



Rosary Catholic Primary School

Our school values: LOVE, RESPECT, ASPIRATION, INCLUSIVITY, CURIOSITY

Mission Statement: We do our best, following in the footsteps of Jesus

Catholic Life Policy

Approved by Full Governing Board

Links to Prayer & liturgy Policy; Relationships & Sex Education Policy; PSHE Policy

Review period Annual, next review due January 2025

Policy Overview

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1. THE SPIRITUAL LIFE OF THE SCHOOL

We aim to develop the spiritual life of everyone within our community, regardless of their beliefs. We provide spiritual development for pupils and staff alike, and invite our families to develop spiritually in connection with the school and parish.

- All pupils and staff have the opportunity for daily liturgical prayer. This is either a class, key stage or a whole school act of worship. Children lead class liturgies weekly.
- The school environment supports spiritual development through the inclusion of a crucifix and cross in every classroom and in communal areas. Each classroom has a reflection area reflecting the Liturgical Year and containing other religious images and symbols.
- Teaching the children when and how to be reverent and when and how to show the joy of their faith through liturgical prayer, songs, words and actions.
- The opportunity to be part of the Chaplaincy Team.
- Providing and fostering opportunities for prayer.

2. PRAYER LIFE OF THE SCHOOL

Prayer has an important role in our Religious Education as a means of expressing, fostering and nurturing faith. We aim to create and maintain an environment where this is developed. Our classrooms, work areas, corridors and school entrance are welcoming, bright, stimulating and creative so that the Catholicity of the school is being lived out through our surroundings. Children are encouraged and helped to discover the many different ways in which to pray, formal and informal, private and communal. They are encouraged to be still and listen to God in a variety of ways:

- Daily prayers in class: morning prayer, prayer before lunch, home time prayer
- Traditional prayers are taught
- Pupils are taught how to write their own prayers of asking, thanking, praising and saying sorry
- Prayer books in classroom reflective areas

3. CHAPLAINCY TEAM

Our Chaplaincy Team consists of children from Years 2 to 6. Their role is to support their peers to grow in their faith. They do this by:

- Monitoring and developing class prayer areas
- Maintaining and developing communal prayer areas
- Leading prayers during whole school acts of worship
- Keeping the pupils update with information about donations to charity, such as for foodbanks and CAFOD
- Being a role model to others by modelling reverence and joy where applicable
- Writing and leading whole school acts of worship, such as The Stations of the Cross

4. GIVING TO OTHERS

We aim to develop and harness an awareness of the needs of others: locally, nationally and globally, and foster a spirit of generosity and compassion.

There are various fundraising events throughout the year, some of which are coordinated by the Chaplaincy Team:

- Harvest – children are encouraged to bring in food for the local foodbank.
- At Remembrance, we sell poppies and related merchandise to raise funds for the Royal British Legion.
- During Lent we raise funds for CAFOD or Missio.
- Some classes support WWF and The Dog's Trust by sponsoring an animal.
- We also raise funds for a variety of causes through the year

Children are always encouraged to help each other as well as their parents, teachers and other people in the community. It is our aim that our whole school ethos is one that will foster and nurture a generous giving of self, and an appreciation and respect for others.

INTRODUCTION

The Education Reform Act 1988 puts pupils' education within the context of spiritual, moral, cultural, social, emotional and physical education. Spiritual development is therefore one of the fundamental features underpinning the curriculum and ethos of the school.

Why Is Religious Education Important?

"Religious Education is the "core of the core curriculum" in a Catholic school ([Pope St John Paul II](#)). Placing RE at the core of the curriculum in Catholic schools helps the school to fulfil its mission to educate the whole person in discerning the meaning of their existence, since "Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." ([Religious Education curriculum Directory](#) p4). Furthermore, religiously literate children and young people are able to engage in a fully informed critique of all knowledge, "leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body." ([Religious Education Curriculum Directory](#) p4)." (Catholic Education Service website)

What is the purpose of Religious Education in Catholic schools?

"Catholic schools, with RE at their core, exist in order to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." ([Religious Education Curriculum Directory](#) pvii). With this as their primary aim, Catholic schools serve diverse populations of pupils and within this context the Religious Education Curriculum Directory (RECD) makes the aims of Religious Education explicit:

1. To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. 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;
4. To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
5. To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
6. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
8. 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 Directory](#) p6)." (Catholic Education

THE RELIGIOUS EDUCATION PROGRAMME

How we intend to achieve those aims

All subjects taught at the Rosary School are taught in the light of the Christian faith with God's Word being the guiding influence throughout the school day.

RE is allocated of the weekly timetable – 2.25 hours of classroom teaching.

In addition, a portion of the PSHE/RSE curriculum and timetable may cover elements of Religious Education, but this is in addition to the allocated teaching time for R.E.

To fulfil the aims of our school and our teaching of Religious Education, the school provides positive Catholic teaching based upon the "God Matters" programme, as recommended by Clifton Diocese. This is supplemented by the study of the lives and actions of major saints and the study of other world faiths, as follows:

Y1 – Judaism Y2 – Islam Y3 – Hinduism Y4 – Judaism Y5 – Islam Y6 – Hinduism

A Eucharistic and Reconciliation programme, feast days and other festivals within the school or liturgical calendar, also form part of the planning for the teaching of RE.

God Matters

The aim of the programme is: "to explore the religious dimension of questions about life and dignity and purpose within the Catholic tradition". Links are made with the pupils' own experience and with universal experience. Links are also made with other faith traditions. Central to the programme is Christian belief in Jesus Christ, Word and Revelation of God.

The basic question or belief is explored through three themes:

1. Community of Faith (Church Themes)
2. Celebration in Ritual (Sacraments)
3. Way of Life (Christian Living Themes)

The scheme provides 4 topics for the exploration of each theme. Each year group covers one such topic from each theme each term.

Each class teacher has a copy of the relevant "God Matters" teachers' book from which s/he formulates medium term plans as well as access to updated "God Matters" documentation from the Clifton Diocese website.

Teaching of the "God Matters" topics takes place in the classroom through a variety of activities, including storytelling, role play, painting, discussion, reading and independent research.

The revised Religious Education Directory

The Rosary School is introducing a Diocesan-led programme of study to support the revised R.E. Directory, from September 2023 in Reception and Year 3, and also in Year 1 from January 2024. The Year 3 teacher and R.E. lead at the school is a member of the working party who are developing planning and resources for Year 3.

Here is a summary of the content of the new Religious Education Directory (RED)

It comprises 2 parts:

Part 1: Context and norms	The first section of Part 1 outlines the current context of Catholic schools, alongside their nature and purpose and that of the religious education which is delivered as part of the curriculum. The second section of part 1 sets out the norms that follow from this outline, fulfilling the canonical duty the Bishops' Conference has for setting out the general norms for religious education in Catholic schools.¹ These build upon existing practice in dioceses and the norms already established by the Bishops' Conference in 1996, 2000, and 2012.
Part 2: Programme of Study	Part 2 presents a programme of study, including a model curriculum that seeks to present the teaching of religious education in a sequential and progressive form. This part has been developed after widespread consultation and is intended to be revised periodically by the Department for Education and Formation to reflect the best professional practice and evolving nature of the whole Catholic curriculum. It contains a further reflection on the nature and purpose of religious education in Catholic schools as found in the teaching documents of the Church, and the implications this has for religious education and for the religious educator.

The programme of study (PoS) has a framework with 4 structural elements:

Knowledge lenses	Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase. They are referred to as lenses, since they are the things we are looking at. There are 6 knowledge lenses. Four of the lenses focus on the study of Catholicism and two of the lenses focus on the study of religions and worldviews.	
	These 4 knowledge lenses focus on the study of Catholicism	These 2 knowledge lenses focus on the study of religions and worldviews
	• Hear • Believe • Celebrate • Live The names of these four lenses reflect the language of the Catechism itself which states that the mystery of faith which we hear and receive requires us to 'believe in it', to 'celebrate it' and to 'live from it' (CCC 2558).	• Dialogue • Encounter

Ways of knowing	Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey. The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand) Remember it heart (discern) Critically assimilate it hands (respond) Put it into practice
Expected outcomes	Each age-phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.
Curriculum branches	The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. Autumn Term = Branch 1: Creation and Covenant Branch 2: Prophecy and Promise Spring Term = Branch 3: Galilee to Jerusalem Branch 4: Desert to Garden Summer Term = Branch 5: To the Ends of the Earth Branch 6: Dialogue and Encounter The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history. The four knowledge lenses are: Hear, Believe, Celebrate and Live (remember there are 6 knowledge lenses – these are the 4 that focus on the study of Catholicism) The names of these four lenses reflect the language of the Catechism itself which states that the mystery of faith which we hear and receive requires us to ‘believe in it’, to ‘celebrate it’ and to ‘live from it’ (CCC 2558).

COLLECTIVE WORSHIP

Collective worship complements the development of Religious Education within the school but due to statutory requirements is referred to in specific detail in Appendix 1 and the Little Way Partnership Prayer & Liturgy Policy .

PRAYER

Children are taught daily prayers and also the various prayers and responses of the Mass and the Rosary, as appropriate to their age and stage of spiritual development.

A school prayer booklet has been produced and is available to each pupil for use at home and in school. To mark the Year of Prayer, a new prayer booklet was been produced, including a new,

personalised school prayer. In the prayer book, there is space for the children to start each school year with their own prayer so that by Year 6 they have prayers spanning each year at school. The most frequently used prayers are available in poster format for display in class, along with the school's Mission Statement.

In the school hall there is a designated prayer and reflection area. To further enhance children's love of prayer, each class has created a quiet prayer area-for private thought and prayer, for both children and staff alike. These areas contain a crucifix, rosary beads, key prayers, bibles and prayer books. Children pray together with their teacher at the beginning and end of the day and say grace at lunchtime.

Opportunities for spontaneous prayer and individual reflection exist both in collective worship and in the classroom.

THE SCHOOL IN THE COMMUNITY

At the Rosary School we aim to develop in the children concern and charity towards others in the community, therefore we involve the children in fund raising events throughout the year, the most notable being our Christmas and Lenten charity events. Children are encouraged to take part in the CAFOD Fast Days with the money raised going to the parish church's CAFOD collection.

Representatives from the parish community and charity organisations, such as CAFOD join us in religious services and fundraising events and to inform the children of the efforts towards which their monies are directed. It is hoped that through these fundraising activities children become aware of the needs of others, both near and far, and develop sensitivity, generosity and a sense of responsibility towards their neighbours in Christ.

The Rosary School is welcoming and parents, grandparents and other interested visitors are warmly invited to participate in our Collective Worship programme. They are kept informed of significant dates via the school newsletter and website.

PREPARATION FOR THE SACRAMENTS

Coming to understand the Sacraments is a complex interaction of a great variety of experiences and celebrations in which children take part during their school years.

Year 3 is the year when children receive the Sacraments of Reconciliation and Holy Eucharist for the first time. The preparation for these sacraments takes place within each parish, following a Eucharistic and Reconciliation Programme. Parents are seen as a vital part of the teaching of the Sacraments and are asked to take part in the programmes alongside their children. What the school offers is seen as complimentary to the catechesis offered to children at home and in the parish.

- In the Autumn Term, the Sacraments of Baptism and Confirmation can be explored through the topic of Creation.
- In the Spring Term, the Sacrament of Reconciliation can be explored through the Lent topic
- In the Summer Term, the Sacrament of Eucharist can be explored through the Sacraments topic

INFORMING PARENTS

Parents are informed of the RE Programme of Study through the termly RE Newsletters. They are also invited into the school to see class teachers twice a year to discuss their child's progress and development in all curricular areas, including Religious Education. At the end of the academic year, parents are given an annual report which comments on their child's level in Religious Education, and the skills and attitudes developed, and participation in discussions and collective worship.

RESOURCES

A range of resources are available to supplement the revised "God Matters" syllabus. These include assembly books, bibles, teaching resources, artefacts, rosaries and music. They are located in the Staff Room.

In addition, the RE Co-ordinator will, at the request of individual class teachers, source supplementary resources to aid class teachers in their delivery of the RE curriculum, as and when appropriate.

Each class teacher has their own copy of the “God Matters” teaching folder and a collection of classroom resources, including prayer books and bibles.

The school now has resources to support the teaching of other faiths-artefacts, DVDs and books. There are a range of inspirational posters available for teachers to use in the teaching of RE or as stimuli for their RE/reflective area in the class. A CD is available for teachers to use in collective worship, containing 157 hymns commonly used in Catholic schools.

ASSESSMENT AND RECORD KEEPING

The children’s work in RE lessons can be recorded in a variety of ways, including written, photographic, art work, etc. This is used in assessment, as well as their participation in assemblies and collective worship. It is recognised that discussions and oral assessments are often valid forms of assessment. Children may be assessed on their knowledge and understanding of the “God Matters” topics studied and their moral development and attitudes. Children’s spiritual development cannot be readily assessed, although some children may give indications of this through participation in class discussions and their attitude and behaviour towards adults and each other.

The RE subject leader provides teachers with assessment recording sheets and attainment trackers for each year group. With these, teachers are now able to indicate each pupil’s attainment in RE in accordance with age-related expectations.

STAFF TRAINING AND INVOLVEMENT

Other teachers are encouraged to further their professional development by attending such courses to update or extend their Catholic teaching skills.

One INSET day per academic year is now allocated to RE. The RE subject leader attends cluster meetings of Catholic schools in the Gloucestershire Catholic Schools Partnership once a term and reports back to the teaching staff, where appropriate.

The school takes an active part in planning and leading joint Inset training for Gloucestershire Catholic Primary Schools on a bi-annual basis.

SUCCESS CRITERIA

The school will have judged itself as being successful in its delivery of Religious Education by the following criteria:

- Children have been brought to a truer understanding of the Catholic faith.
- Children have an understanding of and respect for other races, religions and ways of life.
- The school has achieved an ethos which attributes dignity and worth to all in the school community.
- The school has created an environment where the values of God’s kingdom, prayer, truth, holiness, love and forgiveness are seen to be at work.

We can measure our success by:

- The children’s level of attainment in RE, both knowledge and application.
- The children’s knowledge of the Bible, feast days and key saints, as demonstrated in their written and oral work.
- Witnessing positive relationships within the school community.

Governors will oversee the implementation of this policy.

REVIEW OF POLICY

September 2023

Appendix 1

Collective Worship Policy

The Rosary School is a caring, Catholic school community, where everyone is made in the image and likeness of God. Here individuals are helped to achieve their full potential, through a child centred curriculum, which develops independent learning.

The Aims of Collective Worship:

We believe that Collective Worship in our school aims to provide opportunity for all pupils and staff:

- ❖ To contemplate something of the mystery of God
- ❖ To reflect on spiritual and moral issues
- ❖ To explore their own beliefs
- ❖ To respond to and celebrate life
- ❖ To experience a sense of belonging and develop community spirit
- ❖ To develop a common ethos and shared values
- ❖ To enrich religious experience
- ❖ To grow in liturgical understanding and development
- ❖ To reinforce prayers that are part of the Catholic tradition
- ❖ To reinforce positive attitudes
- ❖ To participate fully
- ❖ To make time out to 'wonder at' and 'give worth to'

Introduction:

We believe that Christian worship in a Catholic school is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

Legal Requirements:

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. In all Catholic schools, the responsibility for arranging Collective Worship rests with the Governing Body after consultation with the Head teacher.

The act of worship is not designated curriculum time and will not be subsumed under any part of the curriculum, including Religious Education. Worship in this school is more than just a legal requirement; it is an integral part of school life and central to the Catholic tradition.

The Place of Collective Worship in the Life of Our School:

We endorse the belief that Collective Worship takes into account the religious and educational needs of all who share in it:

- ❖ Those who form part of the worshipping community in church
- ❖ Those for whom school may be their first and only experience of church
- ❖ Those from other Christian traditions, or none
- ❖ Those from other faith backgrounds
- ❖ It will be an educational activity or experience to which all can contribute and from which all can gain

We will continue to provide opportunities for children to deepen their personal relationship with God in prayer. We do this by helping them become aware of God's Presence in their lives and of His love for them by leading them to respond to Him in a manner suited to their age and spirituality.

This may be in one of the following ways:

- ❖ Prayer of silence
- ❖ Spontaneous prayer
- ❖ Praying through gesture or action
- ❖ Formal prayer

Prayer will not be confined to an act of worship. Children are encouraged to pray at any point during the day.

Principles:

All acts of Worship in this school will:

- ❖ Be a quality activity, fundamental to the life of the school and its Catholic ethos.
- ❖ Give children positive liturgical experience, appropriate to their age, aptitude and family backgrounds, to further their spiritual development and prepare them for the liturgical life of the Church.

In order to do this, celebrations will:

- ❖ Be kept simple, wherever possible or appropriate, to enable all pupils to access the experience.
- ❖ Be appropriately paced.
- ❖ Include a range of experiences offered in a variety of groupings and settings.

In order to achieve the above, Collective Worship is organised as follows:

Monday: Whole school Celebration of the Word, based on Sunday's gospel – led by the Headteacher

Tuesday: Picture News assemblies based on British Values and Catholic Social Teaching principles events – led by Infant/KS2 teachers

Wednesday: Prayer and Praise assembly – led by the R.E./Music leader

Thursday: Class Celebration of the Word, based on the Rosary School values being focused on that term – led by children/HLTAs

Friday: Achievement Assembly – led by Headteacher, reflecting Catholic Social Teaching principles and the school's Mission Statement.

Planning:

Collective Worship in this school is planned with reference to the Church's liturgical seasons including significant dates.

- ❖ Scripture will be the focus for most acts of worship
- ❖ It will relate to the school community in the light of the school's values and mission statement.
- ❖ There will be flexibility to respond to changing situations within the school and the wider community.
- ❖ We will aim to teach children the skills to enable them to prepare, organise and lead worship.

In 2022, through a process of reflection and discussion, the children and staff selected 5 key values for the school: Love, Inclusivity, Aspiration, Curiosity and Respect. These form the focus for Class Celebration of the Word and alongside Catholic Social teaching principles, they are used to guide the and evaluate the work and ethos of the school.

Chaplaincy Team

Wherever possible, children will be involved in the organisation and planning of collective worship in school. Children with a particular interest in leading Celebration of the Word will be able to apply to become a member of the Chaplaincy Team. These children, if selected, will be role models for the rest

of the school. Membership of the Chaplaincy Team will be reviewed annually and children can re-apply the following year. Other children will also be welcome to apply.

Monitoring and Evaluation:

Once a year the school's provision of worship will be evaluated to consider whether it meets the needs of pupils and whether it truly reflects the aims and mission of the school. This will include pupil conferencing.

Eucharist:

Eucharist celebrations form a very important part in our Collective Worship strategy. Opportunities for children to participate are maximised and parents and other members of the school and Parish communities are encouraged to attend.

The celebrations will take the following forms:

- ❖ Whole school masses
- ❖ Class Masses and Liturgies
- ❖ The whole school will also take part in the May Celebration
- ❖ Children will be encouraged to participate in the One Parish Mass in July
- ❖ Children will be invited to take an active part in the Youth Masses at The Immaculate Conception Church on a regular basis.

Policy date: **January 2024**

Review due: **September 2024**

