

# THE FEDERATION OF ST JOSEPH'S JUNIOR, INFANT AND NURSERY SCHOOLS



**'Together We Can,  
With Christ By our Side'**

## **RE POLICY**

### **Compliance statement**

Every policy is reviewed at regular intervals and where applicable, as stipulated by law. Each policy is also available in additional formats including Braille and in additional languages upon request, within reasonable timescales as stipulated by the school.

Approved by:	Ethos
Last reviewed on:	January 2022
Next review due by:	January 2023

## **Mission Statement**

The Federation of St Joseph's Catholic Junior, Infant and Nursery Schools belongs to the local Catholic Communities and exists to educate their children with the gospel values, traditions and beliefs of the Catholic Faith in partnership with the Parents and Parish Communities. This Ethos is central to everything we do.

We strive for excellence so that every child develops spiritually, socially and academically to their full potential regardless of nationality or background. We aim to develop an awareness of every child's physical health and well-being.

We wish to promote a fostering of talents, a sense of caring for those who have particular needs and a concern for justice in all who work here.

### **Rationale of Religious Education at St Joseph's**

- At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, we believe that religious education is never simply one subject among many, but the foundation of the entire educational process.
- We believe Religious Education is, then, the core subject in a Catholic school.
- Religious Education will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- We understand Religious Education to be the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.
- In a spirit of openness and dialogue, we also respect the rights of all members of the school community to hold their own beliefs. We encourage all to engage as fully as possible with every aspect of school life, including curriculum Religious Education.
- Within the curriculum, classroom Religious Education's main purpose is to engage pupils in a systematic study of the mystery of Christ which we believe holds the fullness of the truth that God has revealed. In addition, a sound formation in the Catholic faith will recognise the real, though as yet, imperfect communion that exists between the Catholic Church and other Christian denominations. It will also provide the basis for an openness to the 'Seeds of the Word' that are to be found in other religions (cf Redemptionis Missio 56, Nostra Aetate 2).

## **The Aims of Religious Education**

- to promote knowledge and understanding of Catholic faith and life
- to promote knowledge and understanding of the response of faith
- to promote the ultimate questions about human life, its origin and purpose
- to promote the skills required to engage in examination of and reflection upon religious belief and practice.

## **Curriculum for Religious Education**

The programme for R.E. is based on the expectations stated in the Religious Education Directory for Catholic Schools. Religious Education is a subject in its own right and is afforded the same importance as the core subjects English, Maths.

## **Curriculum time allocation**

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

## **The RE Programme**

At St Joseph's we use the programme 'The Way, The Truth and The Life' as recommended by the diocese.

'The Way, The Truth and The Life' is developed through four themes: Revelation, Church, Celebration and the Life in Christ.

Each time the themes are taught, they are gradually explored in greater depth and differentiated according to the needs of the children. R.E. lessons and tasks are differentiated and varied to engage the children and to promote learning. As with other subjects, expectations of pupils are high.

Teachers are expected to include a period of reflection and prayer at each lesson. Prayer corners are a focal point of reflection in the classroom and include contributions from the children in response to their learning.

## **Teaching and Learning**

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

## Planning

Planning is based on WTL scheme of work, with year groups planning together. A separate scheme of work is provided to support teachers when teaching about other faiths. The recommended schemes of work provide guidance through their published books and web-based resources

## Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidance containing the age-related standard for Religious Education
- Each teacher assesses pupils individually on the whole school assessment system Assessment Journey which provides specific support on coverage and attainment standards. Children are given an overall standard of attainment at four points throughout the year in line with other core subject areas.
- The school holds a portfolio of pupils' work which is used for internal and external moderation purposes.
- Monitoring of teaching and learning is covered by lesson observations, book scrutinies (including moderation of assessment), and learning walks focusing on prayer corners and display. The subject leader meets regularly with the parish priest/ RE governor.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

## Assessment for Learning in Religious Education

Assessment for Learning is an integral part of good teaching. It provides 'specific feedback' for the individual child enabling each child to be independent in his or her learning journey, taking responsibility and recognising what they know, what they need to know and what they need to improve to move their learning on.

The WTL scheme states that:

'Assessment should be integrated into teaching and learning. Tasks should allow children to demonstrate what they know and understand. The key is to ask children good questions, allow time for them to think about their answers and probe for deeper meaning. Make sure children are challenged to think about situations and events so that they will go beyond just repeating facts.'

In RE, learning objectives, success criteria, questioning, modelling, scaffolding, evaluation and quality marking are central to teaching as they are in English and Mathematics.

## R.E. Display

Each class has a dedicated area in the classroom for prayer and reflection. There is a prayer focus and display in the lobby and in corridors. Prayer corners are interactive and they reflect the current RE topic. The colours reflect the liturgical year: purple during Advent and Lent

and green at other times – splashes of colour should be used to denote other important events i.e. white for Pentecost and blue for May.

## **Prayer Corners**

All prayer corners must have the following:

- A Crucifix, an appropriate bible for your year group, a candle, key words for the current R.E. topic and a class prayer book
- There must also be displayed an interactive focal area to enable the children to use the prayer corner in lessons for spontaneous prayer
- The prayer corner is to be draped with the correct liturgical colour.

## **Sacramental Preparation**

Sacramental preparation is the responsibility of the parish, but the involvement of parents and school is essential for the sacraments to be lived.

Through our 'The Way, The Truth and The Life' Scheme of Work, the children are introduced gradually and progressively to the important aspects of the sacraments of Reconciliation and the Eucharist.

In Spring Term (1) Year 3, the children learn about the Sacrament of Reconciliation through the topic 'Called to Change'. In Spring Term (2) the children learn about the Sacrament of the Eucharist through the topic 'Eucharist'.

## **Reconciliation**

Each year the children have the opportunity to take part in a Lenten Reconciliation service.

## **Eucharist**

We develop attitudes which will help children participate consciously in the Eucharist. There is a true sense of coming together with others in thanksgiving, listening and responding to God's word and the life, death and resurrection of Jesus and the following up in our daily lives showing the love of Jesus we received by this sharing.

We support the children who are preparing for these sacraments. Class teachers of these children take a lively interest in the preparation and try to make the children feel special. Prayers are said for the candidates and they are encouraged to bring in photographs and cards.

## **Liturgical Celebrations**

Class Masses and School Masses are an important feature of life in school and we aim to make the Mass more meaningful for the child. We endeavour to emphasise the parts of the Mass the children can fully understand and be involved in. Readings appropriate to the children are used.

Prayer Services are very much in the control of the children, under the direction of the individual teacher. The Celebrant also plays an important role in interpreting the service for the children. It is usual for the priest concerned to have a copy of the celebration at least the day before in order to prepare for the special occasion.

## **School Masses**

Whole school Masses are celebrated on Holy Days of Obligation, and the school's Feast Day is recognised within a special RE week each year. A welcome Mass is held at the beginning of the new school year in the Junior School for KS2, and Leavers Masses for Years 2 and 6 at the end of the school year.

Children participate fully in the preparation of both class and whole school celebrations. They support with ideas, prepare and read the Prayers of the Faithful, learn responses to say and sing and make offerings. They share the Sign of Peace with one another. The Apostles of Mercy take a lead in prayer services across the school.

## **Family Involvement**

School is only one, though very important, influence in a child's development. Therefore, a child's education is not confined to the hours spent in school. It is also experienced at home with the family, at play with friends and within society in general. Thus, we consider all these factors within our RE Policy – the link between Home, School, the Parish and the wider community.

In partnership with the home and the parish, we have a responsibility to assist in the formation of positive social attitudes amongst our pupils. In doing so, we recognise and affirm the first social grouping to which each child belongs, namely the family. Through formal and informal structures, we encourage our pupils to discover ways in which they can contribute to the good of both their local community and the wider world. Parents are encouraged to attend acts of shared worship, including Masses and The Rosary in October and May, as well as Stations of the Cross during Lent.

Parents receive an annual report on their child's learning in RE at the end of the school year. Teachers work very closely with parents especially where a child needs additional support with learning or behaviour. In addition, we have the 'Wednesday Word' for families with children in

KS2 to help support the faith development of their children.

## **Management of the subject.**

The RE subject leads have responsibility for leading, managing and supporting the delivery of and training in Religious Education. They are supported by a team of other staff members who contribute in a variety of ways to the religious life of the school.

## **Other Faiths**

Each KS1 and KS2 year group studies either Hinduism or Judaism during the autumn term, alternating each year. In the summer term, year groups 2 to 6 study Islam or Buddhism, again alternating each year (See Appendix 2). Year 5 study a wider range of other faiths. Schemes of work are provided to staff to support with content and progression. Opportunities are provided for Y2-6 to be visited by guest speakers and to visit other places of worship. The school uses 'Guidance on Visitors and External Speakers Working with Pupils in Catholic Schools in the Diocese-September 2015'

## **APPENDIX 1**

### **The Role of the Leaders for Religious Education.**

#### **The Religious Education Leads will be responsible for:**

- With the SLT, setting the vision for Religious Education and the Catholic ethos in the school.
- Working with senior leaders on monitoring teaching and learning and standards through lesson observations and work scrutinies according to school practice.
- Organising and monitoring the moderation of pupil assessments (internal and external).
- Self evaluation to identify strengths and areas to improve.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the head teacher, governors, parents, and the Southwark Commission on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.

### OVERVIEW OF RELIGIOUS EDUCATION IN FS / KS1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	F1 God's World	F2 God's family	F3 Getting to Know Jesus RE week - whole school theme set annually includes educational visit	F4 Sorrow and Joy	F5 New Life	F6 A Church
RECEPTION	F1 God's World	F2 God's family	F3 Getting to Know Jesus RE week - whole school theme set annually includes educational visit	F4 Sorrow and Joy	F5 New Life	Islam
	Hinduism					F6 A Church
YEAR 1	1.1 God's Great Plan	1.2 Mary, Our Mother	1.3 Families and Celebrations RE week - whole school theme set annually includes educational visit	1.4 Following Jesus	1.5 The Resurrection	Islam
	Hinduism					1.6 Miracles
YEAR 2	2.1 Chosen People	2.2 Mysteries	2.3 The Good News RE week - whole school theme set annually includes educational visit	2.4 The Mass	2.5 Eastertide	Islam
	Hinduism					2.6 Birth of the Church

### OVERVIEW OF RELIGIOUS EDUCATION IN KS2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	3.1 The Christian Family	3.2 Mary, our Mother	3.3 Called to Change	3.4 Eucharist	3.5 Celebrating Easter and Pentecost	Islam
	Hinduism		RE week - whole school theme set annually includes educational visit			3.6 Being a Christian
YEAR 4	4.1 The Bible	4.2 Trust in God	4.3 Jesus, the Teacher	4.4 Jesus, the Saviour	4.5 The Mission of the Church	Islam
	Hinduism		RE week - whole school theme set annually includes educational visit			4.6 Belonging to the Church
YEAR 5	5.1 Gifts From God	5.2 The Commandments	5.3 Inspirational People	5.4 Reconciliation	5.5 Life in the Risen Jesus	5.6 People of Other faiths
	Hinduism		RE week - whole school theme set annually includes educational visit			
YEAR 6	6.1 The Kingdom of God	6.2 Justice	6.3 Jesus, the Bread of Life	6.4 Jesus, Son of God	6.5 The Work of the Apostles	Islam
	Hinduism		RE week - whole school theme set annually includes educational visit			6.6 Called to Serve

