

A large, stylized graphic of a fish, composed of two overlapping curved bands in light blue and dark red, framing the central text.

**Policy for the Enrichment of the**  
**Catholic Life**  
**of Our Community**

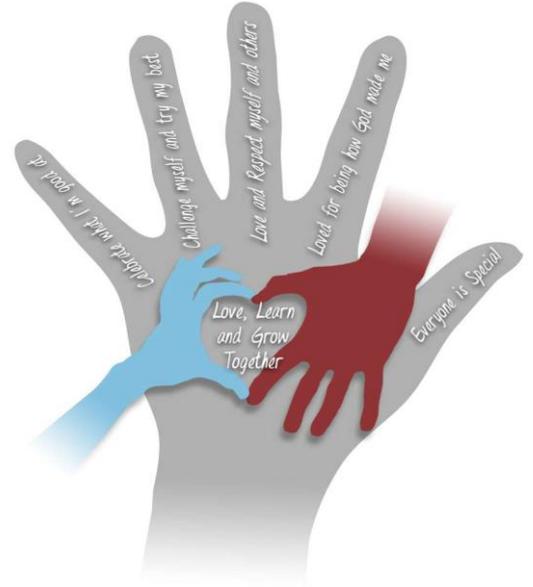
Reviewed and Updated:  
**December 2017**



## Vision and Mission

Our vision is that every single member of our community will love, learn and grow together. This is achieved by:

- Celebrating what we are good at
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Knowing that we are loved for being just how God made us
- Accepting that everyone is special





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# Religious Education Policy

## Introduction

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### Rationale of Religious Education

In the life of faith of the Catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school. We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3.15). Religious education is, then, the core subject in a Catholic school.

*(Statement from the Catholic Bishops' Conference of England and Wales 2000)*

### Aims and Objectives of Religious Education

- To present engagingly a comprehensive content which 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;
- 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.

The outcome of excellent 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.

### Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

- FS2 and KS1 – 2 ¼ hours
- KS2 – 2 ½ hours

### Religious Education in the Classroom

We recognise two aspects of Religious Education in our school:

- implicit, or informal Religious Education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.



- Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of this school to give 10% of curriculum time to Religious Education.

### Inclusion

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

### Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

Teachers' will use the diocesan agreed planning format. They will ensure differentiation is clear and the driver words are used to support the differentiation of the lessons.

### The Process of Teaching

Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God's initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

*'Teaching in Religious Education ....should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'*<sup>1</sup>

### Expectations of Teaching 'Come and See' Catholic Programme

Each topic should last 4 weeks (term dependant):

- Up to one week on EXPLORE (move on to Reveal when necessary);
- Approximately two weeks on REVEAL (inclusive of each Learning Focus- some foci may be combined into two lessons and not every focus requires recorded evidence in books as this depends on timing and the nature of the chosen activity);
- The final week should ensure time for the children to REPNOD to the topic, this should include some form of liturgy, prepared by the children and based on learning within the topic. (Respond booklets are available on the Diocese of Hallam website should you wish to use them).

Children's books should show evidence as follows:

- FS- scrap book/children's books/learning journeys, etc.
- KS1- minimum of two pieces of learning recorded per topic
- KS2- minimum of four pieces of learning recorded per topic

**PLEASE NOTE: recorded learning is inclusive of written work, photographs, art work, display etc.**

Coverage during the topic should include an element of each Attainment Target, e. g. Explore is a good place to reference AT2(ii), Reveal covers all of AT1 (i, ii and iii), then Respond is a good place to reference AT2(ii). These don't need to be assessed every topic-only for the moderation piece requested each term.

*Driver Words* provide more focussed learning objectives for the children.

There should be evidence of differentiation during each topic (some of which will also be by outcome) this should be in line with the agreed Diocesan planning grid.

<sup>1</sup>Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7



### Methodology

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

### Marking of pupils' work

Teachers will follow the school's policy for marking and feedback. They will ensure they use the driver words in the star and the wish to support children in their progress and development.

### Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. Judaism is taught each year. Islam of Sikhism are taught on a rolling programme.

### Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress. This will be passed on to the RE coordinator after each term.
- The school portfolio of pupils' work contains six samples of work from each teacher for the Diocesan agreed task each term, covering a range of abilities.
- Examples from the school portfolio of assessed samples of work are presented for Diocesan Moderation at RE Coordinators' Moderation meetings in the summer term.
- Pupils are sublevelled at the end of each term and this information is used to ensure progress and achievement is recorded and tracked.
- Monitoring of teaching and learning will take place 3 times per year.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year. Levels are not given to parents, as directed by the Diocese of Hallam.
- Progress and achievement in Religious Education is reported to Governors at the end of the year.

### Management of the Subject

Nicola Holloway, the Subject Leader for Mathematics has responsibility for leading, managing and supporting the delivery of and training in Religious Education. See appendix 1 for job description.

### Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed and updated every year.

Date approved by the Governing Body: \_\_\_\_\_

Date for review: December 2016



# Collective Worship

## **Introduction**

St. John Fisher – A Catholic Voluntary Academy is a Catholic Primary School and as such the Gospel values and the beliefs and practices of the Catholic Church are fundamental to the whole life of our school. In the education of our pupils we aim to encourage each individual to achieve their full potential academically, socially and spiritually.

We work together with families and parishes to offer support as a Christian community where care, respect and consideration for others are core to our values and together we make our school a happy place.

This policy reflects the school's values and philosophy in relation to collective worship. It is intended for all teaching staff and governors and is available to parents on request.

At St. John Fisher we believe that prayer and worship are essential to our daily lives as we strive to grow together as a Christian community in which each individual is supported and nurtured to develop their full spiritual potential. Opportunities for prayer, worship and liturgical celebrations are rooted in our Catholic tradition. We recognise that faith development is a life-long journey and at all times staff are sensitive and respectful to the needs of all pupils including:

- those who form part of the worshipping community in church
- those for whom whole school may be the first and only experience of church
- those from other Christian traditions
- those from other faith backgrounds and traditions.

## **Aims and Objectives of Religious Education**

- To develop a community in the Spirit of Christ
- To provide the opportunity for pupils and staff to worship God
- To promote the teachings of Christ and the Catholic Church
- To encourage and foster a relationship with Jesus
- To first consider, clarify and celebrate Gospel values and then to provide opportunities for members of the school community to form a personal response to those values
- To support the spiritual, moral, social and cultural development of the individual and the school community
- To provide opportunities for pupils to explore and reflect on their own feelings, emotions, experiences and beliefs
- To involve pupils in the preparation of (and active participation) in prayer, worship and liturgy
- To develop self-awareness and awareness of others in a positive framework

## **Organisation of Collective Worship**

- Monday: 'Statement to Live by' focused assembly for all year groups
- Wednesday: All children and teaching staff participate in a class Collective Worship OR Whole school assembly linked to topical events/ celebrations e.g. PE values assembly led by Y6 Sports leaders; Other faith celebration assembly
- Thursday: A class led a whole school Collective Worship in which everyone attends
- Friday: Whole school celebration assembly

## **Planning and Monitoring**

Foundation and Key stage 1 staff take turns to deliver liturgy using the readings from the Sunday of the liturgical



Year. The format for the liturgy is as follows:

- Gather
- Listen to the Word
- Response
- Going forth

Key stage 2 follows the same format as above and also offers increasing support for pupils to plan, organise and evaluate Collective Worship so that by the end of Key Stage 2, pupils take responsibility for leading Collective Worship. The Chaplaincy team take will take an increasing lead in planning and leading liturgies as they grow with confidence.

For our whole school Mass, each class takes it in turn to read the readings and to write their own bidding prayers.

Provision for Collective Worship is monitored by the Head teacher and the RE coordinator, who report annually to the Governors.

Themes for Collective Worship are organised according to:

- The Liturgical Year
- Topics from The Statements to Live by
- Topics in the RE scheme 'Come and See'
- Celebrations of special events in the life of the school
- Events locally, nationally and internationally, where appropriate

Each month/liturgical season we share appropriate formal prayers as a part of our collective worship:

**September** Our Father  
**November** Eternal Rest  
**January** Apostles' Creed  
**Lent** Confiteor  
**June** St John Fisher's Prayer

**October** Hail Mary  
**Advent** Act of Contrition  
**February** Agnus Dei  
**Easteride** Gloria  
**July** Glory Be

In June we come together as a community in order celebrate the feast of our patron, St John Fisher on 22<sup>nd</sup> June (or the nearest day if the feast day falls on a weekend).

Individual teachers establish their own pattern of worship dependent on the age of the children and the activities planned. Through class collective worship children gather together for a time of peace and calm and are introduced to a variety of forms and styles of prayers.

<b>Traditional Prayers</b>	Our Father, Hail Mary, Glory be to the Father
<b>Praying the Psalms</b>	"I thank you for the wonder of my being" Psalm 139
<b>Repetitive prayer</b>	Mantra "Jesus I love you", repeated several times
<b>Meditation</b>	Scripture reflection with use of imagination
<b>Bodily Prayer</b>	Raising hands in praise, bowing, dancing, genuflecting
<b>Prayer of the heart</b>	Stillness to listen to God "Be still and know that I am God"
<b>Contemplation</b>	Looking at nature, an icon, work done in a topic
<b>Gestures</b>	The sign of the Cross, sign of peace
<b>Hymns</b>	Traditional and modern
<b>Music</b>	Listening to quiet reflective music
<b>Litanies</b>	For all creation: Thanks be to God
<b>Processions</b>	May procession, offertory procession



<b>Prayer services</b>	Formal and spontaneous prayers
<b>Celebrations</b>	Prayer, song, sharing food and drink, celebrating work
<b>Use of visuals</b>	Images, art, banners, displays, candles, flowers, prayer corners
<b>Mass</b>	Whole school mass, KS1 Mass, KS 2 Mass

### Church Worship

Throughout the year, staff and clergy plan Church Worship together. This comprises of whole school mass to celebrate:

- Start of each Academic Year (September)
- Harvest Mass (October)
- New Year Mass
- Ash Wednesday
- Lenten Service
- Resurrection Mass
- Feast of Saint John Fisher
- Y6 Leavers' Service
- End of Academic Year Mass

We also have:

- an Advent Wreath Blessing in school in which our priest blesses our Advent wreaths
- KS2 Carol concert
- Remembrance Service
- KS2 Passion play

Our parish priest, family members, friends and parishioners are always invited to celebrate with us. At various times outside school hours/ Mass or Prayer services are planned for the whole school/parish community to worship together. Staff are encouraged to attend celebrations related to the Sacramental programmes in the parishes, wherever possible. **Parents have the right to request that their children are withdrawn from Collective Worship.**

### Resources

- "Come and See" RE scheme
- God's Story and Church's Story
- Celebration hymns
- The Good News Bible
- Christian artefacts
- Reference books for teachers
- CAFOD
- Acts of worship relating to the Statements to live by
- Circle time resources
- The Hallam Diocese website
- Parish clergy
- Chaplaincy

### Management of the Subject

The Co-ordinator/Subject Leader has responsibility for leading, managing and supporting Collective Worship.

### Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed and updated every year.

Date approved by the Governing Body: \_\_\_\_\_

Date for review: December 2016



# Spirituality

## **Introduction**

In contrast to other school policies for specific curriculum areas, this policy relates to the whole life of the school. It is promoted through all the subjects of the curriculum; it reflects our approach to teaching and learning; and its promotion is influenced by the quality of relationships and the experiences of prayer and worship. Spiritual development is intrinsically linked with moral, social and cultural development.

## **Rationale of Religious Education**

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school'

The connection between high standards in the curriculum and effective spiritual development is widely recognised and is evident in many OFSTED and Diocesan inspections.

Spiritual development is at the heart of Catholic education and therefore at the heart of our school: being called to nurture the human wholeness of all our children calls us to ensure that we develop all aspects of our children.

## **Definition of Spiritual Development:**

We believe that spiritual development is a significant aspect of educating 'the whole child'. It relates to the search for meaning and purpose in our existence in God. It is associated with feelings and emotions, and attitudes and beliefs. It is accessible to everyone and is rooted in our Catholic Christian faith.

## **Aims of Spiritual Development:**

- The ability to listen and be still
- The ability to sense the sacred, the holy, our God
- The ability to sense wonder and mystery
- The ability to sense the special nature of human relationships
- The ability to transcend the mundane
- The ability to reflect and to appreciate beauty

## **Objectives for Spiritual Development:**

- To develop the skill of being physically still, yet alert
- To develop the ability to use all of one's senses
- To consider the mystery of God, to relate to the person of Jesus and the wonder of God's world
- To find an inner self confidence and peace
- To develop in individuals a self-confidence to express inner thoughts in a variety of ways
- To encourage quiet reflection during a lesson or assembly
- To promote an awareness of and enjoyment in using one's imagination and creativity
- To promote the ability to form good relationships with others

## **Opportunities for Spiritual Development**

Staff will provide a role model to children by sharing in the joy of discovery and in the wonder of creation. Our enthusiasm for education that truly nurtures human wholeness will be significant in creating the appropriate ethos for the human spirit to thrive.

### **1. Within the curriculum, children will be able to explore:**

- An imaginative approach to God's world
- A spirit of enquiry and open-mindedness



- A recognition of the presence of God everywhere, with no distinction between the sacred and the ordinary

## **2. Opportunities will be provided for children to:**

- Express their creativity and imagination
- Foster a sense of respect for the integrity of each person
- Engage in an atmosphere that encourages them to talk freely about their feelings and beliefs
- Experience a variety of formal, informal and spontaneous prayer, meditation and retreats
- Experience awe and wonder, excitement and enjoyment
- Understand human feelings and emotions
- Experience, silence, stillness and reflection and to learn from reflection
- Develop the skill of journaling and have regular opportunities (especially in KS2) to journal
- Experience and appreciate a range of music, art, literature, designed to 'lift the spirit'
- Participate, as appropriate, in the life of our parish community from which the school is derived

## **Management of spirituality**

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### **Role of Co-ordinator**

The named co-ordinator has responsibility for overseeing the planning, provision and the monitoring and evaluation of spiritual development. The co-ordinator will keep in touch with local, diocesan and national developments and will act in an advisory capacity, supporting and encouraging colleagues. Specifically, the co-ordinator will identify and purchase appropriate resources; identify and plan appropriate staff development and reflection.

### **Responsibilities**

The governing body is responsible for ensuring that this spiritual development policy is put into practice and monitored by the appropriate governor. The governing Body will review this policy, formally, every two years from the date of its adoption. Informal review will be on-going and will be the responsibility of the co-ordinator.



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# Chaplaincy

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## **Introduction**

Chaplaincy highlights the Catholic ethos and the practice of Catholic traditions in the life of the school. Through an active chaplaincy we strive to enrich the spiritual life of the individual and the community. It is our aim to help pupils and their families - as well as staff - to envisage the boundless possibilities that lie before them as part of their own continuing formation.

## **Aims and Objectives**

- ✓ to help the school to be a community of faith
- ✓ to encourage the pupils to live their faith in daily living
- ✓ to develop good relationships within and beyond the school community
- ✓ to support Liturgy, prayer and the spiritual life of the school
- ✓ to involve pupils in fundraising for charities
- ✓ to continue to develop strong links with the Parish
- ✓ to support the school in its Mission Statement
- ✓ to evangelize by engaging our school, parish and local communities through our visible Catholic mission, vision, ethos and practice

## **Resources & Commitments**

- ✓ pupil-led chaplaincy team which meets frequently with Mrs Holloway and other staff
- ✓ adult chaplaincy team (NHo, Link Governor, Fr Paul O'Hara): meet at least termly
- ✓ designated 'Sacred Space'

## **Monitoring and Evaluation**

- ✓ termly evaluation with pupil chaplaincy team to evaluate what they have done
- ✓ regular discussions with Father Paul

## **Policy Monitoring and Review**

This policy will be monitored, evaluated and reviewed and updated every year.

Date approved by the Governing Body: \_\_\_\_\_

Date for review: December 2016