

# St Francis Catholic Primary School Policy for RE and RSE



**Celebration of Prayer**

**Collective Workshop  
RE & R.S.E.**

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## **Mission and Vision Statement**

### Mission statement.

*A community growing in love for learning and life rooted in God's love*

At St. Francis we work in partnership with the parish and parents to develop our children's awareness and appreciation of the Catholic faith.

We create a Christian environment where adults working with the children promote a deepening of the child's spirituality and uniqueness in the family of God. We seek to develop children to their full potential.

### Our Vision.

Religious education will be the foundation of the entire educational process at St. Francis school. We aim to instil in each child a positive attitude to learning and a desire to face challenge with enjoyment. We will nurture an attitude of respect towards all people and celebrate the uniqueness of the individual. We aim to provide all children with a structured, progressive and stimulating programme of study that will produce independent learners. A broad and balanced curriculum will provide the children with opportunities to develop skills for the 21<sup>st</sup> century. Pupils will have time to appreciate the awe and wonder of God's world.

All adults working with the children will be sensitive to the needs of the individual offering challenge or support where appropriate. We will foster high expectations in work and behaviour.

### Staff Prayer

Lord Jesus, when you lived and walked and talked among people here on earth, they called you teacher.

Help me to remember always the greatness of the role that has been given to me.

Let me never forget that I work with the most precious materials in the world, children – created in the image of God.

Help me always to be conscious that each interaction I have with a child is shaping that child's future.

Give me special patience with those who find it difficult to learn and those who do not apply themselves.

Help me to excite children with their learning and enable me to assist them in achieving their full potential.

Loving Lord, when I need to discipline let it always be in love.

Keep me from the sarcastic and biting tongue and help me always to encourage.

In all the worries, irritations and frustrations of my work help me to remember that the future of these pupils rests in my hands.

All this I pray in your Holy name.

Amen.

*A celebration of vocation – CES – Career profile of a teacher within a Catholic school, 2000.*

### Policy Statement

RE in St. Francis school seeks the development of the whole child; in our planning and POS content we aim to bring about spiritual, moral, social, aesthetic and cognitive growth. The policy content recognises that the children we teach are called by name to praise and serve our Lord in a multi cultural technological society. The acquisitions of basic skills are therefore perceived as an essential part of the RE process.

We the teachers of St. Francis School believe that it is only with Christ, that the children we teach will become fully alive. Therefore we aim to set time aside each day for prayer, reflection and the linking of daily life to the Christian experience.

The POS for RE will seek to develop basic skills so that the child is empowered to enquire, investigate, celebrate and communicate his/her joy and satisfaction in being a child of God and a member of the community of the Body of Christ.

Teachers and assistants of St. Francis School value the process of teaching and learning as a vocation and they commit themselves to the sacramental task of creating an environment where RE is not just a subject but also a way of life. The community of the school embraces the ideals of equal opportunity for growth, reconciliation and communion as desired outcomes for all.

The RE co-ordinator is responsible for RE and RSE (which includes policy statement on sex education) and he/she will uphold the basic principle of a good policy on RSE in a Catholic school which is that: "the word of God in the scriptures and the teaching of the Catholic Church must be the foundation and source of all moral values fostered". The school's curriculum for RSE will follow diocesan guidelines.

The Way The Truth and The Life is used for RE class teaching. At appropriate times and opportunities other recognised Christian agencies' materials may be used for liturgical celebrations and charity appeals.

Following diocesan guidelines the school will study 2 other faiths at appropriate times throughout the school year. The total time allocated to these studies will not exceed 12 hours and will be allocated at the discretion of the head teacher in consultation with the teaching staff. The other faith studies will be selected from Islam, Judaism and Hinduism. Judaism should be studied each year plus one of the others.

Assemblies, liturgies and Masses are seen as sacramental units of the school life and all members of the community are expected to take an active role in preparation, celebration and thanksgiving.

The RE policy appreciates that parents are the primary educators of their children, therefore the school's role is seen as that of appointed nurturing guardians, whose task it is to work with the parents and parish to bring the child to full development within the context of a Christian family.

### AIMS

The aim of our RE policy is to help the children through their school life to answer the basic questions of faith:

Where did I come from?

Who am I?

Why am I here?

In following our RE & RSE programmes of study our children will discover that Christ lives and dwells amongst us. In the celebration of the sacraments they will learn to build relationships and community. It is in the friendships and professional relationships we build and nurture that the community of St. Francis demonstrates its Christian identity, uniqueness and purpose.

The development of basic skills and planning for a rich variety of lifelong skills in RE and RSE brings about an articulate, skilled and communicative Christian who can take an active role in liturgy, sacramental preparation and Christian life. Our children will be taught how to recognise injustice, inequality and prejudice; they will be skilled to respond through action, prayer and petition.

Spiritual development will be brought about by a rich curriculum of opportunities for the experience of God's creation and redeeming love through dance, art, music and observation. The use of the environment for liturgy and sacramental celebration will help individual pupils to appreciate the wonder and awe of the Holy Trinity ever present and visible in every day sights and sounds.

The daily demonstration of Christian living by all adults, use of display and focal points to attract all to a greater awareness of the living truth, and the provision of rich liturgical celebrations will we hope; bring about the appreciation of church, as one body.

#### Principles of Teaching and Learning in RE.

All teachers will follow The Way, The Truth and The Life scheme for the teaching of RE and the school overview plan which identifies the topics for the term. Additional resources may be used with the agreement of the RE Co-ordinator(e.g. Here I Am).

RE is identified as a core subject in this school and must receive up to 2 1/2 hours allocated time every week. Some of this time may be used for preparing for liturgies etc. RSE receives additional time and it is expected that every teacher over the course of a term will allocate about 3 to 5 hours depending on the topics to be covered and the needs of his/her class.

Morning, lunchtime and evening prayers are the normal expectation of the teacher's daily routine. Every class will attend at least three assemblies a week and participate in a class liturgy or Mass termly. On special days/feasts the whole school is expected to attend Mass. During Lent children in KS2 will be provided with the opportunity of participating in the sacrament of reconciliation.

In KS2 parents, at the invitation of the parish priest, will seek catechetical preparation for the children, for the Sacraments of Reconciliation and Holy Communion. Class teachers and the RE co-ordinator support parents and parish in the catechetical formation process through the use of The Way, The Truth and The Life and assembly input. The headteacher /Co-ordinator liaises with the parish catechetical team.

**Within the context of the RE and RSE policy all adults of the school have a commitment to the following:**

- To follow the teachings of the Catholic Church
- To be good role models through prayer and reconciliation
- To seek to share their understanding and knowledge of the Catholic faith
- To direct pupils to other sources when in doubt
- To use accurate and appropriate language when involved with RSE
- To have respect for other faiths
- To maintain an environment and ethos centred on the beatitudes.

**The content of the POS for RE and RSE will bring about the following learning outcomes:**

1. Knowledge of the Holy Trinity
2. Knowledge of Mary the Mother of God
3. Knowledge of the Bible
4. Knowledge and awareness of the liturgical year
5. Knowledge and recall of prayers of the church
6. Knowledge and participation in the sacramental life of the church
7. Knowledge of holy men and women
8. Knowledge of the purpose and structure of the church
9. Knowledge of practice of the Christian way of life
10. Development of Christian values and attitudes
11. Development of individuals spirituality and prayer life
12. Development of basic skills.

### **Programme of Study:**

RE follows whole school topic approach, content and learning outcomes for topic at all levels are to be found in the individual teachers copies of The Way, The Truth and The Life. The overview planner for each school year is as follows:

#### Planning.

Staff use planning scheme for The Way, The Truth and The Life. All staff please note that R.E. is the leading core subject and receives 10% of teaching time.

#### Assessment

Assessment within the context of R.E. policy follows the whole school policy and is identified as integral part of teaching and learning, without assessment there is not future learning and therefore all teachers at St. Francis spend time establishing what is known, what questions are still causing doubt and identify what has been experienced and revealed. Assessment is moderated.

Exercise book, ROA and teachers' summative assessments are updated at the completion of each topic and outcomes for AT1 are put onto Assessment Manager to be tracked. AT2 outcomes are given to the RE co-ordinator to track.

End of year transfer information to next teacher will include the previous years completed assessment levels.

Our aim in the assessment process is to recognise the uniqueness of the individual's attainment, to highlight and share achievement for the enrichment of the community and to identify the needs for future learning.

Teachers' marking is an assessment tool and its purpose is to highlight revelation and basic communication skill. At times teachers' marking may require a pupil to clarify revelation, or develop learning through an additional response. Literacy skills will be encouraged and corrected as part of the marking process because to live as a Christian requires a relationship of dialogue with God and each other. Interactive marking is encouraged and also peer assessment and self-assessment.

### Monitoring and Evaluation.

The teaching and learning content of R.E. will be monitored by the R.E. Leader termly and will consist of classroom observation of teaching and learning, review of liturgy script and presence at liturgical celebrations, pupil questioning and scrutiny of pupils' work.

The purpose of the monitoring and evaluation is to ensure quality of provision in R.E. to support induction of new members of staff and non-Catholic members of staff in the teaching of R.E. to identify needs for staff development and training and to introduce new resources where necessary.

### Liturgies and Masses

Collective worship – aim of which is to motivate all members of the family of St. Francis School to be the Body of Christ.

These follow termly timetable drawn up by the head teacher/leader/parish priest

All KS2 classes prepare one class Mass to which parents and friends are invited. Throughout the year all pupils prepare assembly for the Wednesday Word, whole school Masses and liturgies for Holy Days of Obligation, termly celebrations of reconciliation for KS2 and other major liturgical days or events; like Harvest, CAFOD days, October – Rosary, November – All Souls, Advent Wreath Service, Lent, Holy Week, May – Crowning of Our Lady, and St. Francis Day and liturgies to which parents and friends are invited, which follow the pattern of gather, listen, respond, thanksgiving and going out.

Copies of past liturgical celebrations are stored on the staff shared area of the school curriculum site and are available for teachers' preparation.

### Spirituality.

The spiritual and moral development of the pupils and welfare of all adults working in St. Francis school is a primary aim and we make provision for this growth area in the ethos we create, in the relationships we build and in the time and quality provision for prayer and liturgical celebration. The promotion of good and positive relationships is at the core of what we provide. *"The new law is a law of love, a law of grace, a law of freedom" CCC 1885.*

Teachers will use aesthetics to bring about times for awe and wonder with the aim of self-discovery, acceptance and appreciation of reality. It is accepted that such golden moments

are essential for health and development for all within the family of God and therefore it is a vocational duty of all engaged in the teaching and learning process to ensure that all pupils receive an equal opportunity to such a described life giving programme of activities.

### Charities.

The school supports a number of charity organizations and appeals throughout the year. Additional appeals may be supported on request to head teacher by staff or pupils but an application may be refused if it is considered that too many claims have been made upon the purses of our parents and friends.

We appreciate that the demands of family care are expensive and at times the answer must be no.

St. Francis supports the following charities every year:

1. CAFOD
2. Poppy Day Appeal
3. Support for the Parish
4. Local Hospice Care
5. Missio

Liturgies will include:

- Introduction, which explains theme of service
- Opening prayer and sign of the cross led by Celebrant
- Reading/s from the Bible adapted for pupils reading and may include acting to support the pupils' spiritual development.
- Response from pupils can either take the form of prayers or poetry
- Explanation of reading by Celebrant
- Formal prayers of church – Our Father/Hail Mary/Glory Be
- Hymns interspersed appropriately.

School Masses will include:

- Introduction, which explains theme of service
- Opening prayer and sign of the cross led by Celebrant
- Penitential Rite – examination of conscience followed by an opportunity to say sorry either in words or song
- Can sing Gloria at this point BUT not in Advent or Lent
- First reading from the Old Testament or Letters
- Responsorial Psalm in word or song
- Gospel can be introduced by song e.g. Halle BUT not in Advent or Lent
- Gospel introduced and read by Celebrant (may involve acting by pupils)
- Explanation of reading by Celebrant
- Response from pupils – Bidding prayers followed by Hail Mary
- Our Father (followed by Lamb of God and Holy Communion)
- Closing prayer and blessing led by Celebrant
- Hymns interspersed appropriately.

### Class Assemblies.

Each class will prepare a celebration of prayer in the form of a Wednesday Word assembly. This gives the children the opportunity to share the R.E. topic with the school, through prayer, art, mime, scripture, music dance and so on.

### Assemblies:

Monday Whole School at 10:20am led by head teacher based on the Prayer Cycle

Wednesday Whole School at 10:20am Wednesday Word.

Friday Whole School at 10:20am Celebration

Class worship/prayer must be held on other days lasting for about 10 minutes, and children or class teacher may lead them.

### Role of the Head teacher

The role of the head teacher is to:

Maintain the Catholic ethos

- To ensure the ethos of the school is the living Body of Christ
- To maintain the mission and vision of the school
- To welcome all of the wider community into the family of St. Francis School.

### Role of the R.E. Leader

The role of the leader is to monitor and evaluate the effectiveness of R.E. teaching and learning throughout the school; he or she will be responsible for:

Policy implementation and review

Monitoring and evaluation of teaching and learning in RE

Liaison with Parish and catechetical team

Induction of NQT and Non-Catholic members of staff

Training of all staff on the use of The Way, The Truth and The Life

Implementation of diocesan guidelines and policy for R.E and R.S.E.

Contribution to Deanery INSET

Organisation of CAFOD and other charity appeals

Organisation of school pilgrimage to Aylesford (link with Good Shepherd Liturgy).

Co-ordinate R.S.E. policy including selection of materials

### Role of the Parish Priest

The role of the Parish Priest is a planned one and involves head, deputy and RE co-ordinator, meeting with parish priest to work out a yearly planner of commitments and celebrations. Parish clergy visit the school regularly to participate in a Mass/liturgy, talk to teachers and pupils about their work and concerns, contribute to lessons, provide sacramental input on sacraments of initiation and reconciliation, liaise with head teacher on matters of school management.

### Role of Parents

Parents are seen as the primary educators of their children in all things and the school works in partnership with them and the parish to support them in their vocation. The school as a trusted guardian works to promote unique development of every child in the knowledge and love of God. We seek to develop their basic skills so that they can communicate God's revelation of divine love and redemption. In partnership we work to bring our children to the discovery of their unique identity and purpose within the Body of Christ.

Parents are asked to help the school through sacramental example, modelling of Christian way of life, and through the sharing of scripture and prayer.

The school responds through the creation of a Christian environment and ethos, sacramental communion and reconciliation, modelling of Christian attitudes and values, daily prayer and the transmission of Catholic Church beliefs and teachings.

#### Home School Liaison

Communications between home and school include the following:

- Newsletter
- Termly overview sheets for all subjects
- Yearly reports
- Parent interviews formal and informal
- Help with outings and pilgrimages to Aylesford
- Parent invitations to assemblies/liturgies
- Parent invitations to Masses
- Basic skills development work
- School Website [www.st-francis.kent.sch.uk](http://www.st-francis.kent.sch.uk)
- New entrants parents evening input from Parish Priest (when possible)
- School prospectus
- Sharing of R.S.E. policy
- Parent cafe

#### Catechetical Preparation

The school supports catechetical preparation; some of our staff and parents are catechists and the school premises are made available for lessons and meetings.

#### Resources

Resources for the teaching of R.E. are held in the cupboard opposite Y1 classroom and these resources are updated annually as a result of a curriculum budget.

The Way, The Truth and The Life scheme for all classes is in use. Resources have also been purchased to support the teaching of other faiths.

#### Attachment to RE Policy:- Relationships and Sex Education.

The governing body and staff of St. Francis School see relationships and sex education as an essential and integral part of RE policy, and as such RSE. PHSE (Personal social and health education) is identified and valued as an attachment to the RE policy. The content of this attachment will include references to the teaching and learning processes for:

Sex education

Drugs education

Health education for life

Social and emotional development

Behaviour – citizenship

RSE does not equal sex education the latter is one aspect (albeit an important one) of RSE. Relationships between people of different races and cultures, sexes and ages, are issues on which the Gospels cast a particular light and are a necessary part of RSE. The school has adopted 'A Journey in Love' the Diocesan programme

## Policy Statement

In our school Christ's relationship with his Church is our model for all relationships, it provides the template for all we say and do. The uniqueness of that relationship within the family context provides the stimulus for questioning, sharing of worries and concerns, the acquisition of knowledge and facts transmitted within the framework of the Catholic Church's teachings.

All the content for various aspects of RSE programmes of study will be taught according to the above policy statement.

All staff will follow the following criteria for the selection of resources for the teaching of RSE:

- All resources used for RSE will be in accord with the moral teaching of the church
- Resources will be compatible with the affirming of family life
- Facts given will be accurate
- All adults will be comfortable with and use accurate and appropriate language
- Material will be appropriate to age group and needs of development
- Material will be user friendly for pupil and teacher
- Parents will be informed of materials used
- Headteacher/RE coordinator and governing body are responsible for purchasing of new resources.

## Sex Education

The POS for sex education is incorporated into the RSE medium term planning model approved by Southwark Diocese. The content is based on the scheme "A journey in Love" and includes references to learning outcomes from Curriculum Directory. Each theme has three learning objectives centred on self, family and community. The planned learning experiences and activities transmit knowledge, attitudes and values on:

- YR God loves each of us in our uniqueness
- Y1 We meet God's love in our family
- Y2 We meet God's love in the community
- Y3 How we live in love
- Y4 God loves us in our differences
- Y5 God loves me in my changing and development
- Y6 The wonder of God's love in creating new life.

The governing body as the agent of the Catholic Church has always recognized that it is the privilege of parents and the responsibility of the family to inform and educate their children in all matters pertaining to human growth and development, particularly in the area of sexual development. However it is also recognized that this role can lead to difficulties and that parents seek a major commitment on the part of the Christian community and call on the school, the parish and other agencies to collaborate with the families of the school to carry out this basic right and duty based on sound Christian principles.

It is important to remember that parents are the prime educators in this area.

We accept that some parents may have a need to withdraw their children from specific lessons in Y5 and Y6. To help our parents make an informed decision the curriculum overview sheets for parents in Y5 and Y6 will highlight the RSE content to be covered and parents will be invited in to talk them through 'A Journey in Love' approach as recommended by the Diocese.

Sex education cannot be reduced simply to the giving of biological facts. Our school accepts the responsibility of ensuring that all information given to our children is received in the context of the Christian community and with Christian values, based on sound moral principles.

This statement is reviewed annually within the context of the RE policy.

### Drugs.

The PSHE POS in PSHE and Science seeks to transmit knowledge, attitudes and values on:

- Role of drugs and medicine
- Needs of human healthy living
- Difference between drugs and medicine
- Harmful effects of drugs
- Role of medicines in maintaining life
- Safety rules for medicines and dangerous substances
- Harmful effects of alcohol and tobacco
- Role of prescriptions
- Care of medicines
- Role of pharmacist
- How to make choices
- How to protect self and others.

Worksheets and discussion groups are an important part of our work and the children will be encouraged to share their work and view points with their families.

Drugs training for all teachers is an important government initiative and at appropriate times there will be INSET opportunities.

In the summer term the children in Y6 take part in a workshop Safety in Action and Theatre ADAD presentation.

### Health Education

Health education is seen as important part of the education process as the content grows out of the Christian vision of creation. A lot of the content is cross-linked to work in RE, science, PE and geography. The RSE POS contains references throughout to development of knowledge, attitudes, beliefs and values in A Journey in Love.

### Social and emotional development

Social and emotional development is an integral part of RE work we do on developing the children's spirituality; in addition the teachers and assistants of St. Francis use circle time in class. SlideAway is available on parent request for children suffering from bereavement. Information is available from the Family Liaison Officer

Time for circle time should be separate from the RE time allocation.

As part of our work in developing citizenship we have a school council. The school council consists of an elected boy and girl from each class with additional 2 elected members from year 6. The council meets during the term with the deputy head teacher to discuss children's agreed agenda. The council reports back to their classes and submits an item for a parent's newsletter when necessary. The aim of the council is to celebrate success and make our school a better place, organise tea parties for new parents, grandparents and parishioners and organise fundraising events.

Year 6 are assigned duties of care towards the younger children in the school to help promote responsibility and development of nurturing skills. Their duties include pupil leadership, monitoring at wet playtimes, prefect duties, helping staff, school ambassadors.

In other year groups pupils are part of the RE Team and Mini Vinnies.

#### Moral education – behaviour – citizenship RSE

The following are examples of activities which take place during the year:

- Whole school charity projects
- Outdoor residential trips for year 6
- Pilgrimage to Aylesford for years
- St. Francis Day
- Christmas party and pantomime.
- Book Week
- Science Week
- Maths Week
- Arts Week
- Diversity Week
- Summer Fayre
- Friends' Association – Mothers' Day and Fathers' Day sale, Easter celebration
- School Council
- Outings of places of interest for all year groups
- Visits by police, fire service, ambulance crew
- Singing carols for Light up a Life
- Coffee mornings
- Tea parties for new parents, grandparents and parishioners

We have a set of school golden rules, which are:

- We will always use common sense, courtesy and consideration
- We will always try our best and allow others to do so
- We will show respect by looking after ourselves, others and school property

- We will listen and follow adult instructions

House points are awarded to children who follow these rules and who try hard to make the school a caring, thoughtful and better place for learning. These house points are collected by year 6 house captains and are announced in our weekly celebration assembly.

Each teacher has a responsibility at the start of each term to negotiate with his or her class a set of classroom rules, these are then displayed and valued with a appropriate reward and sanction procedure. The aim is to establish a managed learning environment with clear expectations, rewards and sanctions.

The school has a behaviour policy, which incorporates statements on bullying and exclusion that all parents and pupils agree to.

We operate a peer mediator strategy in which sometimes older pupils of the school befriend those experiencing problems at playtimes when appropriate. The children seek out a peer mediator and share concerns; the mediator then befriends them and reports incidences to the head teacher or deputy. All cases of bullying are fully investigated with detailed accounts taken from victim and identified bully. Witness accounts may be sought to collaborate the story. Part of the solution will involve parent consultation, victim confronting bully with allegation, counselling, monitoring of bully subsequent behaviour and when appropriate outside agencies.

It is recognized that bullying is a complex issue of a break down in personal relationships and that quick fix it solutions are difficult to achieve. It is realized that positive outcomes lie in confrontation of issues, reconciliation and forgiveness and a change in attitude and behaviour, which take time to achieve.

#### Curriculum provision

The teaching of RSE/PSHE programme of study will follow as stated diocesan guidelines and will be through the use of:

- Discrete time at the discretion of the class teacher and may be as need arises
- Cross-curricular events
- Use of school events like charity appeals, pilgrimage, outing and whole school celebrations like St. Francis Day
- Directed time = 3 hours per term.

#### Teaching and learning in RSE/PSHE

A range of teaching strategies are needed to provide the breadth of effective learning opportunities covered by the POS. These include an emphasis on the acquisition of basic skills, active learning, discussion, and partnership in activities, use of circle time and liturgies and sacramental celebrations.

The expertise and skills provided by other agencies like the police fire brigade, school nurse and local MP will be used to complement those of the teacher and add value to the school's work. We work from the Social Emotional Aspects of Learning resources

### Assessment and reporting

Assessment will follow the school policy of identifying attainment, highlighting achievement against the identified learning intention, providing feedback on what needs clarification or development and record of outcomes on short term planning sheets to inform future planning on:

Children's knowledge and understanding

How well children can use their knowledge and understanding in developing skills and attitudes.

Assessment in RSE / PSHE should not imply failure neither should it involve a judgement on the worth, personality or value of an individual or their family. Assessment is set within the context of RE policy statement.

### Monitoring and Evaluation in RSE/PSHE

The governing body, in their role as critical friend, will play a major role in monitoring and evaluating the effectiveness of this policy. Termly visits by governors and their reports to governing body will provide evidence of effectiveness. In addition the coordinator will carry out annual review of curriculum coverage, and at the discretion of the head teacher lesson observation, pupil questioning and exercise book scrutiny. Work on RSE will form part of the RE exercise book content and where appropriate at the teacher's discretion will appear across the curriculum.

### Equal opportunities

All children have an equal opportunity to benefit from our POS for RSE and the emphasis on the acquisition of basic skills is an important strategy in ensuring all have the opportunity learn and understand the basic concepts and can communicate their thoughts, ideas, attitudes, beliefs and values. To this end it is the teacher's responsibility to identify needs, provide differentiated approaches, to follow assessment policy and to plan from the known attainment in RSE.

Date Reviewed: September 2016

Next Review: September 2017