

Loyola Preparatory School

Policy for

Religious Education

“Loyola Preparatory School will strive to instil recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills , techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.”



Ad Majorem Dei Gloriam
To the Greater Glory of God

Approved by: Full Governing Body

Last reviewed on: November 2022

Next review due by: November 2023

Religious Education Policy

This policy applies to all the pupils at Loyola Preparatory School including those in the Early Years Foundation Stage.

We aim to provide a Catholic Religious Education, central to the ethos of the school derived from our Mission Statement.

Loyola Preparatory School will strive to instill recognition of the talents and achievements of all its members. It will seek to identify and develop a range of skills, techniques and abilities within its pupils which will serve the individual in future life, but will also be put to use as an expression of the Greater Glory of God, both in the personal development of the self and in service to others and the community.

We aim to develop 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. We also foster an understanding and respect for those with different faiths and beliefs.

Working in partnership with the family and Parish we seek to live and share our Catholic faith. This faith perspective is integral to the whole life of the school and all aspects of the curriculum.

Religious education is not confined to the R.E. lesson. Throughout the whole of the curriculum, topics arise which raise specific moral and religious issues. An adequate response will be given, in the light of the teachings of the church.

Come and See

At Loyola we are in the process of transferring to the Diocesan approved "Come and See" scheme of work and the skills developed therein. The school's aims foster, at an appropriate level in children, the following attitudes which are associated with the Holy Spirit:

1. WISDOM

An ability to look critically at the beliefs, values and morality of society: a thirst for meaning and a willingness to learn.

2. UNDERSTANDING

A receptivity to the gift of being able to look beyond the immediate to seek for a meaning and purpose in one's persona/life and experience of others.

3. KNOWLEDGE

An openness, which engenders the confidence necessary, to integrate religious knowledge into a way of life. It requires a respect for truth and an openness to search for meaning.

4. RIGHT JUDGEMENT

An awareness of the complexity of making choices and a willingness to discern the appropriateness of moral decisions in reference to personal experience and the experience of others. It requires a sense of self-esteem and self-knowledge, a sense of community responsibility and a correct respect for authority.

5. COURAGE

A willingness to struggle with the challenges of religious thinking and of Christian living. It requires a sense of personal dignity, a sense of personal responsibility and a dear sense of right and wrong.

6. REVERENCE

A respect for self; a respect for others and awareness of obligations in justice and charity towards them. It requires empathy, openness and sensitivity in relating to others, their views, opinions and beliefs.

7. AWE AND WONDER

A sense of the transcendent and the holy, springing from an awareness of the presence of God in self, others and in the world. It requires respect for mystery and the gift of imagination.

Organisation and Content

In accordance with Diocesan policy, a minimum of 10% of teaching time is given to R.E. The main content of the lessons will be based on the Come and See Scheme.

Each term children follow three themes:

Community of Faith - Church Celebration of Ritual - Sacraments

Way of Life - Christian Living

There are nine themes that we follow from the Come and See programme.

Christmas Term

Domestic Church, Baptism / Confirmation & Advent / Christmas

Lent Term

Local Church, Eucharist & Lent / Easter

Whitsun Term

Pentecost, reconciliation & Universal Church

Each year group follows its own topics, but these are linked between the year groups by the above themes.

Other faith topics are explored at different points throughout the year, with the whole school looking at Judaism and then different year groups focusing on other faiths.

The child's own knowledge and understanding is increased by the acquisition of the following skills in both key stages.

Investigation skills

These skills are basic to the acquisition of knowledge in all subjects. They can only be developed by the primary resources and discovery methods of learning. They are of limited value unless employed with other categories of skills.

Pupils should be taught to:

- Identify and ask relevant questions
- Observe accurately
- Listen carefully
- Follow procedures
- Know where to look for evidence
- Gather relevant data from a variety of sources- texts, artefacts, art, symbols, customs
- Read a variety of prose and poetry
- Find references in texts- Scripture etc.

Interpretation skills

These skills are employed to understand the meaning or significance of information and data. These are difficult for some pupils to acquire, yet they are essential in Religious Education for religious and other world views are in fact interpretations of life and experience and so we are beginning to use them in Years 5 & 6.

Pupils should be taught to:

- Categorise and classify
- Interpret the language of religion, signs and symbols
- Develop hypotheses

- Reflect on and interpret one's own experience
- See life from another person's point of view

Communication skills

These skills are dependent on the above. They enable pupils to clarify and order their own thinking. They enable them to express clearly and, therefore, make evident what they feel know and understand.

Pupils should be taught to:

- Make a sensible and ordered presentation of information
- Use a variety of media to express ideas
- Express themselves through factual and creative writing
- Express themselves through drawing and painting
- Design diagrams, charts or models
- Express themselves orally
- Know religious language and use it appropriately
- Exercise imagination through role play

Critical skills

Pupils should be taught to:

- Question their own point of view
- Form reasoned opinions based on evidence
- Express their opinions in debate
- Weigh evidence
- Assess arguments
- Make connections between life and faith
- Differentiate between objective and subjective judgements

Affective and social skills

Pupils should be taught to:

- Relate well with others
- Work in a group
- Exercise empathy
- Participate in community prayer and celebration
- Accommodate social, cultural and faith differences
- Be aware of national and global issues

Evaluation skills

Pupils should be taught to:

- Distinguish between rules and principles, opinions and beliefs
- Make reasoned value judgments
- Make responsible choices

Corporate Act of Worship

Our acts of Collective Worship are an important means of expressing our commitment to our faith and to promote the spiritual and moral development of the children in our care. In depth Collective Worship on a Monday morning is focused on our focus for reflection, reminding ourselves of our school mission statement and setting ourselves up to serve God in all that we do. In our weekly Mass the Gospel reading from that day is discussed with the pupils. We recognise that for many of our children, school is the place where they may hear the word of God and we should therefore make it meaningful to them.

In our assemblies we endeavour to offer children experience of their own faith, and raise awareness of self, others and the world in general and lead pupils to develop self-respect and empathise with others. By

gathering together we create a context within which worship is possible. We enable children to experience a feeling of belonging to a community, the class, the school and the wider world. Prayers, hymns, silence and reflective moments are important elements of assemblies so that all children are involved.

Sacramental life of the school

In addition to celebrating major festivals and Holy Days of the Church's year, whole school masses are held on other occasions as well. We celebrate mass with our Year 3 children when they have all received their First Holy Communion and the Year 6 children lead their leavers mass at the end of year. There are also weekly masses for all year groups throughout the year.

Display

Children's work is celebrated in both classrooms and around the school. There is a display area in each classroom dedicated to the current RE topic.

Community

We invite the community to witness our love of Christ by attending our services. We take part, when invited, in other services in the local area, for example: Carol Singing, Eucunemical Advent Service, etc.

We also support charities such as CAFOD, Brentwood Catholic Children's Society, CRISIS, Chigwell Riding trust, Epping Foodbank and others focusing on the need to help God's family in other places.

Equal Opportunities

All pupils are given access to the full R.E. curriculum regardless of gender, race, cultural or financial background. Religious Education is understanding and knowledge of the highest order activity of the human race, i.e. the quest for God. It should therefore, always promote values of respect, equality and reverence for all people, everywhere, whether or not they have faith.

Inclusion and Differentiation

Children with Specific Educational Needs and Disabilities (SEND) will be given support as appropriate to enable them to benefit from the curriculum, details of which are found in the Loyola SEND Policy.

Teachers should set high expectations for all pupils through high quality teaching as described in the SEND Code of Practice. They should plan to challenge more able pupils and set appropriate targets for pupil's requiring support. Due attention will be given to pupils with specific learning difficulties in consultation with the Head of Learning Support and to the content of Individual Education Plans and One Page Profiles.

Teachers should take account of their duties under equal opportunity legislation (Equality Act 2010). Lessons should be planned that ensure that there are no barriers to every pupil achieving in line with recommendations from the SEND Code of Practice. Extra support and intervention are provided as necessary in line with the SEND Code of Practice.

Access arrangements will be taken into account as advised by the Head of Learning Support and in line with the pupil's IEP and the school's Disability Action Plan where applicable.

Pupils for whom English is an additional language are not regarded as having special educational needs solely because of learning differences. Planning should take account of their diverse needs and careful monitoring should occur of each pupil's progress. The ability of pupils to take part in the curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities that help pupils develop English and should aim to provide support to enable them to take part in all subject areas.

Assessment, Recording and Reporting

Progress in R.E. is reported to parents bi-annually in the Lent and Whitsun Term and a newsletter is sent home each term to inform parents about the topics to be covered and the ways in which parents can support their child's learning. Children's progress in RE is discussed in half termly progress meetings and progress is recorded on tracking sheets.

Resources

R.E. resources are monitored to ensure that there is adequate provision within the school to support the delivery of the RE scheme and curriculum expenditure reflects the status of the subject. Resources are kept in designated places and include posters, books, DVDs and artefacts from the Christian and other faiths.

Assessment, Recording and Reporting in Religious Education

"The purpose of assessment, recording and reporting in religious education is to ensure effective learning, to celebrate growth and achievement and enable further progress."

NBRIA 7997

Rationale

At Loyola we recognise that assessment, recording and reporting are a natural part of teaching and integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils, and the involvement of others as appropriate. They are the responsibility of all teachers. We believe that assessment is at the heart of good teaching.

Practice

- Good assessment procedures will be at the heart of all planning.
- All planning will take into account the concepts, attitudes, skills and knowledge highlighted in the "Religious Education Curriculum Directory for Catholic Schools" 1997.
- Teachers' long, medium and, where applicable, short term planning will be a collaborative process which assists continuity and progression.
- All teacher will use the agreed planning document.
- Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning. (See marking policy)
- Recording will recognise the distinct nature of religious education.
- Records will provide evidence of what pupils have done and can achieve.
- Regular use will be made of pupil evaluations.

The process of recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and governors and for parents and pupils.

Reporting in Religious Education will provide feedback to pupils on their achievement and progress. It will be a means of information for parents which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in a child's education.

Role of the Religious Education Leader

- The subject R.E. leader monitors the teaching of R.E. in the school as well as the worship carried out in the classroom.
- It is important that the R.E. leader keeps informed of developments in the teaching of R.E. particularly through contact with BRES.
- The R.E. leader is responsible for the purchasing of resources.
- The policies for worship and assessment, recording and reporting in R.E. are also the responsibility of the R.E. leader.
- The R.E. leader is responsible for presenting these policies to governors for approval and reviewing when necessary.
- At the end of the academic year the RE lead presents a review and evaluation the past year to the governors. A discussion is then had to identify the aims for the next academic year.