

St. Wilfrid's RC Primary School – Policy for Religious Education

We are a Rights Respecting School. We aim to put the UN Convention on the Rights of the Child at the heart of our practice in school. This should be evidenced by this policy and by what you see, hear, feel and witness in our school.

Article 30: Children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone.

St Wilfrid's RC Primary School Policy for Religious Education

John's Gospel Chapter 10, Verse 10: "I have come so that they may have life and have it to the full."

This policy document reflects the values and philosophy of the Mission Statement of St. Wilfrid's RC Primary School. We are Christ-centred because Jesus Christ is God and the unique Saviour of the world. Each child in our care has been willed by God and has a right to an education appropriate to his or her intellectual potential which leads to an ever deepening awareness that God personally loves every child he created and has a unique plan for each one.

Religious Education is not one subject among many, but the foundation of the entire education process. The field of religious education is located at the point where theology and education intersect, helping the child's thoughts, activities and experiences appear relevant to his existence.

The beliefs and values communicated through Religious Education should inspire and unify every aspect of school life. It should provide the context for, and substantially shape, the school curriculum, and offer living experience of the life of faith in its practical expression.

Statement of Aims

The Catholic school seeks to promote the growth towards wholeness of all those who share its life, a wholeness which comes through free response to God, who has called each person into being, and by whom all are loved and sustained. In this setting the school's Religious Education will:

- Seek to help each person to live and grow in community in a way that reflects human dignity and purpose;
- Make a significant contribution to the child's self-understanding as a spiritual being, capable of responding in integrity and freedom to the invitation of God and the challenges of life;
- Promote a gradual opening of mind and heart in the search for truth about God, respect for people of other religions and a willingness to recognise goodness wherever it exists.

- Promote the 5W's of Welcome, Welfare, Word, Witness and Worship throughout our learning community.

The Religious Education programme will provide a comprehensive and systematic study of Christianity so that children and young people will be enabled to:

- Grow in the knowledge and openness to the mystery of God;
- Become familiar with the person, life and teachings of Jesus who, as Saviour and Lord, reveals both the face of God and the fullness of what it means to be human;
- Grow in understanding and appreciation of Scripture and its place in Christianity;
- Grow in experience, knowledge and understanding of the Church, her life and teachings, her significance in the world today, and her concern for peace and justice;
- Prepare for, participate in and appreciate liturgical prayer and worship;
- Develop a moral awareness as they reflect upon the human condition, and their own and other's lives in the light of the Christian message.

Through sound teaching, which reflects children's capacity for learning and growing, the Catholic school's Religious Education programme will:

- Be informed by a range of teaching styles and the whole variety of ways in which pupils learn, and will enable teachers to select from or devise appropriate learning experiences;
- Affirm pupils values and worth, build on their own experiences of living relationships and contribute to the development of positive self-esteem;
- Provide opportunities for pupils to recognise, appreciate and develop their talents and skills;
- Promote the development of independence and autonomy in children and young people so that they are encouraged to accept increasing responsibility for their own learning and are enabled to make ever more fully informed, mature and free responses and choices in relation to God, faith, stewardship and the service of others.

Roles and Responsibilities

Parents

The first educators in the faith are parents. They establish in their children the first sensitivity and responsiveness to the presence of God, to the practice of prayer and to the patterns of life in the community of faith. By their example the foundations of life long faith and discipleship in their children are laid down. The

school actively seeks to support parents in order to fulfill the promises made at their children's Baptism.

Governors

The Governing Body of St. Wilfrid's RC Primary School actively seeks to support, monitor and develop the school as a Catholic community. They act as a 'critical friend' and help to secure the vision and direction of the school.

The parish priest and governor Father Tony Dutton, is a weekly visitor to the school, holding meetings with the Headteacher and visiting classes, celebrating masses and speaking with children.

Headteacher

The Headteacher, Mr. J. McHugh, is responsible for developing the school as a faith community with all that this implies; for promoting and monitoring the best possible teaching of Religious Education and experiences in relation to Prayer and Worship; the implementation of statutory requirements and providing support for all involved in the school family of faith.

The Religious Education Subject Leader

Mrs E Ashe, The Religious Education subject leader has responsibility to ensure that the aims of the curriculum RE are implemented in the most effective way and that the progress of this is monitored and that development takes place. The subject leader keeps abreast of current developments by attending the Diocesan RE Leader meetings and leading in-service training days for staff.

The overall promoted outcome is that children will become 'religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life'. (Curriculum Directory)

The Teachers

The success of curriculum RE heavily depends on the quality and dedication of the teacher. In St. Wilfrid's school the teaching staff are committed to the delivery of an effective curriculum that is inspirational, planned, assessed, monitored and delivered in line with school policies and approved schemes of work. There is an acknowledgement that the Catholic School which, promotes the best possible teaching of Religious Education, is fulfilling its true purpose.

'The teacher does not write on inanimate material, but the very spirits of human beings.' (The Catholic School on the threshold of the third Millennium)

Links

Through effective communication systems and involvement with both parents, parish, Diocese and the local community, the school endeavours to promote and support the life of Faith and the school as a Faith community.

Pupils are supported and encouraged for example to participate in activities such as the Longridge Show and Field Day, annual mass for the sick and the elderly and Remembrance Sunday events and services.

On occasions, the Headteacher may ask for full school attendance at specific services, e.g. CAFOD masses.

The Headteacher and/or Chair of Governors regularly attend the termly Diocesan Meetings and advice is sought where necessary from the School's Commission and could include the use of support agencies both Catholic and LEA.

The school publishes a weekly newsletter for parents and reports annually in relation to curriculum RE progress and Personal and Social Education, holding parents evenings where these can be discussed.

Pupils, teachers and parents work together through the school PTFA.

Equal Opportunities/Disability Discrimination

In line with current legislation St. Wilfrid's school operates within these guidelines in relation to recruitment and retention of staff, school admissions, gender and cultural aspects and to ensure the entitlement of pupils (including the statutory right to withdrawal). Provision is made for pupils with SEN and the needs of the Gifted and Talented children are taken into account.

Staff Induction

New staff induction takes place in line with the School Induction Policy. This includes liaison with the subject leader and the Headteacher Mr. J. McHugh.

Religious Education Curriculum

Curriculum Religious Education currently accounts for 10% of the teaching timetable per week and this is timetabled appropriately in blocks according to age. This does not include Prayer and Worship sessions.

Come and See is our current scheme but we will also use other recommended Salford Diocesan Schemes and resources to ensure the highest possible standards of curriculum RE within our school, such as the Kerygma4Kids materials during Lent, Caritas in Action (a set of teaching and learning opportunities for seven themes of Catholic Social Teaching) and The Journey in Love programme (one of the recommended programmes of study for Catholic schools for Sex and Relationship Education, it has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within school.)

The curriculum is supported by the provision of good quality resources in order to support and enhance the delivery of effective teaching. This includes the use of Multi-religious and online materials where appropriate. There is a current Prayer and Worship Policy. Each class has a dedicated Prayer and Worship focus area, which can be used to enhance sessions of both work and worship. The use

of dedicated RE displays is an integral part of schools approach to display in general.

Religious Education is not viewed in isolation but is identified in planning with cross-curricular links where relevant and without appearing contrived. Pupils are taught using class lessons, group work and individual independent tasks. Feedback is given and plenary sessions are in operation.

Assessment

Teachers use summative and formative assessment to inform planning in line with the school's overall Assessment policy and procedures. Assessment for learning is given a high profile.

Teachers take into account where the children currently are and use aspects of the marking policy to inform the children of their progress and how they can move on. They are aware of the need to take account of children's preferred learning styles.

Focused assessment procedures have been trialed in line with the Diocesan guidelines. A whole school planned pattern of assessment ensures children are assessed against all the different strands of AT1 (Learning about Religion) and AT2 (Learning from Religion) on an annual basis. The RE Subject Leader keeps a whole school overview of current assessment levels which is refreshed on a termly basis.

Evaluation

This policy is to be viewed as an on-going and developmental document, whose prime purpose is to contribute to, the provision of curriculum RE, which reflects a challenging educational engagement between pupil, teacher and authentic subject material. It will be reviewed in line with the School Improvement Plan and monitored by Governors in line with their Action Plan. It will be reviewed on an annual basis.

Last review February 2022

