. Evidence can be collected in a variety of ways (see **Appendix 8**). An assessment is completed at the end of each of topic. The levels are recorded on the RE Assessment Spread sheets.

Each teacher has **a footprints in the sand guide** to show how their children are progressing in RE through the year (see Appendix 10).

10. Recording Pupil's Progress

(Refer to the School Assessment Policy for current practice)

11. Staffing and Resources

- Each classroom is equipped with the "Come and See" RE Programme for Primary Schools (appropriate to the year group/s within the class), "Here I Am Cafod Pack" (available online: access password given to all teaching staff) a range of Bibles in school. Each class has a reflection pack which contains reflective and prayerful items for the reflection table which also contains cloths in liturgical colours. Other references including music and

books for enrichment and reference are kept in the reprographics room. Every classroom has access to word processing, art and data handling packages.

- Posters and big books are also kept in the reprographics room.
- Hymn books are in individual classes.
- Child-friendly 'Friends and Heroes' DVD are available in the Reprographics room. These video clips are of bible stories and how they can be related to, in our daily life practices.
- Every RE book have picture of Jesus and young children – different for different Key Stages across the school.

The RE Leader is responsible for reviewing and updating resources. The RE Leader, together with the Headteacher, and outside agencies (Brentwood Religious Education Services - B.R.E.S.) will arrange and provide INSET for the staff of the school to meet the needs of the school (as set out in the School Plan) and individuals.

The staff meets termly to pray and reflect on each theme in "Come and See". These reflections are led by a phase group. The staff are encouraged to consider the themes in the light of their own experience. Approximately 10% of the timetable is allocated per week for Religious Education: EYFS & KS1 (2 hours 15 minutes over 3 sessions/week) and KS2 (2 hours 30minutes). These directed times, taken from the Dioceses, do not include Collective Worships, Hymn Practices and Liturgical Assemblies.

Parish based catechists (often school staff) prepare the pupils for the Sacraments of the Eucharist and Reconciliation. The programme is supported by the school through the delivery of the RE programme.

12. Other Faiths

All pupils learn about two world faiths per year. From Year 4 upwards, this will need to total 5 hours 30 minutes. Pupils will experience other religions every 2 years so resources and content will be varied:

All year groups study Judaism, Islam, Hinduism and Sikhism.

13. Classroom Management

A variety of grouping methods will be employed including whole class, group and individual, depending on the content and aims of the activity. The composition of groups in group work will vary (ability, mixed ability, friendship) according to demands of the activity and the teacher's professional judgement.

The pupils will have access to a range of resources for both written and practical activities. The pupils will be responsible for the care, selection and organisation of these resources (appropriate to the age of pupils, resources being used and the activity).

14. Information Technology

Pupils may use the ICT suite and the laptops to develop their ideas as appropriate to their needs and the planned learning outcomes of the teacher.

15. Evaluation

Pupils' work will be continually monitored. Teaching methods will be adapted when necessary to ensure the progress of an individual pupil or groups of pupils. Year group meetings, together with whole staff meetings, will be used to evaluate and review the policy and practice.

Our policy statement reflects current practice and thinking.

16. Inclusion

We aim to ensure that pupils attain their full potential regardless of race, gender or class. The materials we use reflect a multi-cultural society of women and men. Teachers ensure that no particular group or gender dominates the use of equipment or other aspects of teaching and learning situations (see Inclusion Policy).

17. Special Needs, Gifted and Talented

We recognise that pupils have different needs in their religious education learning and cater for that by planning a variety of approaches. Pupils' progress is carefully monitored to ensure that suitably challenging work is given to individuals and groups (see Special Needs Policy).

18. Worship

- Phase liturgies celebrate core values related to current 'Come and See' topic. All pupils and staff try to follow the value related to the current 'Come and See' topic. All pupils take part in a daily act of (collective) worship. Each class worships together at the beginning and end of the morning and afternoon sessions. This worship takes the form of specific prayers and may include thoughts for the day from the teacher and/or pupils and any other appropriate prayers as suitable for the times and seasons of the Church's year. The pupils learn prayers in a specific order which is followed in the "Prayer in Here I Am" booklet.
- Whole school worship takes place on a Friday afternoon at 2.45 pm in the hall and has a Gospel focus; this is led by the Head teacher and pupils ("Guardian Angels").
- The current Assembly timetable is located on the staffroom noticeboard. EYFS assembly is on a Friday at 9.10am for one Reception class and Nursery am and 1.10pm for the second Reception class and Nursery pm. Reception classes attend the Monday assembly in the spring and summer Term.
- Mass for the school is held in the Church at the beginning of each academic year, during each term and on certain important days within the Church's calendar, e.g. Ash Wednesday. Reception – Year 5 classes prepare and lead one liturgy in school per year and their parents are invited to share in it. In the summer term Year 6 prepare and participate in a Leavers' Mass, which is celebrated with parents, teaching staff and other staff who may wish to attend. Parents and parishioners are welcome.
- In the month of May and October the pupils in KS2 say the Rosary in their class reflection time. The class teacher can choose a decade, pray and meditate it. During Lent, the Parish Priest takes each class in Y3 to the Church and leads them in the Way of the Cross.
- Once a term, there is a liturgy in the Church.
- Christmas is celebrated with a service led separately by Year 1 and 2 and EYFS.
- The Easter Story is portrayed by Year 4 in the Church.
- Pentecost is presented by Year 5.
- During Lent the children tour the Stations of the Cross that are displayed in school every other year.

19. Charity

We aim to teach the pupils that the Church is a community that continues Jesus' mission to proclaim Good News to the whole world. We give to a range of charities each year, with fund raising taking place in a variety of inventive ways.

Pupils also give their time during Advent to sing at local venues.

20. PSMC and Citizenship

There is provision for PSMCH in our RE programme because our religious and moral beliefs, values and practices underpin and influence personal and social issues, and relationships.

21. Lesson Structure

Every lesson starts with the lighting of the candle followed by either a short prayer or hymn. The candle is extinguished after the prayer or hymn- *health & safety*.

22. Role and Responsibility of Governors

Canon Law establishes that the Bishop of the Diocese of Brentwood is responsible for all Church-led education within his Diocese. It is the special responsibility of the Foundation Governors to ensure that the Religious Education in St. Bede's Primary School reflects the Brentwood Diocesan Policy.

Extract from: The Instruments of Government of a Catholic School

“The provision of Religious Education for pupils at the school which is required to be included in the school’s basic curriculum shall ... be under the control of the Governing Body and shall be in accordance with any provision of the Trust Deed relating to the school and the Rites, Practices and Doctrines of the Roman Catholic Church.”

The organisation and implementation of the RE curriculum is entrusted to the Headteacher.

The Link Governor for Religious Education is Frances Frost.

The Link Governor for Worship is Father Martin.

23. ‘Guardian Angels’

The school appoint a group of pupils from KS2 – Years 5 and 6 - to serve as Guardian Angels. These children meet to pray with the head teacher on a Friday afternoon. The children help to write/ select prayers; read the Gospel; choose music. The children are given a special badge to wear.

24. Prayer Room – ‘Gethsemane’

The Prayer Room is a special place where children and staff can say a prayer and light a candle (LED).

25. Service of Reconciliation

Y5 children take part in a Lenten Retreat and as part of that day Father Martin leads them in reconciliation.

The children in Y5 and 6 attend a preparation assembly during October and then receive the sacrament of confession during Advent.

26. Outside Speakers

The school invites outside speakers to address the staff on a spiritual dimension of our Faith.

27. Newsletter’s Thought for The Week

The Head teacher writes a personal reflection on the weekly newsletter that attempts to put our faith into context.

28. Icons Around The School

The school features a number of prayers and icons around the school.

29. Catholic Values

These are celebrated in Hall displays and feature in the Head teacher’s assembly. Where there is cross over to British values, this link is made.

30. Friday Morning Prayer

The children in KS2 are invited to join the Head teacher or Deputy Head for Morning Prayer first thing on a Friday morning.

31. Quality Time with Father Martin

Once a year each class spends some quality time with Father Martin. This may be at school or in the Church. If Father knows the topic the class are studying, he can shape his time with the children accordingly. Staff are encouraged to email Father directly in order to make their own individual arrangements, at mutually convenient times.

32. Working with the Parish

The children support the Parish’s initiative of collecting food for distribution to those less fortunate within the Parish. We have members of the Catholic Women’s League (CWL) who come in to school regularly to read with the children. Members from the CWL are also invited in to watch the Year 4 Easter Story.

33. Meditation with the Head teacher

Children in Y6 who wish to take part in some short meditations with the Head teacher can do so during Lent and Advent.

Tuesday 3pm

Keystage 1 Liturgy led by a member of the teaching staff from KS1

- A reflective liturgy on a theme relevant to issues pertinent at the time and a celebration of star of the week

Wednesday 2.45pm

Upper Keystage 2 Liturgy led by a member of the upper school teaching staff

- A reflective liturgy on a theme relevant to issues pertinent at the time and a celebration of star of the week

Friday 9.10am/1.10pm

Foundation Stage led by Foundation Stage Standards Leader

- Reflection/prayer/song

Thursday 3pm

Lower KS2 Liturgy led by a member of the middle school teaching staff

- A reflective liturgy on a theme relevant to issues pertinent at the time and a celebration of star of the week

Friday 2.45pm

Whole school assembly led by the Head teacher.

- A modern story written by the Head teacher with reference made to a Catholic Value.

HYMN PRACTICE (To start with a prayer)

Tuesday 2.30 – 3.00pm

- Led by Mrs Robinson

APPENDIX 3 – LITURGICAL CALENDAR

There are three cycles - year A, year B, year C.

The cycles begin with the season of Advent which begins four weeks before Christmas.

- The Season of Advent
- The Season of Christmas - concluded with Baptism of the Lord
- Sundays in Ordinary Time until Lent
- The Season of Lent
- Holy Week - Passion Sunday, Maundy Thursday
- Easter Tridium - Mass of the Lord's Supper, Good Friday, Holy Saturday
- The Season of Easter
- Easter Sunday concludes with Pentecost
- Pentecost
- Ordinary Time resumes with Trinity Sunday, The Body and Blood of Christ and the Sacred Heart of Jesus
- Many different resources are used which can be found in the reprographics room.

January

6th Epiphany
 11th Baptism of the Lord
 31st St. John Bosco

February

2nd Presentation of the Lord
 11th Our Lady of Lourdes
 Ash Wednesday
 Lent
 Maundy Thursday
 Good Friday
 Easter Sunday

March

1st St. David
 17th St. Patrick
 25th Annunciation of Our Lord

April

16th St. Bernadette
 23rd St. George

May

1st Joseph the Worker
 13th Our Lady of Fatima
 21st Ascension
 25th St. Bede
 30th St. Joan of Arc
 Pentecost

June

7th Most Holy Trinity
 11th Corpus Christi
 13th St. Anthony of Padua
 15th Immaculate Heart of Mary
 19th Sacred Heart
 22nd Corpus Christi
 29th SS Peter & Paul

July

6th St. Maria Goretti
 22nd St. Mary Magdalene

August

4th St. John Vianney
 6th Transfiguration of the Lord
 8th St. Dominic
 14th Maximillian Kolbe
 15th Assumption of the Blessed Virgin Mary
 29th St. John the Baptist

September

8th Birthday of Our Lady
 27th St. Vincent de Paul

October

1st St. Therese of the Child Jesus
 2nd Guardian Angels
 4th St. Francis of Assisi
 7th Our Lady of the Rosary
 15th St. Teresa of Avila
 16th St. Margaret Mary

November

1st All Saints
 2nd All Souls
 3rd St. Martin de Porres
 22nd St. Cecilia
 30th St. Andrew

December

8th Immaculate Conception
 25th Nativity
 26th St. Stephen

Also talk about Padre Pio and Mother Teresa

Foundation Stage

Sign of the Cross,
Morning Prayer 1,
Hail Mary,
Night Prayer,
Grace before and after meals,
Glory Be to the Father.

Year 1

Replace Morning Prayer 2 with Morning Prayer 1.
Also include Our Father.

Year 2

Include the Act of Sorrow during Lent.

Years 3 and 4

Apostle's Creed,
Confiteor, Rosary,
St. Patrick's Breastplate,
Prayer of St. Francis of Assisi,
Prayer for the Faithful Departed,
Prayers after Communion.

Years 5 and 6

The Memorare,
The Magnificat,
Prayer of St. Teresa of Avila,
The Angelus.

Under the following categories:

Reprographics Room

Bible Stories

Easter and Christmas

Reflection Stories

Assemblies

Festivals

Saints

Liturgies

Masses

Prayer

World Religions

Music Room

Easter and Christmas Production CDs and Booklets

Classrooms

A variety of religious books in each classroom

Journey In Love (PSCHE)

KS1 Children's Beginners Bible

KS2 Good News Bible

KS2 Hymn Books (one per pupil)

APPENDIX 7 - RELIGIOUS ARTEFACTS FROM THE JEWISH AND ISLAMIC FAITHS

Boxes of resources containing a variety of artefacts on the following religions are located in the Staff Resource Cupboard:

- Judaism
- Islam
- Sikhism
- Hinduism

AT1	<p>Learning about religion refer to how pupils develop their knowledge, skills and understanding with reference to:</p> <ul style="list-style-type: none">• beliefs, teachings and sources;• celebration and ritual;• social and moral practices and way of life.
AT2	<p>Learning from religion refer to how pupils, in the light of their learning about religion, reflect on and respond to:</p> <ul style="list-style-type: none">• their own and others' beliefs and values;• engagement with questions of meaning and purpose.

Year 1 ATI	1a	They recognise that people because of their religion act in a particular way.
	1b	They recognise some religious signs and symbols and use some religious words and phrases.
	1c	Pupils recognise some religious stories.
Year 1 AT2	1a	Pupils reflect quietly
	1b	They say what they wonder about
	1c	Pupils talk about their own experiences and feelings.

Year 2 ATI	2a	They describe some ways in which religion is lived out by believers.
	2b	They use religious words and phrases to describe some religious actions and symbols.
	2c	Pupils retell some special stories about religious events and people.
Year 2 AT2	2a	They realise that some of these questions are difficult to answer.
	2b	They ask questions about what they and others wonder about.
	2c	Pupils ask and respond to questions about their own and others' experiences and feelings.

Year 3 ATI	3a	They give reasons for certain actions by believers.
	3b	They use a developing religious vocabulary to give reasons for religious actions and symbols.
	3c	Pupils make links between religious stories and beliefs.
Year 3 AT2	3a	They compare their own and other people's ideas about questions that are difficult to answer.
	3b	Pupils make links to show how feelings and beliefs affect their behaviour and that of others.
	3c	Pupils begin to make links to show how feelings and beliefs affect their behaviour and that of others.

Year 4 ATI	4a	They show understanding of how religious belief shapes life.
	4b	They use religious terms to show an understanding of different liturgies.
	4c	Pupils describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.
Year 4 AT2	4a	Pupils demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (places, times, foci, stimuli).
	4b	They engage with and respond to questions of life in the light of religious teaching.
	4c	Pupils show how own and others' decisions are informed by beliefs and values.

Year 5 ATI	5a	They identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.
	5b	They describe and explain the meaning and purpose of a variety of forms of worship.
	5c	Pupils identify sources of religious belief and explain how distinctive religious beliefs arise.
Year 5 AT2	5a	Pupils explore how different situations are conducive to reflection and contemplation or prayer.
	5b	They demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.
	5c	Pupils explain what beliefs and values inspire and influence them and others.

Year 6 ATI	6a	They explain how religious beliefs and teaching influence moral values and behaviour.
	6b	They explain the significance for believers of different forms of religious and spiritual celebration.
	6c	Pupils explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues.
Year 6 AT2	6a	Pupils discern how different forms of reflection and contemplation or prayer can be important in people's lives.
	6b	They explain with reference to religious beliefs their own and others' answers to questions of meaning.
	6c	Pupils express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion.

APPENDIX 8 – Method of collecting evidence

Written	Speaking and Listening
<p>Mind Map Story Complete a story Essay Comprehension Diary Commentary Pictures What happened next Newspaper article Creative writing Response to stimulus e.g. video/visit Recipes and menus Instructions Project Written quiz Test Leaflet</p>	<p>Talk about Visits Debate Discussion Taped responses Structured conversations Role play Answering questions Small group discussions Reporting to class Interview visitor Paired discussion Persuasion Reading out loud Pupil interviewing pupil Hot Seating Characterisation Debrief Use religious vocabulary correctly</p>
Activity	Visual
<p>Visits Class assembly Sponsored event Making replicas of artefacts Painting Drawing Role play Organising a Festival Day Drama Dressing up Making board games Making a model Making a video Composing music Creating a database Creating dance Working with others Participate in periods of quiet thought</p>	<p>Cartoons Illustrate a story Pictures Photographs Pupil display Frieze work Collage Sequencing pictures Use of symbols Pictures for Leaflet Graffiti Wall Looking at Artefacts Virtual visits on internet Reference books Make a display Identify and explain symbols</p>