

# **St Mary's Catholic Primary**

**Date: September 2016**

**Review date: Autumn 2017**

**Person responsible: Mrs E. Arundell**

## **Mission Statement**

**To provide for our pupils the best possible quality of education, guided by the teachings of Christ and His Church.**

### **Context and Ethos**

Our school is an extension of the missionary life of the Church in the parish of Eltham, which is a large suburban parish in London. The parish covers an economically varied community; both European and non-European racial and cultural groups are represented in increasing numbers.

The school works closely with the parish. The Parish Priest has contact with the school R E Co-ordinator, celebrates Mass in the school on Holy Days and other special occasions, and has an open invitation to attend school assemblies and other celebrations. Fr John regularly supports the units of work covered in class and is also involved with the running of the school by taking an active part in the Governing Body.

The school has links with parish based catechists in preparing children for the sacraments of Reconciliation and Eucharist.

The school supports the wider community and is appreciative of the interest and expertise it can provide. Projects are often initiated by staff and children; meeting needs locally, nationally and internationally.

We recognise that parents are the chief educators of the children, and that we are a Christian community growing together in God.

The religious dimension of the school is realised in the celebration of the Word and Sacraments, through religious instruction, in the physical

environment, with artefacts and decoration which reflect the nature of the community, by individual behaviours and harmonious interpersonal relationships both of children and adults.

All those associated with the school share the responsibility for nurturing the children's faith. Each has a role in helping others with their faith journey.

We are a gospel centred community; this is fundamental to our being and permeates everything in the school.

## **Aims**

1. To assist the parents and parish in the religious formation giving children a firm understanding and knowledge of faith.
2. To facilitate the growth in our pupils of the underlying values which give meaning to their lives, and to the whole education process.
3. To enable children to form a strong and loving relationship with God through Jesus Christ and His Church.

## **Objectives**

1. To enhance the pupils' sense of mystery and wonder.
2. To help the pupils to develop a personal relationship with Jesus and experience the *Good News of the Gospel*.
3. To offer a committed presentation of the Catholic Faith.
4. To enable pupils to grow in their awareness of what it means to be a member of the Church.
5. To invite the pupils to respond freely to the grace of the revealing God.
6. To encourage our pupils to reflect on their lives and on society in the light of the *Gospel*.
7. To support the parents in creating a Christian Community built on the experience of prayer and liturgy.
8. To develop in our pupils, knowledge and understanding of the teachings of the Catholic Church and empathetic appreciation of the faiths of others.
9. To enable our pupils to move from an inherited faith (or non-faith), to a personal faith (living faith).
10. To develop a sense of social justice within our pupils.
11. To consider moral issues, so helping pupils to form their conscience in the light of the Church's teaching.

12. To help to give the children a basic understanding of the Sacraments and the Mass.

## **The Religious Education Curriculum**

The school studies 'The Way, the Truth and the Life' religious education programme and covers six themes in an academic year. The whole school works on a similar theme, but different year groups cover different aspects through different topics. There are two topics to be covered each term as well as following the Church's Liturgical year.

Our school name, St Mary's, means that devotion to Our Lady, Jesus' mother, is special in our school practices. The children learn the Hail Mary from Year one, but are introduced to this prayer in the Nursery or Reception classes. The children are introduced to the Rosary and encouraged to say this special devotion as a class at times suitable to the teacher, but especially during May and October.

### **Other Faiths**

The Church teaches that, while living out our Christian faith, we are called to listen in dialogue and be ready to learn from those of other faiths, many of whom may, in our multicultural society, be our neighbours. As Catholics we are called to be committed to respecting people of other faiths and to recognising that God is at work in them.

The other faiths are taught discretely. Each faith is treated with integrity and not by comparisons or by isolated festivals. The teaching will be of the key concepts of that religion.

Formal teaching of other faiths will begin from the Foundation Stage. This will include Judaism.

	<b>Autumn</b>	<b>Spring/Summer</b>
Foundation Stage 1/2		Judaism
Year 1		Judaism
Year 2	Judaism	Hinduism A
Year 3	Judaism	Islam A
Year 4	Judaism	Sikhism A
Year 5	Judaism	Islam B
Year 6	Judaism	Hinduism B

Multicultural books and artefacts are available in the R E resources and the library, as well as in classroom libraries.

### **Story and Scripture**

Story is an essential feature of the delivery of the R E curriculum. The power of the story is harnessed to help children on their faith journey. Stories of relevance to particular topics and year groups are stored with the R E resources, and should be fitted into the topic where teachers see appropriate. These books are to be stored centrally so they do not become general classroom stock.

The WTL scheme of work details scripture to be explored during each topic.

Copies of Listen, God's Story and The Church's story are available in each classroom.

As a result of a scripture search through the primary programme used, a list of Bible stories which can be covered in infant assembly to supplement those already offered can be found in appendix 2.

## **Provision for Spiritual development and Moral Education**

### **Spiritual Development**

An awareness of the presence of God and how we experience God's love in our lives is fostered in religious education and across the whole curriculum.

The structure of the 'The Way, the Truth and the Life' topics moves the children on from their own life experiences to meeting God as he revealed himself to us, to a point where they consider how God and life meet.

To support spiritual development, children must be allowed to question, think, reflect, wonder, come to terms with suffering and struggles, make discoveries and appreciate.

Lessons that include quiet reflection time, stillness, use of candles and music encourage the spiritual development of our children. Assemblies will also incorporate this good practice.

Many opportunities across the curriculum exist for fostering spiritual development. For example in science, awe and wonder at the vastness of space, the miracle of the diversity and complexity of life, all show us the greatness of God's creation. Teachers must ensure they make the most of opportunities that present themselves.

## **Moral Development**

The moral development of children takes place explicitly within the curriculum offered and is practised and reinforced right across the curriculum and throughout the school day.

The staff set high expectations of what is and is not acceptable behaviour. This is set in the context of what is for the common good and is explicitly linked to Gospel values. The children are taught:

- right from wrong;
- the difference between truth and a lie;
- that they have duties and responsibilities as members of the school community and the wider community,
- to be aware of wider issues, such as care for the earth, justice and peace and the importance of charities and aid agencies such as Cabrini Children's Society and CAFOD.

## **Timetabling**

R E should be timetabled for 10% of teaching time per week in both Key Stages. In the Foundation Stage, 'The Way, the Truth and the Life'

topics should be taught discretely as well as being identified as opportunities for religious education within the early learning goals.

## **Collective Worship and Prayer**

We believe prayer is a response to God in love, praise and thanksgiving. It is important that children develop a personal relationship with God. The means of fostering this relationship is by helping them become aware of God's presence in their lives through the experience of daily events and giving expression to it in prayer. Younger children need to hear us pray about normal everyday things in a language they can understand.

Class teachers aim to build a rich culture of prayer by introducing new prayers and also regularly revisiting the prayers already known. They must help learners savour their meaning.

Prayers should be said regularly. Teachers should ensure the school day begins with a prayer, that Grace before meals is said and that the school day finishes with a prayer. Children are encouraged to perform any gestures thoughtfully. Prayer may also form a significant part of a religious education lesson.

Appendix 2 shows the wording of each prayer used in school. Prayers are to be enlarged and displayed in each classroom.

Children learn to pray chiefly by sharing in the faith of adults. At all times teachers should pray with children.

Encouragement should be given to the children to use the many ways of meeting God in prayer:

1. Prayer in silence.
2. Spontaneous prayer.
3. Prayer through gesture - music - drama - mime.
4. Vocal and Liturgical Prayer. Those organising prayer, liturgies and assemblies should encourage pupils to contribute their skills and gifts to the preparation of worship and to participate as actively as possible.

5. Individual and group prayer must be given importance and valued by everyone. This can be done in both formal and informal styles and settings.
6. Children need to be able to join in the prayers with adults both at home and at school and in the prayers of the Mass and the praying of the Rosary etc.
7. Opportunities for worship should be linked with Feast Days and with the liturgical seasons of Advent, Lent, Christmastide and Easter.

Overview of when prayers are to be introduced: see Appendix 2

Year	Prayer
N	Sign of the Cross/ Appropriate morning & afternoon prayers for Nursery children
R	Morning Prayer/Grace Before Meals
1	Hail Mary/ Night Prayer
2	Our Father
3	Glory Be, Act of Contrition
4	Eternal Rest
5	Confiteor
6	Profession of Faith

## Worship

Worship is seen as central to the life of the school. Our approach to worship is one of enabling the children to take part as fully as possible. Children participate as altar servers, readers, and taking up the offertory, through hymns, songs, actions, story, mime and music.

1. Class Masses for Years 3, 4, 5 and 6 are held on Tuesday mornings during the Autumn term in the Convent chapel.
2. Benediction takes place for Y4/5/6 during the Autumn term at Christchurch.
3. Fr John helps each year group to understand the importance of the Stations in the Spring term.
4. Each year group from Y4-Y6 prepares a Reconciliation service at Christchurch

5. A special Easter Service for EYFS/KS1 is celebrated in the Spring term.
6. School Masses are held on holy days and at the beginning of terms. Each Junior class is timetabled to be responsible for the readings at a Mass. Children taking part in Liturgical Dance that term perform at the Mass.
7. Harvest Mass takes place in October.
8. Ash Wednesday is celebrated in school with a Mass for KS2 and a Liturgical service for KS1.
9. For Ascension, a special school Mass is organised at Christchurch for the whole school.
10. Year 6 Leavers' Mass takes place at Christchurch in July.
11. In May, the school has a crowning of Our Lady service organised by Year 4.

## **Assemblies**

- EYFS/KS1 Assembly

EYFS/KS1 assembly is taken by the teachers on a rota basis and should involve children's participation wherever possible. This assembly should follow 'Way, Truth and Life' themes, the liturgical year and Old and New Testament stories. (See Appendix 1). Other Faiths and Festivals should also be included.

- KS2 Assembly

KS2 assembly is taken by the KS2 staff on a rota basis and should involve children's participation wherever possible. This assembly should follow 'Way, Truth and Life' themes, the liturgical year and Old and New Testament stories. Other Faiths and Festivals should also be included. Guest speakers should be invited on site.

- 'Praise Assembly'

Praise assembly is taken by the Headteacher each half term to celebrate children's work, progress and attitude towards others.

- Hymn Practice

"He who sings prays twice". The musical tradition of the Church is recognised as a great treasure. In Hymn Practice, children learn both traditional and modern hymns. The programme follows the liturgical year and special celebrations, and prepares the children for the celebration of

Mass. Separate hymn practices are offered to cater for ages (Infants/Juniors).

### **Displays/Focal Points**

Each class has a crucifix and a focal point. These might include candles, statues, pictures, icons, posters, quotations from the Bible and seasonal symbols.

An RE display board in each classroom follows topics/themes/the liturgical year. These displays are evidence of pupils' achievements and celebrate these.

### **Reconciliation**

Children in years 4, 5 and 6 have an opportunity to go to confession during the spring term. This takes place at Christchurch in order for the children to develop the practice. It is also encouraged that they receive the Sacrament together with members of their family at this time. Teachers prepare a short prayer session.

### **Stations of the Cross**

Children from Year 2 upwards have the opportunity to visit Christ Church to follow Christ's journey to Calvary. Fr John leads them in prayer.

### **Benediction**

Children from KS2 are prepared for this service in school and attend Christ Church in Year groups to participate during the Autumn term.

### **Links with Home, School and Parish**

'The partnership between home, parish, and school is the best setting for the formation of maturing Catholic young people.'

Home, school and parish are inextricably linked. Many in the parish have an active role within the school, working in different capacities as support staff, governors, catechists and special ministers. A number of teaching staff are members of the parish and take part in a variety of parish activities. The school enjoys strong parental support, many parents having once been pupils themselves. We aim to be a welcoming and open

community, and parents use the school for such things as school uniform sales and social events.

The school works closely with the parish. The Parish Priest has contact with the school R E Co-ordinator, celebrates Mass in the school on Holy Days and other special occasions, and has an open invitation to attend school assemblies and other celebrations. He is also involved with the running of the school by taking an active part in the Governing Body.

### **The Sacraments**

The parish has a well-established programme for First Confession and First Holy Communion. Children from Year 3, work in groups with Catechists over the year to prepare for these Sacraments. Celebration Masses take place monthly to support these themes. The school supports this programme by discussion with the children, and celebrating this special occasion both in the classroom and at a celebratory school mass.

### **Resources**

It is recognised that the most important resource for the development of faith are people of that faith and the witness that they give. Pupils, parents, teaching staff, support staff, Governors, clergy, Catechists and parish all work in collaboration growing together in God.

With prior permission, the school is able to use the parish church and convent chapel. The whole school and parish family visit Aylesford Priory every four years as a celebration of our school community.

Each class should have an RE selection of books, clearly labelled. These are supplied by central RE bidding and class budgets.

Central RE resources include books with ideas for assemblies, and liturgies as well as music, CDs, CD roms and artefacts boxes. There is a range of story books to complement Religious Education topics and an extensive range of posters are available from the RE Co-ordinator. The library has a set of Bibles and Children's Bibles and there is a wide range of books in the R E section.

## Assessment

Assessment is focused by the overall aims and objectives of Religious Education, as well as the Revised Levels of Attainment.

Assessment is related to the concepts, skills attitudes and knowledge to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. *It does not assess faith or the practice of faith.* Assessment in 'The Way, the Truth and the Life' emphasises a wide range of achievement. It involves:

### Informal Assessment

- General observation of children engaged in classroom tasks and activities. This may include children's ability to:
  - Listen
  - Ask relevant questions
  - Respond to questions
  - Interact with others
  - Work with others
  - Be still
  - Understand
  - Remember
- When gathering evidence teachers will be able to draw on the full range of work produced by pupils in the normal everyday teaching and learning process including:
  - Questioning
  - Brainstorming
  - Concept maps
  - On-going work in books
  - Observation of FS activities
  - Drawings - what is included in the pictures.
- Observation of contributions made to classroom displays
- Review: end of tasks, activity, lesson, topic
- Marking of more formal written work. This must be done recognising the distinct nature of RE books. Teachers are asked to comment constructively on pupils work referring to content, effort

and to challenge further thinking or reflection. Only key spellings should be marked.

### **Formal Assessment**

- Regular informed judgements on a wide variety of evidence against broad criteria which allow pupils to respond at different levels. This is integral to short-term planning for each topic. AT1 is the attainment target in which every pupil should be assessed formally once a term. AT2 should be assessed throughout the year. Foundation Stage should provide evidence of work from each topic. This can include photographic evidence.
- At the end of each school term the children's attainment will be recorded against the Levels of Attainment and added to Target Tracker for the RE co-ordinator to monitor.
- All children will be tracked throughout their school life to ensure that they make progress and that teaching is adapted to each child's needs.

### **Expectations**

In each topic there are brief summaries of what children can be expected to know, understand and be able to do. These are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting.

### **Recording**

#### Recording of Experience Offered to Children

- The Annual Plan highlights themes and topic titles.
- Scheme of Work - Details the experience offered to pupils
- Half Termly Plans - Development of teaching activities showing weekly development drawn from the RE scheme of work. These focus on:
  - Learning intentions
  - Activities
  - Key Skills and Attitudes
  - Assessment Opportunities
  - Resources

- Weekly Plans - Details of teaching and pupil activity and assessment.

### **Individual Achievement**

Individual achievement is noted in RE books as they are marked.

Further comment may be made in the teachers own general classroom records.

Individual achievement can be measured against key statements of expectations noted in each topic and the Levels of Attainment for each Attainment Target.

### **Moderation**

The RE Co-ordinator will review samples of work, class displays and focal areas throughout the school year to ensure continuity and progression. The observation of teaching and learning will be carried out and include all classes in the school. Training needs will be identified.

### **Reporting**

1. Feedback to pupils

Verbal informal discussions taken place during lessons and of the plenary session.

Pupils' work marked regularly with constructive comment.

2. Teacher to teacher
3. To Parents

Parents are informed of what topics are to be undertaken by each class/year group on a termly basis. This is in line with informing the parents about all subjects taught. An RE Newsletter is emailed to parents each half term and uploaded onto the school website.

Formal open evenings are held in the autumn and spring terms. Parents are invited to make appointments if they wish to discuss the written end of year report and their child's progress.

This policy has been put together by the RE Co-ordinator in consultation with all the members of the teaching staff, and under the direction of the Headteacher.

## Appendix 1

### List of Bible Stories to be covered in Infant Assembly

#### Old Testament

Moses in the Bulrushes  
Samson and the Lion  
Samson and Delilah  
David and Goliath  
Daniel in the Lion's Den  
Jonah and the Great Fish  
New Testament

Jesus is Found in the Temple  
Jesus calms the Storm  
The Feeding of the Five Thousand  
Lost and Found  
The Prodigal Son  
Jesus and the Children  
Saul's Journey to Damascus

## Prayers

### Sign of the Cross

In the name of the Father,  
and of the Son,  
and of the Holy Spirit.  
Amen.

### Morning Prayer

O my God, you love me,  
you're with me night and day.  
I want to love you always  
in all I do and say.  
I'll try to please you, Father,  
bless me through the day.  
Amen.

### Grace Before Meals

Bless us, O God, as we sit together.  
Bless the food we eat today.  
Bless the hands that made the food.  
Bless us, O God.  
Amen

### Hail Mary

Hail Mary, full of grace,  
the Lord is with thee;  
blessed art thou amongst women,  
and blessed is the fruit of they womb, Jesus.  
Holy Mary, Mother of God, pray for us sinners, now,  
and at the hour of our death.  
Amen.

### **Night Prayer**

God, our Father, I come to say  
thank you for your love today.  
Thank you for my family  
and all the friends you give to me.  
Guard me in the dark of night  
and in the morning send your light.  
Amen.

### **Our Father**

Our Father, who art in heaven,  
hallowed be thy name.  
Thy kingdom come,  
thy will be done on earth as it is in heaven.  
Give us this day our daily bread; and forgive us our trespasses,  
as we forgive those who trespass against us,  
and lead us not into temptation,  
but deliver us from evil.  
Amen.

### **Glory Be to the Father**

Glory be to the Father,  
and to the Son,  
and to the Holy Spirit;  
as it was in the beginning,  
is now and ever shall be,  
world without end.  
Amen.

### **Eternal Rest**

Eternal Rest grant unto them, O Lord,  
and let perpetual light shine upon them.  
May they rest in peace.  
Amen.

### Confiteor

I confess to almighty God  
and to you, my brothers and sisters  
that I have greatly sinned  
in my thoughts and in my words  
in what I have done and in what I have failed to do  
through my fault  
through my fault  
through my most grievous fault;  
therefore I ask blessed Mary ever-Virgin  
all the Angels and Saints  
and you, my brothers and sisters  
to pray for me to the Lord our God

### Profession of Faith

I believe in God, the Father Almighty,  
Creator of heaven and earth,  
and in Jesus Christ, his only Son, Our Lord,  
who was conceived by the Holy Spirit,  
born of the Virgin Mary,  
suffered under Pontius Pilate,  
was crucified, died and was buried:  
He descended into Hell;  
on the third day he rose again from the dead;  
He ascended into heaven,  
and is seated at the right hand of God the Father Almighty;  
from there he will come to judge the living and the dead.  
I believe in the Holy Spirit, the holy catholic Church,  
the communion of saints, the forgiveness of sins,  
the resurrection of the body, and life everlasting.

Amen

