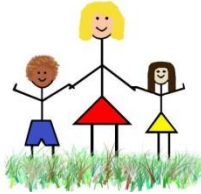




St Mary's Catholic Nursery  
and Infants' Schools



**St Mary's Catholic Federation, Carshalton**



*"St Mary's is committed to being a Rights Respecting School to inspire and support the children, parents and school governors in school and the wider community."*

**RE & Collective Worship Policy  
(Non Statutory)  
(Bi-Annual)**

This policy is to be read in conjunction with the following policies: Assessment, Teaching & Learning, Equal Opportunities, Education in Human Love & Inclusion

**Author: Marie Bignell & Rosanna Mason**

**Committee: SLT**

**Date Prepared: Feb 2017**

**Date Approved: 6<sup>th</sup> June 2017**

**Date of Review: Feb 2019**

**Approved by Full Governing Body on Date:**

**Chair of Governors.....**

**St Mary's Catholic Federation, Carshalton**

**Safeguarding Statement**

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

**Lead Safeguarding Person Junior School: Mrs G Owens**

**Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn**

**Safeguarding Deputy: Mrs S Hulme**

**Governor designated safeguarding officer: Mr A Scully**

## Policy for Religious Education and Collective Worship.

This policy is to be understood through the Mission Statement and Aims for the school, and also the school's Teaching and Learning policy.

### The Mission Statement

St. Mary's Nursery and Infants' School and St Mary's Catholic Junior School share in the mission of the Catholic Church to proclaim the Gospel. It is a faith community, which binds together school, home and parish in developing a special relationship with God. The Gospel values of love, justice, tolerance, kindness, forgiveness and respect are reflected in all the policies and practices of the school.

### Aims of Religious Education

Religious Education at our schools is a journey through the understanding and development of the Catholic faith involving every member of the school community alongside the children's families and respective parishes. In addition, other faiths are also studied.

Religious Education is an academic subject in its own right in the curriculum and is taught, developed and resourced with the same commitment as any other core subject, with additional emphasis on the specialness of the topics studied.

1. It is our aim to provide all children with the necessary skills, attitudes, knowledge and understanding to assist them through their faith journey, enabling them to progress towards Catholic Christian maturity.
2. We aim to provide all children with the opportunities to develop a closer, more personal relationship with God, whilst developing an understanding of their own values and importance as individuals, and respect for others, other faiths and other cultures.
3. We aim to enable all children to become more familiar with the language, symbols, signs and gestures of religious belief, and to practise their faith and worship within the environment of a Catholic Christian community.
4. It is our aim, through the use of the "Come and See" programme and other resources, to provide all children with a framework for life based upon the truth and wisdom of the living Gospel and sound educational principles.

### Spiritual Development for Staff

All INSET days begin with a period of reflection for all staff. This is led and planned by the Chaplain with the two RE Co-ordinators. In addition, staff meetings begin with a prayer opportunity and before school, once a week in each school, a quiet area is

prepared for Morning Reflection for all staff. Before new Come and See topics are taught, and before Lent and Advent, staff also come together for spiritual preparation.

## The Religious Education Curriculum

### 1. The Religious Education programme.

St Mary's follows the 'Come and See' programme for religious teaching.

In the life of faith in our Catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. We express and explore this vision in religious education. Religious Education is not one subject among many, but the foundation of the entire educational process at St Mary's. The beliefs and values studied in religious education inspire and draw together every aspect of the life of a Catholic school.

Our religious education curriculum is delivered in line with our Teaching and Learning Policy which reflects our Catholic ethos and values.

The outcome of Catholic religious education "is 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." (Religious education Curriculum Directory for Catholic Schools)

St. Mary's School follows the "Come and See" programme. The whole school shares the thematic approach to the teaching of Religious Education, although "Come and See" is taught as individual lessons in each class. Where cross-curricular links arise, however, these are fully developed, initially at the planning stage of the process. Saints' days, Holy Days of Obligation, and other festivals are celebrated not only in Religious Education lessons, but through assemblies, Mass and in-class prayers and services.

The school places special emphasis upon Our Lady, with focus within the months of October and May. In addition to these the school focuses upon the preparation times of Advent and Lent in traditional style. Religious Education is also celebrated through display work, especially in the Infant and Junior halls, and links are made across subjects too. Examples of this include the annual Nativity Play which is written by Year 3 in their Literacy Hours, and Year 5 present an Easter Reflection.

St. Mary's School celebrates our community's cultural diversity and other faiths are studied in accordance with the "Come and See" scheme.

Pupils in Year Three prepare for the reception of first Sacraments during their time in Y3. Whilst recognising that sacramental preparation is the first responsibility of the home and parish, the school is happy to work with the four feeder parishes to support this in class.

Relationships and Sexual Education at St Mary's is covered by a separate policy. It is delivered through the 'Journey in Love' programme.

## 2. Time Allocation

Religious Education takes up 10% of the curriculum time, as recommended by the Bishops of England and Wales.

Assemblies last for twenty minutes with half the time allocated to Religious Education and the other ten minutes given over to collective worship.

## 3. Planning, Assessment and Recording of Religious Education

Religious Education is delivered as a broadly separate curriculum area and is therefore planned that way. Staff plan in year groups and the co-ordinator monitors its effectiveness. Staff utilise the "Explore" section of "Come and See" to prepare pupils for "Reveal", "Respond" and self-assessment. This is effective for children due to "Explore" being the questioning period of their learning and understanding. Staff provide children with opportunities for self-assessment throughout the topic and pupils in the Juniors are now also sometimes beginning to set their own success criteria for lessons. All staff have copies of the relevant sections of the "Broad Areas of Attainment in Religious Education" to assist with this process. Teacher assessments are made in accordance with the Levels of Attainment in Religious Education - notably the two attainment targets: learning about religion and learning from Religion.

Subject Leaders collect a sample of work from assessed topics and the Subject Leaders from the two schools then moderate these, alone or with other Deanery co-ordinators. Planning for RE is on line in the staff resources zone. This is in keeping with all other subject planning. Medium term plans are used and adapted as appropriate from the Diocesan website and "Come and See".

New assessment recording sheets have been designed and follow our whole school policy. Assessment is carried out throughout a topic and through focussed tasks.

## 4. Special Educational Needs

St. Mary's Schools are committed to equal opportunities for all pupils and follows the Bishops' statement in the following Key Principles.

Every learner:

- has a divine origin and is a unique individual;
- is gifted by the Holy Spirit;
- has the right to be fully included fully in the life of the Church community;
- has the right to education and to have potential identified and developed;
- has the right to be regarded as having equal value and worth;
- has the right to a broad, balanced, relevant and differentiated curriculum;
- has the right to genuine access to the whole curriculum;
- has the right to be challenged by and to achieve in the learning situation;
- has the right to share with and learn from others.

Differentiation: A Catholic Perspective

C.E.S. 1997

### Links with Home, School and Parish

St. Mary's Catholic Nursery & Infants School and St Mary's Catholic Junior School both exist within the strength of the home-school-parish triangle, and celebrate this partnership with parents and the feeder parishes. Parents are a child's primary educators and thus the school supports and maintains this. It is also vital to maintain parochial links due to the 'geography' of the school. It is placed between four parishes:

Holy Cross, Carshalton;  
Our Lady of the Rosary, Sutton;  
St. Margaret's, Carshalton Beeches; and  
Holy Family, Sutton Green

These relationships are particularly nurtured during the time spent, in Year 3, in preparation for the sacraments of Reconciliation and Holy Eucharist. This is an agreed system with the parish priests of the feeder churches. Parents are informed and included at every stage of the system from initial plans, at the penitential services, to the sacraments themselves and follow-up celebrations.

In addition to this, all parents are provided with half-termly information about the curriculum, termly RE newsletters from *Come and See* are uploaded to the MLE in the Schools, and Spirituality is included on the monthly newsletter to parents. Parents are also given regular information about pupil development.

Relationships between families and school are supported further when each class attends a weekday mass, at one of the feeder parishes, each term. Parents join us for the walk and for the mass. If a Holy Day of Obligation happens in term time then mass is celebrated in school or at one of the churches. Likewise, Ash Wednesday services are shared in school.

The School subscribes to the *Wednesday Word*; a colourful leaflet about the weekend Gospel. Pupils take home a copy of the *Wednesday Word* each week to enhance the link between the home, school and parish and a display in school reflects the word that is the focus for the week. In the Upper Juniors the Homework Diary given to all pupils replaces the *Wednesday Word*. It does, however, fulfil a similar function of providing engaging activities related to each Sunday Gospel.

All pupils in the Junior School complete Learning Journal homework where one topic is given to them and they choose what to do at home to show their learning on this subject. An example would be "Harvest." Although they have free choice over what to do, they must always include religion, literacy, maths and ICT on their page.

'Family Homework' in both schools creates displays and children in years 2,3,4,5 and 6 may also get homework related to their class topic in RE.

Links with the Wider Community.

The priest from the closest parish of Holy Cross pays frequent visits to the school and other guests are welcomed from various charities.

We believe that children should see themselves as citizens of the world, with responsibility towards others in that world. We have a Recognition of Commitment to be a Rights Respecting School from UNICEF.

We encourage charity work through supporting charities during Lent, at our Harvest Festival and at other times during the year. These are often followed up by welcoming visitors from the charity to an assembly or Mass. Displays, assemblies and lessons in school share the contribution made and encourage reflection on subjects such as Fairtrade.

### **Collective Worship**

Please refer to the Spiritual and Moral Development section of this policy for more details.

Collective Worship is by definition the central part of this faith community. It is a regular feature of the school and takes the form of whole school worship, year groups, classes and groups within classes. It occurs both inside classrooms each day, and outside at assemblies, before mealtimes and at the end of the day. However, prayer and worship can happen at impromptu moments in the classroom and in our lovely surroundings. In the Infant School there are assemblies on Monday (led by a member of the Leadership Team), and on Thursday is a liturgy led by a different class each week, to which parents are invited. In the Infants' 'Sing and Praise' takes place on a Wednesday. In the Junior School Liturgy is on a Monday and whole school assemblies on Tuesday. Class assemblies take place on Wednesdays in the autumn term. In the spring and summer terms class liturgies take place at this time. Visitor assemblies take place on Thursdays e.g. Catholic Children's Society. In both schools special Advent and Lent assemblies are added to the timetables.

### **Aims of Collective Worship**

Collective worship lies at the heart of St.Mary's. It specifically aims to:

- provide opportunities for the development of a personal relationship with God;
- assist in the development of every child's spirituality;
- familiarise each child with traditional forms of prayer used in the Catholic Church;
- provide good liturgical experience;
- introduce a variety of formal and informal prayer settings and forms;
- enable each child to grow in the knowledge of Jesus Christ, His personality and His teaching;
- assist each child in developing a social and individual moral consciousness;  
and

- enable each child to experience a sense of loyalty and belonging to a worshipping Christian faith community.

### Focal Areas

Focal areas provide a space for reflection and may include prayers, books, candles, plants, enticing artefacts and children's work. These are set up in each classroom, school hall and reception area as well as in corridors, the library etc. They are changed regularly to reflect changing topics and seasons with appropriate liturgical colours. The children may be involved in designing the content of the class focal areas and are encouraged to make use of the area throughout the day. Sometimes children bring additional items for the table. Often the area is used as a focus during RE lessons.

### Mass and Assembly

#### Mass

The School celebrates Mass on holydays of obligation and also for other festivals. In the Juniors a year group prepares the Mass on a rota basis and parents are invited to attend. These start with the Annual Feast Day Mass at which we celebrate the birthday of Our Lady and continue with the Harvest Mass and others. There are penitential services for Year 3 pupils in preparation for the sacraments of Reconciliation and Holy Eucharist. A priest from the feeder parishes celebrates Mass. The end of the year is celebrated in both schools at a Leaver's Mass for Y2 and Y6 pupils. In addition, Junior classes join one of our local parishes for Mass once a term.

#### Assembly

In the Infants' School pupils come to assembly with their hands together and in both schools a reverent silence is expected. In the Junior School each class brings in their own class candle as a symbol that we are bringing ourselves and that we are all part of a community. There are prayers and music at every assembly.

### Spiritual Development

Spiritual development is a sensitive and personal area for individuals and it is crucial that the shared values of home, school and parish create an environment of trust and openness.
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Spiritual development across the curriculum contributes to the wider spiritual development of the pupils in the school, and is not necessarily about Mass, the Rosary etc., but rather it promotes a sense of self, the essence of the individual and the centre of being. This is to say that spiritual development is not limited to the religious life of the school.

## Children's developing Spirituality

Children develop best spiritually when:

- all adults work co-operatively to create an atmosphere enlivened by the Gospel spirit of freedom and charity;
- there is a warm and friendly environment;
- there is a supportive and positive attitude that understands their needs and builds on their successes;
- there is mutual respect and consideration for others.

We believe that children have a natural aptitude for prayer and are open to God.

It is important to:

- create the right atmosphere and setting e.g. the use of candles, music, posters;
- enable pupils to relax;
- make the best possible use of silence;
- lead the children in a meaningful experience of traditional prayers;
- lead the children to feel free to pray with openness and spontaneity;
- have the courage, as adults, to share with the children;
- always respect their right to listen and be silent;
- ensure that our prayer reflects the essence of our lives - joy and sorrow, a sense of belonging, a feeling of loneliness, celebration and peace, anger and upset.

## **Moral Development**

Moral development is about a growing awareness of, and positive response to, the demands of living as an individual with others in the community. We need to consider how an individual pupil and, of course, teacher can best develop their unique way within our Christian Catholic community.

This can be achieved through:

- exploring the values which underpin beliefs and actions in the human family;
- understanding the following of Christ as a call to holiness/wholeness of life;
- reflecting on the values which Christ expressed in his life and teaching;
- exploring the values and ways of life of other world faiths;

thus developing a range of skills:

- investigation;
- interpretation;
- communication;
- critical skills;
- affective and social skills; and
- evaluation.

These will lead to the development of attitudes, which may be grouped under the headings of:

- wisdom;



- understanding;
- knowledge;
- right judgement;
- courage;
- reverence;
- awe and wonder.

However, parents are the first teachers of their children and everything the school does in this aspect is subsidiary to this.

Children develop best morally when:

- respect and tolerance are exemplified by the adult community and by this means exemplified in the child;
- there is an emphasis on turn-taking, sharing, listening, caring, accepting, encouraging, praising, patience and affirming;
- after explanation and negotiation there is an understanding of the need to conform to agreed standards of behaviour;
- pupils are offered a Catholic Christian framework through which to help them make informed decisions.

### **Resources**

#### Infants School

General RE resources for Religious Education teaching are kept in the RE cupboard. All class teachers have their own resources including Come and See teacher books in their classroom. The Headteacher keeps a range of assembly books in her office. Cloths and posters are held centrally..

#### Junior School

General RE resources for Religious Education teaching are kept in the resource cupboards by the chapel. All class teachers have their own resources including Come and See teacher books in their classroom. The Headteacher keeps a range of assembly books in her office

1. Cupboards in top corridor: supplementary material for "Come and See"; Mass and Liturgy books; assembly resources; multicultural information and artefacts. One cupboard also contains Altar cloths and items for Mass
2. Classrooms: "Come and See" programmes; Bibles; stories; further supplementary material.
3. Y6 corridor: Children's Bibles.
4. Dining area drawers: Posters.
5. Library: Children & staff can borrow books from the library that support our RE curriculum.
- 6 Small World RE resources are kept in Y3 classrooms for the whole school to use.

### **Responsibility**

The co-ordinator is responsible for the Religious Education curriculum, and class teachers are responsible for classroom experiences. Staff are accountable to the co-ordinator, who in turn is accountable to the Headteacher.

RE is monitored annually as part of the school's monitoring programme. Staff are given written feedback, verbal feedback, and a final written report is shared with staff and Governors.

The work of some children in each year group is moderated (in their books, the teacher's planning and the assessed pieces) by the Coordinator each term. The assessed levels are tracked and monitored.

The progress and achievement of all pupils is looked at by class teachers, the coordinator and the Senior Leadership team. Some groups of pupils are then examined more closely to ensure that progression is appropriate. Such groups would include those pupils with level 3 at KS1 (to ensure they are moving well towards level 5), and Pupil Premium children who are those at risk, statistically, of underachieving. We are currently using Levels to assess, following the guidance of the Education Commission.

The RE coordinator attends a termly meeting organised by the diocese and in turn feeds back to staff through Inset including staff meetings. RE is on the agenda at every meeting, giving the opportunity for the Subject Leader to share the "Before we Begin" reflection with staff at the beginning of every 4 week topic, assessment, moderation or other information.