



Our Lady of Lourdes Catholic Primary School

At Our Lady of Lourdes Catholic Primary School, we seek to create a unique and enabling community whereby children and staff are encouraged to journey beyond their expectations – academically, socially and spiritually – within a culture based on Gospel Values.

This statement has been shortened to a child friendly phrase –
‘To Love, Live and Learn as Jesus Taught Us’

RELIGIOUS EDUCATION POLICY

I MISSION AND AIMS

Rationale

Through the teaching of the Catholic faith within our school, we seek to encourage and promote the religious and spiritual growth and development of all children attending Our Lady of Lourdes Catholic Primary School.

The Catholic faith is central to the life of our school and permeates throughout the whole curriculum and all decision making and other aspects of school life.

Aims

- To develop the child’s sense of awe and wonder
- To help children know, understand and appreciate the Catholic faith and its traditions
- To lay the foundations for an understanding of the liturgy and the sacraments
- To deepen the child’s understanding of God through the experience of prayer
- To develop and encourage a personal response to God and the recognition of an awareness of moral responsibility, through the development of conscience.
- Recognise and appreciate the religious and spiritual dimension of life
- To provide a Christian environment in which everyone feels welcome, valued, respected and secure
- To acquaint children with a knowledge of other cultures and faiths in order to encourage a tolerance and respect (This will be in accordance with Diocesan guidelines)

Our Lady of Lourdes’ community - at all times and in everything that it does - attempts to serve as witness to the Catholic faith through Our Lord Jesus Christ.

It is our firm belief that parents are the first and foremost educators of their children and that we have been called upon to assist and help them achieve their God given task. Each and every child in our school is valued and encouraged to achieve human wholeness – spiritually, morally, emotionally and academically in a happy, secure Christian environment.

We will do our utmost to provide the best possible Catholic education for every child in our care.

II RELIGIOUS EDUCATION

The religious growth and development of Our Lady of Lourdes Catholic School is an experience for the whole school community, not merely for timetabled R.E. lessons. It is our intention that spiritual growth should be the core of school life and develop along all aspects of learning and experiences in school.

In January 2000, a National Symposium on ‘**Expectations of Religious Education in Catholic Schools**’ was hosted by the Bishops’ Conference of England and Wales. The Bishops’ issued a statement highlighting the following points.

What is Religious Education?

- Religious education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15).
- It is about the Christian vision of the human person.
- It is the core subject which is central to the life of the Catholic school.
- Religious education is the systematic study:
 - * of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - * the teachings of the Church,
 - * the lives of the saints,
 - * the relationship between faith and life.

Expectations of Classroom Religious Education

- Classroom religious education in a Catholic school is primarily educational.
- Excellence in religious education is achieved by:
 - * clarity of succinct religious learning objectives,
 - * key content,
 - * by appropriate methodologies,
 - * rigour,
 - * richness of resources,
 - * achievement of identified outcomes,
 - * accurate methods of assessment.

Teaching Religious Education

We are aware that all members of our community are at different stages of their 'Faith journey'. In some cases children will hear stories from the Gospel for the first time (*Evangelisation*). These stories will become familiar as they are explored (*Catechesis*) and later be reflected upon (*Religious Education*). Thus it is essential that teachers acknowledge this differentiation of experience in their planning and teaching, as with any other curriculum area.

"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, ethically and theologically, and who are aware of the demands of religious commitment in everyday life."
(Curriculum Directory page 6)

III CURRICULUM

At Our Lady of Lourdes Catholic Primary School, we follow the guidelines and aims of the **Religious Education Curriculum Directory**.

Religious Education is a core subject and is taught for over 10% of our curriculum time. The Portsmouth Diocese "God Matters" scheme, along with Clifton Diocesan materials are used to help our pupils explore scripture and themes related to the liturgical year, and link these to their own experiences. Content is suited to the age and development of all the pupils, with a continuity and progression from Reception to Year 6. Our curriculum is carefully planned to take account of the school's context, the prior knowledge and experiences of our pupils, Diocesan initiatives and the inclusion of other World Faiths.

At Our Lady of Lourdes, pupils have the opportunity to extend their RE learning through:

- Class, Key Stage and whole school Collective Worship opportunities, Masses and Liturgies giving opportunity for communal prayer, reconciliation, reflection and celebration.

- Opportunities for personal prayer, reconciliation, reflection and celebration
- Full participation in school, class and parish masses and liturgies.
- Use of discussion and questions as learning, teaching and assessment tools.
- Use of the “Arts” (music, art, drama and dance) to promote religious awareness and insight and as a means of reinforcing and deepening a pupils knowledge and understanding.
- Supporting the parish based preparation for First Reconciliation and First Holy Communion.
- Working together with parish clergy when appropriate to assist in the teaching of pupils.
- Enlisting the support of the parish clergy and the Our Lady of Lourdes & St Bernadette Parish community to support staff who are delivering the Religious Education curriculum.

The Process of Teaching and Learning in RE

ENGAGE - is the means by which pupils can interrogate the learning intention. Through much discussion, by using art, role play, or devising questions for themselves, pupils are able to visualise the scripture or bible story. They can identify who is involved, what is happening and can speculate what might happen. ENGAGE activities seek to identify an answer to the question, “What is the story?”

EXPLORE activities are designed both to answer the ‘what?’ and ‘why?’ questions and to enable pupils to organise their thinking. Pupils are encouraged to go beneath the surface of R.E. concepts and scripture. EXPLORE activities enable connections to be made, as well as allowing pupils to evaluate, analyse and explore different points of view, compare, contrast and reach conclusions.

EXPRESS activities are organised in a way which allows pupils to express their understanding of particular concepts and scripture passages, using skills and approaches from other curriculum areas. The EXPRESS approach also enables children to reflect, pray, evaluate and celebrate learning individually and together as a class.

The organic unity of the Programme is important. The areas of study are closely inter-related to reflect the Liturgical Year and reinforce the wholeness of the vision of RE.

Autumn	UNIT 1: Creation – up to the 2nd week of October	UNIT 2: Prayer, Saints & Feasts Up to the beginning of Advent.	UNIT 3: Advent – From first week of Advent until Christmas
Spring	UNIT 4: Christmas – for the first two week after Christmas. (Can be introduced prior to Christmas holidays)	UNIT 5: Revelation – from mid January until early /mid February	UNIT 6: Sacraments – Taught to tie in when Easter falls. Can be also taught after Unit 9. UNIT 7: Lent – From the beginning of Lent until the start of Holy Week. UNIT 8: Holy Week – to be taught over a two week period, starting at the beginning of Holy Week and carrying on after Easter
Summer	UNIT 9: Easter – to be taught after Easter, for approximately four weeks of term.	UNIT 10: Pentecost and Mission – To be taught during the remaining weeks of term.	UNIT 11: Sacraments –any outstanding aspects to be completed.

IV MONITORING OF STANDARDS

Assessment will be based upon:

1. **A child's ability to Learn about Religion (AT1)** specifically their knowledge and understanding of:

- beliefs, teaching and sources
- celebrations and rituals
- social and moral practices and ways of life

2. **A child's ability to show Learning from Religion (AT2) and Express a Viewpoint (AT3)** specifically with regards to:

- engagement with own and others' beliefs and values
- engagement with questions and meaning
- using sources as evidence to justify conclusions

3. **A child's journey in reflection and contemplation.**

This area is not subject to assessment in the same way as the other levels of attainment but used to inform the provision of opportunities for growth in reflection and contemplation and recognises the significant part that reflection and contemplation play in the spiritual development of children and their ability to think spiritually, ethically and theologically.

Assessment will be linked to the long-term objectives within the "National RE Standards for Primary Religious Education" (The Department of Catholic Education and Formation of The Catholic Bishops' Conference of England and Wales) and the recommended end-of-year attainment objectives as provided by the Diocese.

At the end of the year pupils will be assessed as 'working towards', 'working at' or 'greater depth' across the subject.

Evidence for assessment will be collated in the pupil's books. However, evidence will also include:

- The child's ability to ask and respond to questions.
- The child's ability to interact with others.
- The child's ability to take part in discussions.
- The child's ability to prepare assemblies and liturgies.
- The child's selection of resources.
- The child's knowledge and understanding of facts, e.g. bible stories, sacraments, the church's year.
- How far the child displays a knowledge of the difference between right and wrong in the context of their age and experience.

Monitoring Teaching and Learning of RE

Monitoring of teaching and learning is carried out by the RE Leaders who report to the Foundation Committee on attainment and achievement of RE. Pupil's progress in RE is monitored through work sampling, planning, marking, pupil conferencing, lesson observations, ethos learning walks, displays, pupils behaviour and attitudes.

V INCLUSION

"... a Catholic school should seek to plan a curriculum, which embraces the needs of pupils of all abilities. The curriculum should be planned as an enabling framework in which all pupils have the opportunity to develop their potential to the full within all areas of experience and, especially, the spiritual."
Evaluating The Distinctive Nature of a Catholic School - CES: 1994

It is the intention of the school that all children are given opportunity to actively engage in religious learning, private and collective worship regardless as appropriate to their ability, faith, culture and needs.

The following key principles come from 'Differentiation: A Catholic Perspective' published by the CES.

Every learner;

- has a divine origin and is a unique individual
- is gifted by the Holy Spirit
- has the right to be included fully in the life of the Church community
- has the right to an education and have potential identified and developed
- has the right to be regarded as having equal value and worth
- has the right to a broad, balanced, relevant and differentiated curriculum
- has a right to a genuine access to the whole curriculum
- has the right to be challenged by and to achieve in the learning situation
- has the right to share with and learn from others

In Catholic schools this goes beyond consideration of academic achievement: for example, parents, chaplains, parish priests and others can contribute to the understanding of the child as unique and gifted by the Holy Spirit. During more formal work, sessions may be differentiated as appropriate according to task or outcome. Children with SEN are given adequate access to the RE curriculum and no child is withdrawn during RE lessons or meditations.

VII A PEOPLE OF HOPE

As part of the Clifton Diocese we believe that we exist to communicate Christ to others. Our school is integral to the life of the church and we are in partnership with our parish. We form one body with our parish and we share our gifts and talents for the good of all. In prayer, communion and mission we are 'Called to be a People of Hope'.

Home, School and Parish Links

The link between home, school and parish is an essential one as the Religious Education of each child is a partnership between the three groups. At Our Lady of Lourdes we are continually striving to nurture and strengthen links.

VIII STAFF PROFESSIONAL DEVELOPMENT

Whilst not all teaching staff may be baptised Catholic or Christian, all staff must be committed to contributing to and strengthening the Catholic Ethos and life of the school as well as ensuring an appropriate level of knowledge and understanding in order to teach a stimulating and challenging R.E. syllabus.

The school is committed to providing ongoing professional development in R.E. knowledge and understanding as well as skill in organising and delivering a broad range of collective worship and prayer opportunities.

Regular staff twilights are allocated for professional support in planning, teaching and assessing R.E. In addition, informal 'drop in' opportunities are made available to all staff throughout the term.

The Governing Body ensure that one professional Training day (INSET day) per academic year is allocated to the development of R.E., Developing Catholic Ethos, Worship or Development of Spirituality.

IX RE POLICY – MONITORING, EVALUATION AND REVIEW

This policy and procedures associated with the planning and delivery of Religious Education, as well as Catholic Life of the School will be monitored and evaluated annually by the RE Subject Leader, Head Teacher and Governing Body.

Conclusion

It is the school's policy and Ethos that Religious Education should be actively lived and practised throughout the day by all staff and children in their attitudes and responses to themselves and one another.

Signed _____ Chair of Governors

Signed _____ Head teacher

Date: September 2021

Review: September 2022