



# **St Joseph's Catholic Primary School**

## **Religious Education Policy**

<b>Agreed by the Governing Body on</b>	Summer 2019
<b>Review Date</b>	Summer 2020
<b>Review Schedule</b>	Annual
<b>Person(s) Responsible</b>	Religious Education Leader and Provisions and Achievement Committee

MISSION STATEMENT

*We live, love and learn through Jesus.*

## Background

St Joseph's is a vibrant one form entry Catholic Primary School in Covent Garden with a strong sense of community. We are a school that welcomes all children from the ages of 3 to 11 years. Our school is served by two Roman Catholic Parishes: The Church of St Anselm and St Cæcilia, Holborn and Corpus Christi Catholic Church, Covent Garden.

Corpus Christi Catholic Church is known as *'the hidden gem'* of Covent Garden on Maiden Lane. Corpus Christi is the Westminster Diocesan Shrine of the Blessed Sacrament, and was elevated to this dignity by Cardinal Nichols earlier this year.

On the Fourth Sunday of Advent, 20 December 2015, Bishop Nicholas opened the Door of Mercy at St Anselm and St Cæcilia.

Our children regularly visit both churches which is an integral part of their Catholic and Religious Education. The children are developing a deeper understanding and knowledge of Religious Education. St Joseph's acknowledges that Religious Education is a lifelong process and recognises that the primary years are significant in the lasting impression they make upon our children.

## Religious Education

*'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*<sup>1</sup>

Religious Education in school is concerned with children understanding mankind's search for meaning, value and purpose in life. The religions of the world are classic expressions of this search and, for many people, provide the context within which the experience is to be understood. Through his or her understanding of this search, the child is helped towards a deeper awareness of their identity enabling him/her to grow and develop freely in a world of divergent beliefs and values.

Education is concerned with the development of understanding. Religious Education is concerned with the development of the understanding of religion as a significant area of human experience.

'Understanding' is used in a wide sense, being concerned with feeling and empathetic insight as well as an intellectual grasp of certain information. The child is not simply learning about religion, they are learning from it.

## Our Overall Aims

- We aim to promote Christian values where children *'live, love and learn through Jesus.'*
- To provide a high quality education founded on Christian principles, recognising the needs of each individual and valuing the contribution of the wider community. We value each other's cultural inheritance, diversity of language and beliefs.
- To have high expectations for all children and work hard to ensure that they meet their full potential.

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<sup>1</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, paragraph 4

- To develop the whole child – socially, emotionally, creatively, physically, academically and spiritually in an environment that is safe, calm and challenging.
- To provide a welcoming atmosphere and actively encourage parents to involve themselves in the learning of their child and in the life of our school family.
- To develop in our children awareness and respect for different cultures, traditions and religions
- To provide a safe and secure environment where children feel valued and where they respect help and care for each other represented in society and their responsibility to the wider community.
- To foster the continuing development of staff, parents and Governors in serving our community.

### **The Religious Education Programme**

*'The outcome of 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, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'*<sup>2</sup>

### **Statutory Requirements:**

RE integrates the Catechism of the Catholic Church, the Catholic Levels of Attainment and the Religious Education Curriculum Directory. In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education which does not include Collective Worship.

### **We aim to:**

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith

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<sup>2</sup> Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p.6

- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- To bring clarity to the relationship between faith and life, and between faith and culture.<sup>3</sup>

## Objectives

These objectives link from our aims:

- To deepen knowledge and understanding of key theological ideas and their application to life.
- To provide opportunities for children to apply and use their understanding of religious truths and think creatively.
- To engage with their own and other's beliefs and values and develop good attitudes and dispositions, so promoting a lifelong love of learning.
- To promote engagement and reflection on difficult questions of meaning and purpose.
- To nurture a sense of worth through their experience of belonging within a caring community and an awareness of the demands of religious commitment in everyday life.

To fulfil the above aims and to address the four areas of study outlined in the Curriculum Directory:

1. Revelation,
2. Church,
3. Celebration
4. Life in Christ

We use '*Come and See*' to support teacher's planning which meets the requirements of the Religious Education Curriculum Directory. Children explore the mystery of Faith through Scripture and Tradition. Links are made explicitly in planning documents to the resources and plans which are adapted to meet the needs of the unique cohort. Lessons are very well resourced with both interactive stimuli, a variety of artefacts and making cross curricular links. There are three *Come and See* topics taught each term. Judaism is also taught alongside and two '*Other Faith*' units; Hinduism, Sikhism or Islam. These run on and three-year programme.

There is a selection of ritual objects, books, videos and posters etc in school. Staff are encouraged to involve members of the Jewish, Sikh, Hindu and Islamic faith community to visit school. Children visit the Sikh Gurdwara, Shepherds Bush; Jewish Museum, West London synagogue; the Hindu London Radha-Krishna Temple, Soho Street; Islamic Cultural Centre in Regents' Park and the Mosque in St John's Wood.

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<sup>3</sup> Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, paragraph 4

## ***Social Justice and the Common Good***

Throughout the year children across the school, from EYFS-Year 6, learn about the Seven Catholic Social Teaching Principles.

1. The dignity of the human person
2. We are called to live as family and community
3. Rights and responsibilities
4. An option for the poor and vulnerable
5. The dignity and rights of workers
6. Solidarity
7. Care for God's creation

Catholic social teaching (CST) is rooted in Scripture and is formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world. This is interwoven into our children's everyday learning and they are encouraged to make links within topics.

A Catholic Social Justice themed week takes place in the Spring term. Involved within this topic, are volunteers from a range of charities including Caritas, CAFOD, Children's Missio and Fairtrade who all lead whole school assemblies throughout the week.

In Key stage two, children also take part in workshops led by the Just Enough Group.

Children in years 5 and 6 learn about Human Trafficking and Modern Day Slavery. These workshops use storytelling, comedy and multimedia to talk about sensitive topics. It brings awareness about this complex issue in a child-friendly way, whilst still inspiring them that 'one person can make a massive change.' Children focus on special religious figures to support their learning and understanding such as Saint Josephine Bakhita and Saint Oscar Romero.

Children in years 3 and 4 learn about The Earth and Us. They look at the modern day issues the world is facing including climate change, pollution and the effects of plastic. They focus on Pope Francis' Cyclical, Laudato Si and how learn how they can be Stewards of God's Earth and wondrous creation.

A Peace themed week takes place usually in the Summer term. Children think about the world we live in and the focus is to help them understand that we all belong to different groups; we have some things in common with others but we also have different abilities and qualities that contribute our uniqueness. The other areas of focus during the week are:

- Thinking about our identities.
- Thinking about different view points
- Focusing on peace between each other.
- Thinking about anger, being fair, unfair, conflict and resolution.
- Learning how to work cooperatively
- Seeing things from different perspectives
- Looking at conflicts in the wider world – what is war and who are refugees?
- How child refugees flee war and conflict. Journeys to safety - Where are they from? Where do they go? What kinds of experiences do refugee children have?
- Human Rights – of children in particular.

Involved within this topic, are Pax Christi, the Quakers, CAFOD and Amnesty. Amnesty lead workshops for years 2-6.

## **Planning**

Taking a whole school approach in using *Come and See*, we are confident that the breadth of the curriculum is being taught and that there is good progression from year to year. Please refer to the online *Come and See*, materials for more detail about planning and curriculum coverage.

The advantages of this approach are:

- Appropriate content for each group is ensured
- Planning and recording are easy
- Continuity and progression across the school are assured
- Communal celebrations are possible

Our Religious teaching will relate to the lives and experiences of our children.

Appropriate religious language will be developed where children will understand the meaning of symbols and ritual in the practices of the Catholic Faith.

## **Assessment and Record Keeping**

### **Informal/Ongoing Assessment**

#### **Key Stage 1 and Key Stage 2**

Class teachers will assess pupils' responses to questions, participation in a variety of activities including role play, contributions to discussions. Progress will be noted on class teachers planning. This could include general observation of children engaged in classroom activities and observations of contributions made to classroom displays.

#### **Early Years**

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

#### **Whole School**

Each teacher has the responsibility for maintaining records on the children in their class. Teachers' ongoing and daily assessment vary according to a child's age, experience and ability.

These may include a teacher's note after a class discussion, verbal feedback (VF), a marked piece of written work, or evidence that a child has understood that Religious Education has a practical application to everyday life. Records are kept in the form of teachers' notes in children's work and discussions.

### **Formal Assessment**

#### **Assessing Attainment Years 1 to 6**

Levelling is carried out through work sampling for at least three children at the end of each *Come and See* topic.

Every child completes an assessment task at the end of each *Come and See* topic. There are usually 3 topics taught each term. The school uses the assessment tasks created by Hexham and Newcastle Diocese.

## **Attainment Targets and Levels of Attainment**

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In summer 2000, the National Board of Religious Inspectors and Advisers published *Levels of Attainment in RE for Catholic Schools*. The document identifies two attainment targets:

AT1 – Knowledge and Understanding of Religion (Learning *about* Religion – content)

AT2 – Reflection on Meaning (Learning *from* Religion – skills)

As in other subjects, progression in Religious Education is not always predictable and pupils of the same age will be at different levels of attainment.

The Class Teacher then provides the RE Co-ordinator (REC) with 3 – 6 levelled samples (each with an overall National Curriculum level):

1-2 high, 1-2 middle, 1-2 low attainers.

The Class Teacher, the REC and the Assessment Leader moderate the samples. The samples are then kept in a Topic Assessment Folder by the REC. At the end of each term the Class Teacher makes a summative assessment of each child's NC sub-level, using a best fit approach and populates the RE Pupil Tracker. As children's understanding of topics and their written RE Literacy may fluctuate between topics, a best fit level is given.

Whole school moderation also takes place every term, which focuses on either sub-leveilling work or whole school progression.

### **Assessing Progress**

Progress judgements are made for each child as follows:

1 NC level + across the year: Outstanding progress

2 sub levels across the year: Good progress

Less than 2 sub levels across the year: Inadequate progress

### **Data Analysis**

The REC, Assessment Leader and the Headteacher analyse and summarise the data as follows:

#### Summary of cohort data

Number and % of children working towards the Expected Standard WTS, working at the Expected Standard + (EXS+) and working at Greater Depth Standard (GDS) in line with the National Curriculum levels for each year group (L1-L5)

This is also done for progress i.e. the number and % making inadequate, good or better and outstanding progress.

This is compared to the end of year writing expectations/actual outcomes. Differences are discussed and next steps planned.

### **Pupil Progress Reviews**

Pupil Progress Reviews are held with each Class Teacher at the end of each term with a focus on accelerating progress for those children at risk of not achieving the expected level and those who could be challenged to work at greater depth. Any other relevant issues are discussed e.g. children with EHCPs, extended absence through illness, class staffing changes.

### Overall judgments of the quality of teaching and learning

The school uses a range of evidence to make judgments about the quality of teaching in each cohort and overall for the school. This includes:

- Assessment data
- Work scrutiny
- Pupil discussions
- Moderation
- Lesson observations
- Learning Walks
- Pupil Progress Reviews
- Teaching and Learning Audits with Areas for Development

### **Assessment in the Early Years Foundation Stage (EYFS)**

The EYFS Curriculum sets the standard for learning, development and care for children from birth to 5 years. While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. The principles and practice of EYFS offer good opportunities for RE. This information is then used to inform action planning.

EYFS focus on 4 out of the 6 areas of development for Religious Education. These are:

- Personal, Social and Emotional Development
- Understanding of the World
- Communication and Language
- Expressive Arts and Design

For Nursery and Reception, the EYFS Leader is responsible for monitoring children's progress and attainment using the school's online '*Tapestry*' assessment tool. The EYFS Leader and the RE Coordinator assess and monitor class portfolios of evidence alongside Tapestry. These are used as exemplification books to show the teaching, learning and understanding of not only the *Come and See* programme but the areas of development and learning from the EYFS that best correspond with knowledge, understanding, skills and attitudes in RE.

At St Joseph's, assessment of a child's understanding in Religious Education must consider what they can convey orally and not just what they can record through writing. Teacher annotations are vital when assessing children's discussion of religious ideas.

RE is reported formally to parents in Structured Conversation reports (at least twice annually).

Access for all: All children have access to Religious Education including those with special needs but careful planning ensures that each child benefits according to their ability. Children with special needs are given tasks and activities modified to match their abilities but which ensure that they have full access to the curriculum. Work is differentiated to ensure that the most able children have the opportunity to develop their abilities and understanding to the full.

### **Recording**

Recording in Religious Education recognises the distinct nature of the subject; Assessments made and the consequent records kept will;

- Recognise a wide range of achievement

- Be selective because not all evidence is suitable for recording or is able to be recorded.
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes).
- Be open and based on collaboration between the teacher and pupil wherever possible.

When recording for Religious Education is simple and straightforward, it avoids becoming an unnecessary burden for the teacher.

## 1. Reporting

Reporting in Religious Education is a natural part of teaching and integral to learning process.

### Reporting includes:

- Feedback to the pupils / classes through marking and discussion
- Feedback to teachers via RE Coordinator
- Information given to parents at parents' evenings and annual school report
- Governors' meetings
- External reports from the Diocese of Westminster and Ofsted

There are four dimensions to reporting in Religious Education:

- 1 It provides feedback to pupils on their achievements and progress through:
  - Informal discussion with pupils;
  - Regular and constructive marking of pupil's work;
  - Compilation of pupil records.
- 2 It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
  - Summative records;
  - Pupil profiles
- 3 It informs parents of the progress and achievement of their children through:
  - Pupils, parent and teacher discussion;
  - Termly letter to parents/carers outlining topics to be covered
  - Written reports;
  - Religious Education celebrations;
  - Displays of work;
  - Photographic records of dance, drama and musical presentations.
- 4 It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
  - Curriculum documents;
  - Termly letters to parents/carers outlining topics to be covered
  - Headteacher's report to governors;
  - Sacramental meetings for parents;
  - Religious Education celebrations;
  - Photographic records of dance, drama and musical presentations;
  - Displays of work.

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

## 2. Monitoring

Aspects of RE which are monitored and teaching evaluated include:

- Timetables (annually)
- Planning scrutiny (one topic each term – informal discussions)
- Children’s work scrutiny / books
- Teaching and learning (lesson observations)
- Assessment (formal assessments each term, individual records of attainment annually)
- Displays
- Prayer areas
- Collective Worship
- Pupil voice
- Monitoring of resources

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school. The RE Co-ordinator is responsible for displays in the main entrance and corridors.

RE teaching, along with other curriculum subjects will be observed by the REC and the Headteacher on a rolling programme, according to the School Development Plan and RE Development Plan. With regard to monitoring teaching, the school follows the diocesan guidelines.

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupils’ work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils’ learning and the standards, which they achieve.

And the extent to which pupils:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;

- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

### ***Staff Development***

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

We see the importance and value of staff attending diocesan courses for Religious Education and for both the Headteacher and Religious Education Coordinator to attend ongoing training and CPD courses, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within St Joseph's.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have.

Staff meeting (PDMs) time is used for Inset, alongside other core subjects. The RE co-ordinator attends meetings and courses on a regular basis.

RE is frequently included in staff meetings and staff are able to consult with the RE Co-ordinator and other colleagues on an informal basis. INSET days focus on school RE priorities and have done so for many years.

### ***Home, School, Parish links***

We recognise the importance of parents as the child's first teacher and their role in faith development. Parents and staff do everything possible to work in close partnership. There are many opportunities for parents to engage in school life.

St Joseph's School seeks, in partnership with parents and parish, to develop and nurture the Catholic faith of our children. We strive to bring pupils to a fuller understanding and knowledge of the Roman Catholic tradition.

On Holy Days of Obligation (where circumstances permit) the St Joseph's School, will celebrate mass in one of our two parish churches. The Church of St Anselm and St Cæcilia, Holborn and Corpus Christi Catholic Church, Maiden Lane.

Children are prepared for Holy Communion at the parish church of St Anselm and St Caecilia's. We will support and complement the catechetical programme of the parish and so contribute to the development of community and partnership between home, school and Parish.

Christmas and Easter celebrations take place in either churches in consultation with the parish priests.

Friday Family Prayers with classes on rotation. Parents are invited to join in with collective worship.

Our Parent Prayer Group gather together to worship and in prayer as part of St Joseph's Catholic community at least once every half term along with the Headteacher, SBM and the RE Coordinator.

### ***Parents are given:***

- A warm welcome when they visit our school.
- Termly curriculum overviews which inform them of the topics covered in class, as well as ways they can support their child's learning.
- The Wednesday Word each week so they can share the message of the Gospel with their children
- An opportunity to give support/input with their child's RE homework.
- Fortnightly newsletters which are also available on the school's webpage.
- Monthly TenTen newsletters which are also available on the school's webpage
- A verbal report on their child's RE development during Structured Conversations.
- A written report on their child's RE development at the end of the year.
- The opportunity to accompany children on class RE trips.
- The opportunity to keep up to date with children's learning about RE under Catholic Life section of the school website.
- Opportunities to support their child during First Holy Communion preparation by attending meetings and working at home on aspects of the programme
- Opportunities to be involved in all charity activities during the year for school or for the wider community

and

- Are invited to RE celebrations and events

### ***Monitoring and Evaluation***

At least once a year the school's provision of worship will be evaluated to consider whether it meets the needs of all pupils and whether pupils are making progress in acquiring skills and abilities in organising and leading worship.

### ***The Religious Education Subject Leader***

The first purpose of the RE Coordinator's role is to help improve the quality of the teaching and learning that the pupils receive in Religious Education.

The RE Coordinator's is responsible for:

- Work with the Headteacher and Senior Leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Writing and keeping relevant documentation up to date
- Co-ordinating the teaching throughout the school by encouraging collaboration between year groups or key stages
- Being involved in the process of assessment, recording and reporting
- Monitoring the quality of teaching, the progression and continuity of Religious Education throughout the school.
- Offering support and advice to colleagues
- Organise and lead in-house staff training and development.
- Identifying resource requirements
- Maintaining a strong relationship between the school and the Diocese, and with the school's Diocesan advisor
- Maintaining the high status of worship within the school
- With the headteacher, completing the Religious Education action plan and using it to inform the School Improvement Plan
- Self-evaluate to identify strengths and areas for development.
- Keeping resources well stored, catalogued and available
- Ensure that the Curriculum Directory is understood and being followed
- Keep abreast of updates and changes including training
- Liaise with the Headteacher, Governors, parents, on matters relating to Religious Education

### ***The Role of Governors***

- The Governors will be asked to approve new Religious Education policies
- To ensure the teaching of Religious Education as recommended by the Diocese of Westminster and the Religious Education Curriculum Directory
- The RE Coordinator will liaise with the link governor about Religious Education developments
- The Religious Education and Catholic Life of the School Planning Committee meet once termly to discuss Religious Education developments and evaluate the Catholic life of the school.

- The RE link governor attends RE Reviews days with the school's Diocesan Advisor, the Headteacher and Religious Education Coordinator
- The governors are invited to attend school masses, collective worship, celebrations and liturgical events

### **Environment and Display**

From the moment you enter St Joseph's, the school environment says loudly and clearly that we are a Catholic school. There is a special area devoted to St Joseph as you approach the school office, information on our local Churches are displayed and every corridor and floor is filled with bright, creative art work showing what the children have been learning about within Religious Education.

Each classroom has a prayer area in a prominent place of the classroom and a display dedicated to current learning in Religious Education. As you move around the school, there are a number of displays showing the children's religious art work, statues of saints, St Joseph's Guardian Angels, prayer boards and prayer areas.

### **Resources**

- RE resources are stored in the RE Coordinator's office
- Each class has a set of resources to support child led worship.
- Each class has 'Come and See' planning resources and access to the bank of interactive resources. Staff also have a login for the *Come and See* online programme.
- Posters, framed pictures, gems/stones, rosary beads
- Candles, prayer books, prayer cards, artificial plants
- CAFOD materials
- Bibles and bible storybooks. Extra bibles are kept in the middle floor on shelving outside the staffroom
- Jewish, Hindu, Sikh and Islamic ritual objects, books and other resources are kept in a cupboard on the top floor
- Collection of RE reference books on a variety of topics are kept in the RE Coordinators office
- Collection of prayer books, mass guidance, reflections, music and dvds are kept in the RE Coordinators office
- RE fabrics and artefacts suitable for all seasons of the liturgical year are stored in a cupboard by the RE Coordinators office.

### **Use of Computers, Drama and Art**

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, i-pads and other technologies as enhancing the learning and teaching within lessons.

Information from websites, the use of art and drama are encouraged and will be used to support the delivery of Religious Education wherever appropriate and should add to a diverse and richly creative R.E. curriculum. Children are at all times encouraged to use appropriate internet sites such as CAFOD and Children's Mission as a source of information that will support their learning.

### ***Holy Areas***

Each class has a holy area for prayer focus, which should be in an area where all children can see it when they pray. The theme of the prayer focus should relate to the season of the liturgical year.

The holy area should feature a cloth reflecting the liturgical year or a feast day and some ritual objects. Drapes for the holy areas in each class reflecting the liturgical year are kept in each class and/or with the RE Coordinator.

Ritual objects may include pictures, icons, stones, bibles, flowers, bark, holy water, rosary, seashells or candles.

### ***Wider Community***

We at St Joseph's encourage involvement with the community. At the heart of a vibrant and caring community, St. Joseph's close network of local partners help to drive exceptional outcomes for children. Partners are also invited to our special events such as masses, the Christmas nativity, the carol service, and summer concert. We hold special celebrations and assemblies annually to thank our partners.

Across the curriculum, we aim to deliver full engagement and learning for each child. As well as promoting cohesion, community and partner engagement enhances our children's progress, resilience and resourcefulness by facilitating:

- a curriculum that is constantly challenging and innovative;
- a richer school environment;
- direct mentoring support;
- a range of encounters with possible professions;
- 'hosting' or 'curating' of children's work; and
- a learning culture giving the freedom to experience, experiment and discover.

### ***Spiritual, Moral and Social Education***

The *Come and See* programme encourages the children to think about their relationships and act responsibly. Children take on the role of St Joseph's guardian Angels within the school and Year 6 lead the school by example. Our behaviour policy is founded on the principles of restorative justice.

### ***Equal opportunities***

Religious Education cannot proceed on the assumption that all pupils will, or should, have positive religious convictions or commitments. St Joseph's school, should however, foster the search for meaning, value and purpose since these are implied by the very concern to

educate the whole person. It is therefore a legitimate part of the pupil's education that he/she should be encouraged to consider his/her own response to such issues.

### **Marking**

Work should be marked in accordance with the school marking policy (see policy). Work should be marked in relation to the learning intentions. Key words must be corrected. Comments should encourage children to reflect, analyse and should be interactive.

### **Please also refer to:**

- Curriculum Directory for teaching RE in Catholic Schools
- Diocesan guidelines for Assessment using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference
- Come and See Programme
- Collective worship policy
- Prayer Policy
- Religious Education Marking policy
- Charities policy
- Special Educational Needs and Inclusion Policies
- Relationships and Sex Education policy
- Promoting Positive Behaviour policy
- Safeguarding & Child Protection Policy
- British Values Policy