



ST AIDAN'S

CATHOLIC PRIMARY SCHOOL



Religious Education Handbook

MISSION STATEMENT

“Learning and growing together; inspired by the love of
Jesus.”

Contents:

(1)	Our school mission statement
(2)	Aims of religious education in St. Aidan's school
(3)	Objectives of religious education in St. Aidan's catholic primary school (4)
	The religious education programme
(5)	The chosen approach
(6)	Statement and guidelines on planning in RE.
(7)	Assessment
(8)	Recording
(9)	Reporting
(10)	Monitoring and evaluation of teaching and learning
(11)	St. Aidan's catholic primary school
	Continuing professional development policy
(12)	Policy for induction of new members of staff
(13)	Staff communication
(14)	Resources teaching:
(15)	Relationship of RE. To the whole curriculum
(16)	Spiritual, moral and cultural statements
(17)	Policy for religious education

(1)

OUR SCHOOL MISSION STATEMENT:

Learning and growing together; inspired by the love of Jesus

1. *To develop and maintain a positive relationship between home, schools, parishes and the wider community.*
 - To promote cross phase continuity and partnership between local schools
 - To welcome parents and visitors into school
 - To encourage participation in the life of the Church
 - To foster appropriate attitudes for the challenge of living in a multicultural society
 - To encourage appropriate and responsible behaviour

2. *To deliver effectively a wide, varied and relevant curriculum which meets the needs and potential of all the children, whilst fulfilling the requirements of the National Curriculum, Come and See and the Governing Body within a Catholic setting.*
 - To use a variety of teaching styles in order to develop skills, knowledge and understanding.
 - To differentiate work to challenge children of all abilities using the driver/skills words
 - To effectively deploy teaching and support staff
 - To effectively plan, deliver, monitor and assess

3. *To foster within the children an enquiring mind and a thirst for knowledge to enable them to become life long learners to equip them to make a positive contribution to a just and modern society*
 - To promote positive attitudes towards learning, encouraging independence and confidence
 - To develop skills and knowledge transferable and adaptable to the outside world.

4. *To provide opportunities for the children to have a deeper knowledge and understanding both of their own and other faiths and develop their own spirituality within a Christian context.*

- To ensure all worship is of good standard including Acts of Worship, Assemblies, RE Lessons, preparation for the Sacraments, Mass, music and hymns, prayers, Visitors, artefacts, videos and church links

5. *To encourage an atmosphere that reflects the example that Jesus gave us.*

- To provide examples of positive role models
- To encourage responsibility for their own behaviour both in and out of school
- To provide an outlet for discussion and expression of feelings and opinions
- To ensure all children support and are supported by their peers
- To be able to empathise through a variety of role play situations
- To provide opportunities for personal reflection
- To provide an up to date policy for Equal Opportunities and Racial Equality and Anti-Bullying
- To successfully implement assertive discipline
- To encourage and provide opportunities for the skills involved in team building.

(2)

Aims of Religious Education in St. Aidan's School

Religious Education in St. Aidan's Catholic Primary School takes into consideration the spiritual and educational needs of the children in our care.

These include:-

- (i) those who come from supportive Catholic homes;
- (ii) those for whom the school may be their first and perhaps only experience of church.

We aim to promote

- the knowledge and understanding of the Catholic life and faith.
- the knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- the skills needed to reflect upon and examine religious belief and practice.

(3)

Objectives of religious Education in St. Aidan's Catholic Primary School

The objectives of Curriculum R.E. in St. Aidan's are:-

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church and of the central beliefs that Catholics hold.
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith.
- To encourage study, investigation and reflection by our children.

September 2022

- To develop skills:
 - to listen
 - think critically, spiritually, ethically and theologically – to gain knowledge and organise it effectively – to make informed judgements.
- ☒ To foster appropriate attitudes:
 - respect for truth and the views of others
 - awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life
 - for the challenge of living in a multicultural society.

We strive to make the outcome of the religious education we provide religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capability – to think spiritually, ethically and theologically and who are aware of the demands of religious commitment in every day life.

(4)

The Religious Education Programme

To fulfil our aims and objectives, we use the ‘Come and See Programme for Religious Education recommended by the Archdiocese of Liverpool.

This programme :-

- provides opportunities for prayer, celebration and reflection in implicit and explicit ways.
- provides children with the language of religious experience – a literacy in religious activities, places stories, symbols and rituals, people and objects.
- presents a “systematic presentation of the Christian event, message and way of life” in ways appropriate to the age, stage and development of the child.
- respects different pastoral needs and practices and includes supportive and supplementary materials for Sacramental catechesis.
- utilises appropriate learning strategies from the National Curriculum. – provides appropriate materials about other faiths.

For all children, Religious Education is a proper subject, taught in its own right in the school curriculum. It is a rigorous academic discipline and as such is to be taught, developed and resourced in with the same commitment as any other subject. For those already engaged in the journey of faith, religious education will be catechesis, and for some children, religious education will be evangelisation, the first opportunity to hear the good news of the gospel.

RECD p1

TEACHING AND LEARNING

September 2022

Our Mission Statement and R.E. Policy both stress that we work with parents and parish, following Gospel values, to enable our children to reach their full potential and be righteous members of society and so respond to God more fully.

Each teacher will aim to include all children and will provide and adapt the content of each lesson, or materials used, to suit their backgrounds and educational needs and the needs of the class as a whole. Teachers will strive to value the contributions and efforts of every child.

Teachers will make reference to The Curriculum Directory for Catholic Schools and use a variety of teaching methods in their tasks, suiting “their words to the maturity and understanding of their hearers”. (*Catechism of the Catholic Church*)

Topics have their roots in life experience and the children will be given opportunities to express themselves in many forms appropriate to the learning intentions. There is a place for music, movement / drama / role play, story telling, art, writing, discussion, reflecting, praying, worshipping and serving.

Overview of Content:

The Process

Knowledge / Understanding / Skills / Attitudes

Before expounding the Church’s faith as confessed in the Creed, celebrated in the Liturgy and lived in observance of God’s commandments and prayer, we must first ask what ‘to believe’ means.
(CCC. 26)

The process for delivering ‘Come and see’ has stages which enable pupils to develop knowledge, understanding, skills and attitudes.

The process encompasses a variety of teaching and learning styles which enable the needs of the individual pupils to be met.

USING THE PROCESS

Each topic lasts 4 weeks.

The elements will have the following time allocation:-

- Explore..... one quarter
- **Reveal**..... one half
- **Respond** one quarter

September 2022

10% of Curriculum time is given to R.E and must be quality time.

(5)

The Chosen Approach

The approach we have chosen is to treat R.E. as a subject separate from others. It has equal value to other curriculum subjects and can lead to topic work covered in other areas.

To deliver the scheme, we use a whole school approach to the topics.

The work is planned by the teachers working in each Year Group with each class and individual needs in mind. Help and guidance is given by the R.E. Co-ordinator who also indicates the resources that are relevant to the topic. A classroom display of each topic is encouraged. Formal and informal assessments are made at appropriate times.

(6)

STATEMENT AND GUIDELINES ON PLANNING IN R.E.

Good planning supports quality teaching and learning.

LONG TERM (SENIOR MANAGEMENT)

- Choose an approach
- Allocate 10% of curriculum time
- Monitor the timetables to ensure quality time for RE

MEDIUM TERM (R.E. CO-ORDINATOR)

- Provide staff with appropriate termly planner
- Name the topics to be covered
- Allocate the starting date for each topic
- Allocate time for each Learning Outcome to be achieved
- Allocate time for the exploration of another faith in the autumn and in either spring or summer (longer)
- Indicate what is to be monitored and when

SHORT TERM (CLASS TEACHER)

- Select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes
- Choose appropriate activities to explore this content
- Select appropriate activities for the whole class or groups of children. ☑ State the days on which these activities are to take place
- At the Respond stages of the process, indicate how the differing needs and abilities of the children are to be met
- Indicate what is to be assessed if appropriate
- Evaluate teaching

(7)

ASSESSMENT

Assessment is focused by the overall aims and objectives of Religious Education. In 'Come and See', it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess their faith or the practice of faith.

In our school, assessment involves:

Informal Assessment is undertaken by marking pupils work, discussions with pupils, question and answer sessions, observation of displays and photos. Each of the topics taught in Come and See have specific Attainment targets to be covered. Children are assessed against the attainment targets on their own record of attainment grid.

Formal Assessment is undertaken appropriately. Each child is assessed each term. Opportunities for assessment will be planned for by the class teacher with expectations for children. Children will be noted on the assessment proforma. In each Topic, teachers are offered brief summaries of what these children can be expected to know, understand and be able to do. They provide support for the tasks of differentiation, assessment, recording and reporting. Notes will be made for future planning, and samples of work kept for Come and See learning journal.

AT1 is covered through the above and AT2 is covered through the process.

Each child has their own record of attainment and this is passed onto each class teacher as they move through the school. Class teachers track the attainment of their children on a tracking grid. This information is passed on to RE co-ordinator each term.

Whole school assessment is tracked by the RE co-ordinator

(8)

RECORDING

Recording in RE recognises the distinct nature of the subject.

Assessments made and the consequent records kept will:

- Recognise a wide range of achievement to cover all abilities and skills
- Be selective as not all evidence is suitable for recording. What is recorded must be appropriate, serve a purpose and be worthwhile.
- Be positive in order to focus on what the pupils have done and can achieve. There will, therefore, be no sense of failure.
- Be specific to R.E. and will not record issues which have a place in the broader profile for the child – behaviour, attitude etc.
- Be open and based on collaboration between teacher and pupil if possible.

Reasons for keeping records:

- To indicate experience offered to pupils in order to ensure continuity and progression within and across Key Stages.
- To provide evidence of and celebrate an individual child's achievements
- To summarise evidence gathered from assessments to inform pupils, parents, teachers etc. of progress made in R.E.
- To provide evidence of the quality of teaching and learning in R.E. for teachers, governors, parents and inspectors.

Examples of Records to be kept:

- Schemes of work for R.E.
- Notes from observations of children
- Comments written in R.E. Notebooks / pupils' work discussed with children
- Outcomes of tasks
- Annotated Portfolios of children's work indicating understanding and achievement
- Pupil profiles with dated statements agreed between teacher and pupils indicating their reflection of work undertaken
- Annotated photos and display work
- Formal Assessment records
- Informal assessment notes
- Evaluations of teaching and learning.

Guidelines for the Assessment, Recording and Reporting of Religious Education

Underlying Principles:

September 2022

- The purpose of assessing, recording and reporting is to ensure effective learning, celebrate growth and achievement and enable further progress and development
- The methods used need to be respectful of the innate dignity and worth of each individual, made in God's image and loved by God, and therefore, special care should be given to 'those who suffer a sense of personal failure'
- *Evaluating the Distinctive Nature of a Catholic School*
- The process of reporting the overall achievement of pupils to parents, governors, parish members etc. is a means of communication which contributes to home / school / parish partnership. It offers opportunities for discussion and collaboration with an understanding of the part played by each party in the life of the school.

(9)

REPORTING:

Reporting in R.E. is a natural part of teaching and is integral to the learning process.

Reasons for Reporting on R.E.:

- A) It provides feedback to **pupils** on their achievements and progress through:
- Informal discussions with pupils
 - Regular and constructive marking of pupils' work
- B) It informs **colleagues** of the achievements of individual pupils and the areas studied by a class and year group through sharing and passing on
- Summative records
 - Pupil profiles
 - Summary records of work covered
- C) It informs **parents** of the progress and achievement of their children through:
- Parents Meetings and information letters indicating what is taught
 - Pupil, parent and teacher discussion
 - Written reports indicating knowledge, understanding and skills learned
 - Religious Assemblies and gatherings ☒ Displays of work in R.E.
 - Photographic records of presentations

- D) It informs **parents, governors, parish members and any external agencies** of the content and quality of Religious education being provided and the achievements of the pupils through:
- Curriculum documents
 - Response to R.E. Action Plan in Governors' Report to Parents
 - Head Teacher's report to Governors
 - R.E. Co-ordinator reports to Curriculum Committee of Governing Body
 - R.E. Assemblies and Presentations
 - Photographic evidence and displays
 - The R.E. Handbook

(10)

Monitoring and Evaluation of Teaching and Learning:

The R.E. Co-ordinator and / or the Head Teacher will:-

- Monitor the children's R.E. Books throughout the year at regular intervals and report findings to staff. Necessary support or Inservice training will be provided by the Co-ordinator, Year Leader or outside agency.
- Monitor the teaching of R.E. (particularly of N.Q.Ts. and new members of staff) regularly giving oral and written feedback indicating strengths and areas for development. Any identified weaknesses will be addressed and members of staff whose teaching is found to be less than adequate will receive support and guidance from the R.E. Co-ordinator Year Leader or outside agency. These members of staff will also be encouraged to observe good practice and to team teach with colleagues. They will be monitored more closely and more frequently.
- Ensure that there are R.E. Displays in all classrooms, that they are regularly updated and that the content is suitable and relevant.
- Monitor the Collective Acts of Worship, giving support and guidance as necessary.
- Attend class / year / school liturgies, giving support to staff if necessary.

Teachers will:

- Complete the evaluation section of the topic planner and use this to inform future planning

- Evaluate Acts of Worship and use information to improve if possible

Children will:

- Evaluate their work at the end of every topic in a form relevant to their age and level of ability.
- Evaluate Collective Acts of Worship once a term

(11)

St. Aidan's Catholic Primary School

Continuing Professional Development Policy

Learning and growing together; inspired by the love of Jesus

Rationale

The development of staff should have a decisive impact on the quality of teaching and learning in the school. It is essential that every teacher has access to a mixture of school based and other forms of INSET.

Purposes

1. To ensure that ample opportunity is offered to all staff members irrespective of age, gender and experience.
2. To enable every member of staff to develop both professionally and personally so as to extend their knowledge, skills and understanding.
3. To identify the issues relating to wider school needs.
4. To keep up with new ideas and current practice and discuss these with others in the profession.
5. To link staff development needs with appraisal statements and Performance Management.

To ensure that opportunity is given to share knowledge gained with other staff members when required.

Guidelines

1. The school will constantly review its practices and procedures to ensure that all members of staff have equal rights, equal opportunities and equal access to staff development.
2. All staff to have an element of choice in their own professional development with regard to INSET courses.
3. The school staff training days to take into consideration the needs and wishes of all staff as well as current educational issues.
4. Staff development should take into consideration needs identified in the School Development Plan.
5. An individuals INSET needs should take into consideration the issues identified during the appraisal process.
6. When necessary, information and ideas acquired on courses should be shared with other staff members.
7. Staff development will need to secure a coherent and continuous cycle of professional development in which each stage builds systematically on the last.
8. All staff should receive a mixture of school based and other forms of INSET.
9. Priorities should be identified year by year to ensure that INSET is of sufficient strength and quality to enable it to have a decisive impact on the work of the school.

Conclusion

Staff development should be a profitable, professional experience for all staff allowing them to develop themselves personally and professionally. It should be seen as making a positive contribution to the continuous development of the whole school.

Continuing Professional Development in R.E.

Members of staff are encouraged to keep abreast of new initiatives in all subjects including R.E. Everyone has an equal opportunity to attend in-service training sessions in all aspects of R.E. including opportunities provided by the Archdiocesan Christian Education Team.

The R.E. Co-ordinator attends all co-ordinator briefings held each term and reports back to staff as necessary

All permanent members of our teaching staff who do not have a qualification in R.E. are encouraged to undertake the C.C.R.S.

All members of staff are encouraged to attend Topic Days at LACE.
Priority will be given to NQTs and new teachers.

(12)

POLICY FOR INDUCTION OF NEW MEMBERS OF STAFF

The induction process is the first stage in Continuing Professional Development in which all staff members are involved.

Members of staff are our best and most expensive resource. They should be valued and invested in. An induction programme should form part of the School Development Plan and be budgeted for appropriately.

At St. Aidan's, we feel that all staff, teaching and support, should be inducted into our school team. Induction should begin as soon as a member of staff is appointed. All members of the school community are valued and respected. It is important that all new members are helped to establish their roles and positions within the school team and are enabled to grow and develop their talents to achieve their full potential as both individuals and team members. They are entitled to appropriate professional development to enable them to fulfil their new role.

It is vital that new members of staff are given every assistance in settling into school quickly, happily and easily and that they are helped to gain a knowledge and understanding of the philosophy and ethos of the school and the routines and practices that take place

At St. Aidan's, the induction process for newly appointed staff operates under the direction of the Deputy Head Teacher who consults regularly with the Head Teacher. The Deputy Head acts as Induction Co-ordinator and is also the CPD Co-ordinator.

All Subject Co-ordinators must take responsibility for ensuring all newly appointed staff have a copy of any associated policy documents and are aware of school procedure and practice in their area of expertise offering advice and support as necessary.

All members of staff also have a role to play in induction of newly appointed staff. They all assist in the integration of a new colleague into the school team. They should be willing to share experiences, ideas etc. and offer support and help in practical ways.

Union Reps should establish contact with new staff in order to create or continue links with professional bodies.

Newly appointed staff should be included and integrated into existing plans for INSET needs.

The Induction Programme

Aims of the Induction Programme:-

- To make staff feel welcome and at ease in their new environment
- To ensure the continuing effectiveness and efficiency of all staff in their own role and within the school team.
- To foster positive relationships between existing and newly appointed staff
- To facilitate the understanding of school documentation
- To enable new staff to empathise with school philosophy and ethos
- To ensure there is a system of support in place

Timetable for Induction

Following a successful interview, the Induction Co-ordinator makes contact with the appointee and answers any questions. The following documents are provided to the new member of staff as appropriate:- ☐ School Prospectus

- Staff Handbook
- Holiday List including INSET Days
- Staffing Structure including list of Co-ordinators
- Map of School site
- Appropriate planning
- Timetables and rotas
- Class and Group lists and records

At the earliest opportunity, the Induction Co-ordinator or Head Teacher takes the newly appointed member of staff on a tour of the school and points out the resource and storage areas etc. They meet colleagues and are introduced to their Year Leader and members of the Senior Management Team.

The newly appointed member of staff will meet the Head Teacher to discuss their Job Description

September 2022

The SENCO and Child Protection Officer should make contact with the new member of staff to draw attention to any concerns they have about children the new member of staff comes into contact with. Other coordinators provide policy documents and explain any particular procedures.

Year Leaders help and explain:-

- long, medium and initial short term planning. ☐ day to day procedures and organisation ☐ school and class routines.
- Year use of exercise books
- marking and presentation of work
- record keeping
- reading, spelling and handwriting schemes
- house points
- homework
- deployment of teaching assistants
- use of photocopiers and other equipment

(13)

STAFF COMMUNICATION

At the beginning of every school year, members of staff are informed of what is expected throughout that year. Part of the first IN-SERVICE Day is devoted to what is happening in R.E.

At the start of each term, a staff meeting is held to inform all members of staff about what is happening in R.E. for that term. This communicates the following:

- themes to be studied from ‘Come and see’ and the dates for these themes.
- Assemblies, Presentations, Masses and Services of Reconciliation as appropriate.
- Sacramental Preparation Programme information
- Visits from Clergy
- Collections for Charity – Major Feasts – Resources etc.

The Co-ordinator attends the Co-ordinator Meetings arranged by the Archdiocese and passes on information received to members of staff.

She is available to staff for consultation and support when the need arises.

New members of staff receive an R.E. Resource File and are encouraged to attend appropriate ‘Come and See’ Training Days. Those teachers who do not have the CCRS are encouraged and supported to doing so.

September 2022

Equal opportunity is given to all staff to attend any staff development concerning R.E.

(14)

RESOURCES TEACHING:

The R.E. Co-ordinator is responsible for the ordering, storage and maintenance of all resources concerned with R.E. The general stock of books available for R.E. is stored in the R.E. boxes in the general office. Teachers may borrow books, but are asked to return them promptly after use. The R.E. co-ordinator keeps posters, slides etc.

The Head Teacher has a number of general assembly books which are also freely available to staff and are kept in the resource room. Each teacher has a 'Come and See' File, 'Come and see' password for the web based resources, a copy of 'God's Story', 'Church's Story', Bibles and prayer books.

Class teachers have certain books for use in their particular year e.g. 'Rejoice' books CDs and tapes, and books for Collective Worship.

Should a member of staff require a particular book or information about a topic, the R.E. Co-ordinator will endeavour to obtain it.

The Music Co-ordinator keeps the Liturgical music etc.

(15)

RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

- policy and guidelines for Collective Act of Worships and Assemblies

ST. AIDAN'S CATHOLIC PRIMARY SCHOOL - COLLECTIVE ACT OF WORSHIP POLICY

Collective Worship is a religious and educational experience providing opportunities for our pupils and staff to come together to worship, glorify and honour God.

Collective Worship in our school whilst respecting diversity of belief and commitment will be Catholic in character reflecting the Liturgical tradition of the Church and having Christ at its heart.

Each child must have the opportunity to take part in Collective Worship every day. Parents can be invited to attend and also have the right to withdraw their child from Collective Worship.

All Collective Worships taking place in our school should be appropriate in content, form and length. They should be well planned, organised, presented and led and should be appropriate for the age, ability and background of our children.

AIMS:-

- Acts of Collective Worship at St. Aidan's aim to give pupils the opportunity to worship God, to consider spiritual and moral issues and to explore their own beliefs.

September 2022

- We seek to encourage tolerance, respect and responsibility and strive to make our Acts of Worship reflect the whole ethos of the school and thus developing a sense of belonging and community.
- We hope to encourage maximum participation and active response through involvement in the presentation of worship or through listening to and joining in worship offered.
- Through our Acts of Worship, we strive to develop attitudes of praise, thanksgiving and contrition and encourage the children to become aware of the needs of others.

ORGANISATION:-

- Acts of Worship at St. Aidan's are intended to be appropriate to the age and needs of the children attending.
- Normally Worship takes place in school, but there will be occasions when the school community will gather in Church for special celebrations and Liturgies.
- In St. Aidan's, Collective Worship takes 3 basic forms:-

(1) Daily Worship (2) Assemblies / Presentations (3) Liturgies

(1) DAILY WORSHIP

- These are nearly always class gatherings. As the teachers know their own children personally, this experience is most meaningful.
- Teachers should create a suitable atmosphere and to do this any of the following could be used - music, song (including REJOICE songs) candles, flowers, prayers (formal and informal), poetry, scripture, books, posters, mime etc.
- There is a focus table in every classroom and teachers are encouraged to develop areas (space permitting) where children can gather for worship.
- The timing of Daily Worship is left to the individual teacher who will ensure that it takes place at a suitable time each day. The Act of Worship will last for a length of time appropriate to the age of the children in the class / group – recommended 1 minute for each year of the child's life.
- Acts of Worship should be recorded on the agreed proforma and a file kept. They should be evaluated regularly by staff and pupils.

(2) ASSEMBLIES / PRESENTATIONS

- These take place in the School Hall.
- Class Assemblies also take place usually as part of the topic being studied from "Come and See". These are learning experiences for all who participate and parents and governors are invited to attend.

(3) LITURGIES

- These celebrations take place in Church or school and usually celebrate events in the Church's life. These liturgies are carefully considered and planned with the intention of fully involving the children in their preparation and participation.
- We seek to make these experiences meaningful and prayerful.
- Services of Reconciliation should take place during Advent and Lent.

OBJECTIVES:-

At St. Aidan's we work towards celebrations that will

- a) be an enriching experience for children and staff encouraging participation and response from all
- b) promote the ethos and values of our school and to encourage a sense of belonging
- c) reinforce positive attitudes and values
- d) develop community spirit encouraging tolerance, respect and responsibility in all members of the school community
- e) be relevant and appropriate to the needs of our children to enable them to respond to and celebrate life
- f) provide opportunities for individual reflection and silent prayer
- g) present occasions when there will be reflection on spiritual and moral issues
- h) encourage reflection on personal beliefs and contemplation of the mystery of God
- i) contribute to the liturgical development of the children.

EQUAL OPPORTUNITIES

Although our Collective Worship will reflect the tradition of the Catholic Faith, we expect our children to show respect for other Faith and Cultural Acts of Worship.

COLLECTIVE WORSHIP PLANNER

CLASS:	LEADER:	DATE:
GATHER		
LISTEN		
RESPOND		

GO FORTH	
-----------------	--

ADDITIONAL EDUCATIONAL SUPPORT

Pupils with additional educational needs will take part in Collective Worship in their own classes. They will be allowed to learn formal prayers at their own pace and level of ability and their participation the worship should be appropriate to their need.

At St. Aidan's, we seek to enhance our pupils' spiritual education and to encourage our children to develop attitudes of praise and reverence. We allow their natural instincts for awe and wonder to be realised and developed. We strive to proclaim the Christian message and live it alongside our children, their families, our school and parish community.

(16)

SPIRITUAL, MORAL AND CULTURAL STATEMENTS

- At St. Aidan's, we are committed to promote the children's Moral, Social, Spiritual and Cultural development in a way that reflects the character and ethos of our school.
- We respect the fact that pupils are unique, valuable individuals capable of growing in spirit, making responsible, moral decisions and playing a full part in society.
- As stated in our Mission Statement, we strive to help the children achieve their full potential in all aspects of school life.
- We promote positive discipline and aim to increase the self-esteem of the children by praising good work and behaviour. The school has a clear system of rewards and sanctions. The children are expected to take responsibility for their actions and the older and more able children to support the younger, more vulnerable or less able.
- We operate dojos and good work and behaviour is rewarded with class dojos and individual dojos. These are collected weekly and the results announced in class/celebration assembly on a Friday.
- Members of staff award two certificates each week to children who deserve them, one for behaviour and one for good work through following our golden values.
- As stated in our Mission Statement, we encourage the children to follow the example of Jesus.
- We strive to equip the children to make a positive contribution to modern multicultural society. Within the classroom, children are taught to look after and respect their own property and that of others. Most are given responsible jobs to facilitate classroom organisation and to encourage a sense of responsibility and of service to others. They are encouraged to respect the views and opinions of others and to listen to both adults and other children.
- We promote collaborative and co-operative learning, the need for self-discipline and the value of giving as well as taking.

- Ours is a Catholic School and we try to develop an awareness and appreciation of the Catholic belief and its impact on personal and social behaviour and of the vital relationship between faith and life. We promote home / school / parish links to work in partnership to bring this about.
- We follow the 'Come and See' Syllabus in R.E. and by developing the REVEAL section, we hope to move from the practical to the more abstract understanding of the meaning of life and the Christian response to it.
- Through our Daily Acts of Worship, in which we encourage maximum participation by the children, we aim to enrich the religious experience of all who participate whilst developing a sense of community spirit, encouraging shared values and beliefs and reinforcing positive attitudes. These aspects help the children to develop a sense of awe and wonder and to respond to and celebrate life.
- Throughout our school, we celebrate the success of our pupils in all areas. We aim to value the efforts and contributions of every individual, recognising their uniqueness. In our extra-curricular activities, we encourage a sense of team spirit, of fair play and of justice for all. We expect children who represent our school in any situation to promote a positive image of our school and be proud members of it.

St. Aidan's Catholic Primary School

Policy for Spiritual, Moral and Cultural Development

Rational

The spiritual, moral, social and cultural development of the child is recognised as being of fundamental importance for the education of all children by Governors, staff and parents of our school.

It is taught through all subjects of the curriculum and in particular R.E., and SEALS. It supports all areas of learning and can contribute to the child's motivation and desire to learn.

It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others.

School Ethos

At St. Aidan's Catholic Primary School, we offer an educational framework based upon Christian principles. The values and attitudes promoted by the staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. Through our life in school we will encourage our children to develop in self-awareness and self-esteem.

Spiritual Development

Spiritual development is relevant to all children regardless of their faith backgrounds. It relates to the aspects of inner life through which pupils acquire insights into their personal existence which are of enduring worth.

In developing the spirituality of children, we help them to become aware of:

- The human search for meaning and purpose of life which may lead to an understanding and belief of God
- The joy of being alive
- The beauty of the natural world
- The mystery and wonder of existence
- The world of imagination and creativity
- The value of the non-material dimension of life
- The need to understand oneself and one's feelings ☐ The need to value oneself and one's feelings.
- The need to recognise the feelings and achievements of others

In this way, spiritual development encourages

- Self-awareness, pride, excitement, creativity, enthusiasm
- Reflection, wonder, exhilaration and imagination
- Reasoning
- A sense of enduring identity
- Good relationships, co-operation and empathy
- The formation of long-term ideals

The school will promote spiritual development through:

- Fostering high self-esteem by encouraging children to take risks or face challenges in their learning within a secure and positive environment.
- Demonstrating an appreciation for work of the child's imagination, providing opportunities for them to use their own creativity and imagination.
- Offering opportunities for aesthetic experience in art, music, dance, and literature.
- Making time for stillness and reflection
- Posing questions that encourage children to consider issues of meaning and purpose.
- Developing good listening skills in the children - the School will show that it is listening to the children through its response to issues raised, by them, via e.g. the School Council.
- Showing that it is not always possible to provide an absolute answer and at such times it is a positive experience to value a variety of interpretations and responses.
- Improving co-operation and understanding in relationships, providing opportunities such as group activities where children have constructive and enjoyable interaction with others of their choosing and otherwise.
- Fostering emotional well-being by encouraging children to express their feelings and to have the ability to control their emotional behaviour.
- Developing the capacity for evaluative reasoning and critical thought by encouraging children to look beyond the surface.

These opportunities appear across the curriculum although are clearly scheduled in R.E., Collective Worship and the Creative Arts and RSHE lessons.

Moral Development

This relates to the child's developing understanding of what is "right", "wrong" and "fair". It is concerned with pupils' ability to make judgements about how to behave and act, and the reasons for such behaviour

The School will try to build on the moral training within the home while accepting that there might be different approaches between home and school.

Moral development is concerned with:

Developing the child's awareness and understanding of the moral code of the communities in which they live. Helping the child to realise that to enjoy rights we have to accept responsibilities.

Developing the child's understanding of why rules are necessary.

Developing the child's self-discipline so that rules are observed as a point of principle and not out of the fear of sanctions.

Giving the child the knowledge and ability to question and to reason so that they are capable of deciding on the most appropriate action after considering the consequences of an action.

- Develop the skills necessary to explain their own behaviour.
- Value physical well-being, privacy, feelings, beliefs and rights of others.

The School will promote the moral development of the child by;

- Accepting proper authority and doing as they are told.
- Showing respect to all adults in school e.g. Teachers, Teaching Assistants, Support Staff, Dinner Ladies and Parent Helpers.
- Having a consensus of values that are stated clearly and owned by everyone, especially the children and involving the child in the evaluation of these.
- Building up the self- esteem of the child.
- Encouraging everyone within the school to behave in an acceptable way towards one another.
- Training children in understanding the consequences of their actions.

It is important that there is a consistency in the approach to this amongst the staff.

Opportunities to promote moral development will be provided during Circle Time and the School Council.

At our school our Moral Code is underpinned by belief in:

- Telling the truth and being honourable
- Keeping promises
- Respecting the rights and property of others

- Being considerate to one another
- Caring for those who are less fortunate
- Accepting responsibility for one's own actions
- Self discipline

We will not accept:

- Bullying
- Cheating
- Deceit
- Cruelty
- Irresponsibility
- Dishonesty
- Selfishness

Cultural Development

Development in this area allows the child to recognise that all cultural groups are distinctive. Culture is the embodiment of shared beliefs, knowledge, customs and values of that group. The child needs to appreciate the distinctive features of their own culture and those of others. This will help children to answer the questions "Who am I" and "Where do I fit in?"

The School will promote cultural development through:

- Exposing children to a wealth of stimuli from their own culture and those of others. This will be taught through the whole curriculum in particular RE, Literature and Music. Visits out of school and visitors to the school will support this teaching
- Encouraging participation in and appreciation of the wealth of cultural traditions and the beliefs associated with these
- Encouraging tolerance and appreciation of the beliefs, value and customs of different cultures

Opportunities to nurture the cultural development of the child exist in all creative areas - PHSE, RE and Collective Worship.

Collective Worship

St. Aidan's Catholic School is a Catholic School and as such the promotion and the understanding of Christianity and its values is a key part of Collective Worship. In Collective Worship children will be given the opportunity to:

- Be part of a community
- Think about the needs of others
- Explore and share beliefs

(See Collective Act of Worship Policy)

ST. Aidan's Catholic Primary School POLICY FOR RELIGIOUS EDUCATION

Religious Education should permeate all aspects of school life. It should have its place in the curricular, pastoral and social life of the school. All of these should contribute to the holistic development of the child's spirituality and Catholicity.

This should be reflected in the ethos of our Catholic School and especially in our Mission Statement.

AIMS:

- To ensure that the school is a model of justice and fairness for all involved in it including staff – teaching and support, parents and children to maintain good relationships.
- To instruct the children in the teachings of the Catholic Church
- To instruct the children in the Sacraments of the Church and to encourage their participation and involvement in them as appropriate.
- To develop within the children positive attitudes to encourage them to become good future citizens and righteous members of society and to assist the children to realise that they have obligations to society as well as rights within it.
- To encourage a sense of self-worth and self-respect
- To lead the children to have respect for other faiths and moral values, to encourage tolerance and understanding of other religions, races, cultures and ways of life.
- To give opportunity for worship, liturgy, prayer and celebration within the life of the school.
- To foster home / school / parish links.
- To ensure that continuity and liaison exists across all key stages.

GUIDELINES FOR TEACHING OF R.E. IN OUR SCHOOL

- Religious teachings should be closely linked with life experiences
- The core of our work in R.E. should be found in the scheme of work recommended by our Archdiocese, currently,

'Come and See.'

- Children should be made aware of the Liturgical Cycle of Feasts and events
- Acts of Worship should take place every day. Assemblies and celebrations should occur at appropriate times and in appropriate manner and should incorporate the themes from 'Here I Am', the major feasts of the Church and events in the Church Calendar. Moral themes could also be explored.
- Children should be made aware of the different forms of prayer – thanks, adoration, praise, petition, etc. – formal and informal.
- Sacramental preparation should be given its due and recognised place. School, parish and parents will work together to bring this about.
- Our work in R.E. has close links to RSHE, PSHE and external resources and agencies can be used to support our work.
- Resources for the teaching of R.E. are available in school and are currently stored in the R.E. resource area in the school hall. These resources should be reviewed regularly and kept up to date.
- Resources are available to help staff and children become more aware of other faiths and their traditions. Support can be sought from the R.E. Co-ordinator if necessary.
- Support for charities and appeals should wherever possible reflect or be made part of the religious life of the school.

