



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



Maria Mackie- RE Lead

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"Shine like a lantern in the presence of the Lord."

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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 PSHE 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. 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.

8 Recording Pupil's Progress

(Refer to the School Assessment Policy for current practice)

9. Staffing and Resources

- Each classroom is equipped with the "Come and See" RE Programme for Primary Schools (online), and 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 Head teacher, 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 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 (1 hour) & KS1 (2 hours 15 minutes 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 (including 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.

10 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 be taught Judaism each year and Islam, Hinduism and Sikhism on a three year cycle.

11. 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).

12. 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.

13. 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.

14. 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).

15 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).

16. 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.
- Whole school worship takes place on a Monday afternoon at 2.pm in the hall and this is led by the Head teacher/RE Lead or will be a class liturgy.
- The current Assembly timetable is located on the staffroom noticeboard.

- 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. House Masses are also celebrated on the relevant Saint's day.
- 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. In Advent, the pupils say the Angelus just before lunch (the version being appropriate for their age group). During Lent, the Guardian Angels will take the younger children round the Way of the Cross in the school. There will also be an opportunity for small groups from classes to visit Gethsemane.
- Once a term, there is a liturgy in the Church.
- Christmas is celebrated with nativities in Nursery and Reception and a Christmas celebration by year 2
- The Easter Story is portrayed by Year 4 in the Church.
- Pentecost is presented by Year 5 in the Church.
- During Lent the children tour the Way of the Cross that is displayed in school.

17. 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.

18. SRE

This will be taught through the 'Journey in Love' programme in the autumn term.

19. Lesson Structure

Every lesson starts with the turning on of the lantern followed by either a short prayer or hymn.

20. 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 Head teacher.

The Link Governor for RE is Mark Butcher

The Link Governor for Worship is Father Sean

21. 'Guardian Angels'

The school appoint a group of pupils from KS2 – Years 5 and 6 - to serve as Guardian Angels. The children help to write/ select prayers; read the Gospel; choose music. The children are given a special badge to wear. They will lead a Rosary group on Friday lunchtime in the Gethsemane room and will support the RE Lead in the organisation of whole school liturgies and any charity work.

22. Prayer Room – ‘Gethsemane’

The Prayer Room is a special place where children and staff can say a prayer and is open at break times for private prayer

23. Service of Reconciliation

There are services of Reconciliation in Advent and Lent and opportunities for individual Reconciliation .Y5 children take part in a Lenten Retreat at Walsingham House and as part of that day they have the opportunity for Reconciliation..

24. Outside Speakers

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

25. Icons Around The School

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

26. 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.

27. Quality Time with Father Sean

Once a year each class spends some quality time with Father Sean. 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.

28. Working with the Parish

The children support the Parish’s initiative of collecting food for distribution to those less fortunate within the Parish. . Members from the CWL are also invited in to watch the Year 4 Easter Story the Choir sings for the Fellowship group at Christmas and the children are involved in the International mass and Christmas Eve mass.

Wednesday 3pm

Lower Key Stage 2 Liturgy led by a member of the teaching staff from Lower Key Stage 2

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

Tuesday 3pm Upper Key Stage 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

Wednesday 9.30am/1.10pm

Foundation Stage led by Foundation Stage Standards Leader

- Reflection/prayer/song

Thursday 3pm

KS1 Liturgy led by a member of the school teaching staff

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

Monday 2pm

Whole school assembly led by the Head teacher/RE Lead

- A modern story written by the Head teacher with reference made to a Catholic Value/ 'Come and See' Topics /Topical events

HYMN PRACTICE (To start with a prayer)

Wednesday 9am

- 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 Triduum - 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.
Simple version of the Angelus

Year 1

Replace Morning Prayer 2 with Morning Prayer 1.
Also include Our Father.
Simple version of the Angelus

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.
Simplified Angelus

Years 5 and 6

The Memorare,
The Magnificat,
Prayer of St. Teresa of Avila,
Eternal Rest
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 (SRE)

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

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

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

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

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

Year 6 ATI	WB	They explain how religious beliefs and teaching influence moral values and behaviour.
	WA	They explain the significance for believers of different forms of religious and spiritual celebration.
	WT	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	WB	Pupils discern how different forms of reflection and contemplation or prayer can be important in people's lives.
	WA	They explain with reference to religious beliefs their own and others' answers to questions of meaning.
	WT	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>