

St Charles Catholic Primary School



Religious Education Policy

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St Charles School Policy

Religious Education

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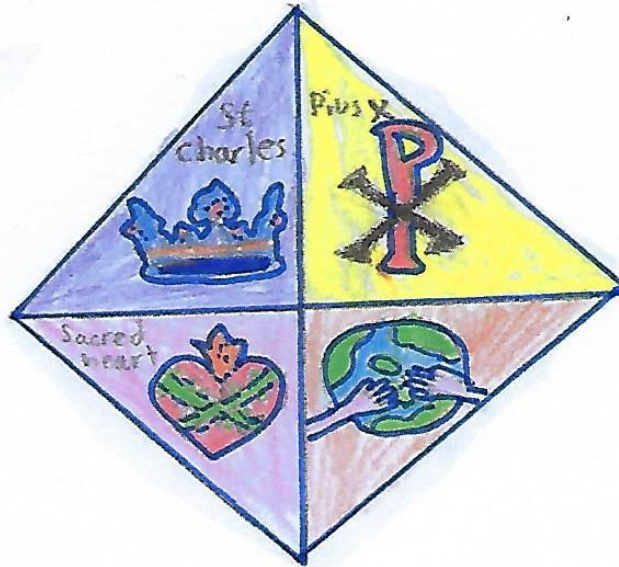
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St Charles Catholic Primary school

Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- *To appreciate that we are all uniquely created and loved by God.*
 - *To deepen each child's understanding of the Catholic faith.*
- *To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.*
 - *To understand the importance of forgiveness and reconciliation.*
- *To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.*
 - *To provide an excellent education so children learn and achieve their potential.*
 - *To respect and care for one another in a happy, welcoming and nurturing community.*
 - *To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.*

Spiritual and Moral development

At St. Charles Catholic Primary School, we believe that each child should learn in an atmosphere surrounded by love.

We aim to promote a learning atmosphere where positive values in behaviour and attitudes are nurtured and fostered.

In each class every child will be given the opportunity to develop his/her true potential academically, morally and spiritually.

The children in our care will be taught to value each other and the world around them. In dealing with others they will show forgiveness and patience, ready to comfort those in need.

They will be taught to appreciate the aesthetic value of the world we inhabit. Opportunities to do this will be sought across the subject range both in the academic and the more creative aspects of the curriculum.

Rationale of Religious Education

“The importance of ‘good Catholic schools’ has not diminished over time. Whilst their educational and structural forms have had to adapt to political and social changes, the mission of Catholic schools remains unchanged. At the heart of that mission is good religious education....In a Catholic school, all pupils are invited to encounter Our Lord and Saviour Jesus Christ as the living person at the heart of their study in a way that respects their individual religious identity”. Rt Rev Marcus Stock (RED 2024)

As a Catholic School we work closely with the home and parish to create an atmosphere where, through teaching and example, our children will be helped to enter into a loving relationship with God and with each other as members of God’s community and so continue to lay foundations of the Catholic faith.

At St Charles Catholic School, we deliver a broad balanced education to help our children grow to their full human potential and pay regard to the formation of the whole person, so **“that all may attain their eternal destiny and at the same time promote the common good of society”** (Canon Law III Catholic Education 795). How a child develops spiritually, morally and socially is every bit as important as academic progress.

This means in Curriculum Religious Education we are not just teaching a curriculum subject but also a living faith, in which we are encouraging our children to share.

Aims and Objectives

The outcome of excellent religious education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life. *(Religious Education Directory - 2024)*

The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of our Catholic schools. Within this vision, religious education is very much a journey of formation involving every member of the school community.

For all children, religious education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline and as such it is taught, developed and resourced with the same commitment as any other subject. For those children already engaged in the journey of faith, religious education will be catechesis, the process by which the faith of believers is nourished and educated. For some children it will be their first opportunity to hear the Good News of the Gospel.

Through curriculum religious education the staff at St Charles School aims to promote:

- knowledge and understanding of Catholic faith and life.;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and its purpose;
- the skills required to engage in examination of and reflection upon religious beliefs and practices.

The objectives of curriculum religious education in St Charles school are:

- to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- 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 to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- 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.

(Religious Education Directory - 2024)

The Role and Responsibilities of Class Teachers

In the context of the vision of Catholic education, the teacher's role includes:

- developing the whole person
- preparing the children for adult life
- social, moral and spiritual education
- religious education.

Our school strives to embed R.E in everything we do. Class teachers are directed, where appropriate, to include an aspect of RE in their planning of all other curriculum subjects. This curriculum approach enriches the whole curriculum.

Class teachers allocate 10% of their timetable to R.E and in doing so be in line with the Bishops of England and Wales directive. This percentage does not include daily prayers, assemblies or classroom collective worship.

Prayer and worship are central to the life of St Charles School. Children are taught formal prayers as well as being given opportunities to write their own prayers. They should also be given time for quiet reflection and meditation on a weekly basis.

Children must have opportunities to experience prayer throughout the day. A class prayer starts the morning and afternoon sessions and end the school day. Grace is said before lunch break.

Staff Training

Staff attend regular insets led by the RE Coordinator or visitors to the School, such as the Diocesan RE Advisor. Staff also attend courses organised by the Diocese of Westminster Education Service. The RE Coordinator also attends courses, moderation meetings, conferences and coordinator forums in order to be aware of current initiatives and new resources and to share good practice with other coordinators.

One of the yearly Performance Management Targets agreed by the SLT always has an RE focus. Resources and training is identified and provided to insure the target is met. All targets are reviewed during the year.

Induction of New Staff

All new members of staff are made aware of the Mission Statement and the RE policy as part of their induction. The RE coordinator will work closely with new staff member to identify their needs and to work with them and their year group partner/mentor for initial planning and assessment sessions.

Role of the RE Coordinator

In keeping with the Diocesan Guidelines, the RE Leader's role is:

- To help improve the quality of the teaching and learning that the pupils will receive in RE
- To write and keep relevant documentation up to date
- To be involved in the process of assessment, recording and reporting
- To monitor the quality of teaching, the progression and continuity of RE throughout the School
- To offer support and advice to colleagues
- To provide resource requirements
- To manage an annual resource budget.
- To liaise with the Diocesan RE Adviser and to attend co-ordinators meetings
- To report back to staff on any courses that have been attended
- To liaise with the Parish Priests in preparation for planned liturgies, celebrations and events
- To work in partnership with the Senior Leadership and Management Teams
- To prepare reports as required by the Headteacher for the Governing Body

The 'Come and See' Religious Education Programme and the new Religious Education Directory.

Please note – Although the School is currently following the 'Come and See' programme of study, we are also identifying opportunities in our planning to include and embed elements of the RED which was launched by the Bishops of England and Wales in 2024.

At St Charles we used the Come and See Religious Education Programme. Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from? Life – Creation

Who am I? Dignity – Incarnation

Why am I here? Purpose – Redemption

These questions concern the mystery of life, its dignity and purpose and are part of the Christian person's search for meaning in life which finds its response in the life of faith. In Come and See these big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church [CCC] which drew its strength and inspiration from that Council. The Catechism describes them [the questions] as 'decisive for the meaning and orientation of our life and actions' (CCC, 282).

Foundational influences on the theology and pedagogy of ‘Come and See’

- The four Constitutions of the Second Vatican Council, [see below].
- Catechism of the Catholic Church was published in 1992 begun by the Second Vatican Council’ (Apostolic Constitution, *Fidei Depositum*).
- The Religious Education Curriculum Directory published by the Department of Education and Formation of Bishops’ Conference of England and Wales in 2024.
- Religious Education in Catholic Schools published by the Bishops’ Conference of England and Wales in 2000.
- On the Way to Life: (Catholic Education Service 2005).
- Levels of Attainment in Religious Education in Catholic Schools and Colleges, published by the Bishops’ Conference Department for Catholic Education and Formation of England and Wales in 2007.

The four Constitutions of the Second Vatican Council

REVELATION: God Speaks – finding meaning in life

At the heart of the programme is the Dogmatic Constitution on Divine Revelation, God Speaks; Dei Verbum (DV) [1965], which is echoed in part one of *Catechism of the Catholic Church, The Profession of Faith*. When we believe we respond to God with faith. God reveals himself to the human person. God enlightens us with abundant grace, as, with our minds and hearts, we search for meaning in lives.

CHURCH: Christ the light of the nations – Community of Faith

The Dogmatic Constitution on the Church: Christ the light of the nations, Lumen Gentium, (LG) [1964] which is further expanded in *Catechism of the Catholic Church, The Profession of Faith*, refers to the gathering of God’s people. The Church can mean the worshipping community, but it also extends to the whole community of believers, local and universal. The Church draws her life from the Word and the Body of Christ, the Eucharist, and so the Church becomes what she already is, Christ’s body.

CHRISTIAN LIVING: Joy and hope – Way of life

The Pastoral Constitution on the Church in the World of Today: joy and hope, Gaudium et Spes, (GS) [1965], links into part three of *Catechism of the Catholic Church, Life in Christ*. The dignity of the human person is found in being created in the image and likeness of God. This divine image is found in everyone. This life in God through Jesus Christ is celebrated and supported throughout the liturgical year, which follows the journey of Jesus’ earthly life

SACRAMENTS: Liturgy: Celebration – Celebration in symbol and ritual

The Dogmatic Constitution on the Liturgy: Sacrosanctum Concilium, (SC) [1963], is further elaborated on in parts two and four of *Catechism of the Catholic Church*, dealing with the Christian Mystery and Prayer. In the liturgy, especially in the Eucharist, the work of our redemption is completed. It is through the liturgy we are able to express the mystery of Christ in our lives and live this out in action.

The Themes in ‘Come and See’

Come and See is developed through three themes based on the above documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

The basic question belief for each season time is explored through three kinds of themes.

Community of faith
Church Celebration in
ritual
Sacraments Way of life
Christian Living

A - Church

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** – My story ~ my family ~ Domestic Church. To start the year *Come and See* begins with my story: within a family. The Church honours the family with the title Domestic Church because it is there that parents ‘by their word and example are the first (teachers) heralds of faith with regard to their children.’
2. **SPRING** – Our story ~ local Community ~ Local Church. After Christmas the children explore the theme of local Church which is our story. The parish is where people gather together to celebrate and practice care and love for each other. The diocese is the community of the Christian faithful.
3. **SUMMER** – The story ~ the worldwide community ~ Universal Church. The year finishes with the story of the worldwide community; the universal Church. In the Church, God is calling together his people throughout the world.’ ‘The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them’

B - Sacrament

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** – Belonging ~ born into Christ’s life. Following on from an understanding of belonging to a family the theme of Baptism introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. ‘The faithful are born anew by Baptism, strengthened by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.’ At key stage 2 children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.
2. **SPRING** – Relating ~ God’s love in our lives ~ Eucharist. In the Spring time after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of *Come and See* since it is at the heart of Christ nourishing his people.

3. **SUMMER** – inter-relating ~ service to the community ~ Reconciliation. The Sacrament of Reconciliation forms part of the work of the summer time when there an opportunity to learn about the joy and challenge of relationships and God’s love and mercy celebrated in this sacrament. At key stage 2 children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

C - Christian living

The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** – loving – celebrating life – Advent Christmas. The Advent – Christmas theme considers the gift of God’s love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. ‘The Word became flesh so that we might know God’s love.’
2. **SPRING** – giving – the cost of life –. In the Spring season Lent and Easter are explored, Jesus’ love for humankind knows no limit. Jesus offered his life and gave an example of giving as a way of life. ‘Easter is not simply one feast among others, but the feast of feasts.’ ‘The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.’
3. **SUMMER** – serving in love – feasts to celebrate – Pentecost. The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. ‘In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.’ Each theme is explored through different topic in each age group.

The themes of each season

AUTUMN

The three autumn time themes are developed in the light of an understanding of Creation:

- Family - Domestic Church focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.
- Belonging - Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God’s life and friendship.
- Loving - Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God’s love, Jesus, born of Mary, born as one of us.

SPRING

The three spring time themes are developed in the light of an understanding of Incarnation:

- Community - Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and

in celebration.

- Relating - Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving - Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

- Serving- Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- Inter-Relating - Reconciliation focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- World - Universal Church focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

Teaching and Learning in Religious Education

R.E. lessons constitute 10% of the curriculum time, in all key stages, excluding class prayers, classroom collective worship, assemblies, and circle-time.

At St Charles School teachers provide a range of teaching strategies and learning methodologies, (including appropriate and relevant differentiation to ensure effective match according to the needs and abilities of the children), depending on the nature of the activities being undertaken. Work is differentiated in terms of activity or outcome according to the needs and abilities of the children. Approaches include whole class teaching, group activities and individual work. Children are given opportunities to work individually as well as co-operatively and collaboratively, developing their own knowledge and expertise and sharing their experiences with others.

All work set provides thought provoking reflection and discussion, encouraging the children to develop their moral and spiritual consciences. Teachers are encouraged to make cross-curricular links when planning Religious Education, incorporating opportunities for Creativity, ICT/computing and extended writing, in line with our expectations in literacy, where appropriate.

Teaching The Sacraments

The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the sacraments which give and celebrate the life of God's grace in us. Sacraments are taught according to the 'Come and See' scheme. (See above).

Children in Year 3 are prepared for their first reconciliation service during the Autumn term. This involves pupils and parents meeting at the School with Fr Peter and School staff to reflect on the concept of forgiveness and the process of how we can be reconciled with God. This is followed by a liturgy in St Pius X. The children are then presented to the Parish as candidates for ready to begin the First Holy Communion Programme.

First Holy Communion preparation takes place in Year 3 and in partnership with the Parish. "We share in the Eucharist" programme is used to support the children in their learning during regular Monday evening meetings and Sunday liturgies during the year. Children make their First Holy Communion in May and celebrate a going forth liturgy in June.

Planning, Assessing, Recording and Reporting

Assessments are carried out in order to:

- * monitor pupils' progress and ensure continuity
- * diagnose and assist individual pupil's needs
- * provide a framework for future planning
- * give an accurate report to all interested parties
- * recognise achievement

At St Charles we use the planning sheets from the 'Come and See' Religious Education Programme. Class teachers plan together in teams, Upper KS2, Lower KS2, KS1 and Foundation. Although the 'Come and See' programme is used, staff find opportunities to embed elements of the RED - 2024 during the planning stage.

Children's knowledge, skills, concepts and attitudes to RE are assessed by questioning, written work and self-assessment. There is also a formal assessment which is sublevelled at the end of each topic (See below). It is impossible to assess the level of a child's personal faith and as such we do not attempt to do so. However, teacher plans outline the many opportunities created for pupils to develop a deeper understanding of their faith.

At the end of each topic all children are assessed in Knowledge and Understanding (AT1). Assessments are based on one piece of work but the teacher may annotate details of verbal evidence or make reference to another piece of work from the topic. One piece of work for three pupils are photocopied and kept in the RE Teachers File along with a covering annotated sheet. Assessments are recorded on the School Assessment Sheet.

The School uses self-assessment sheets developed using driver words and phrases from the RED 2024 at the end of each topic. These are pasted in to the pupil's RE class book.

Assessment for learning informs planning, enabling teachers to ensure that opportunities are presented for an overall coverage of the topic.

Marking is undertaken in accordance with St Charles School Marking Policy. However, it is essential that the Key RE Words for each topic be corrected so that children can learn and use these words effectively.

Written comments, in relation to the learning intention, should be affirming, encouraging, thought provoking and challenging, above all being sensitive to the children's needs. Teachers are expected to provide a Next Step comment every 3 weeks (2 per topic) in accordance with the Schools marking policy. Next Step opportunities should be planned for, differentiated and used effectively in order to deepen all pupils understanding.

A formal reporting to parents for all subjects takes place at the end of each school year. R.E is highlighted as a core subject and takes prominence over English and Numeracy by being placed above them. Comments and levels of attainment in Religious Education for each pupil are included in this report.

Monitoring and Evaluation

The Religious Education Coordinator has a responsibility to ensure the 'Come and See' programme is planned and delivered effectively. This is done by:-

- Sampling RE exercise books from each class, looking for continuity and progression
- Observing class teaching
- Checking class prayer areas and displays
- Informal discussion
- Planning relevant In-service training.

In order to monitor Religious Education teaching and learning, the RE Coordinator and Senior Leadership team review RE planning throughout the school at the beginning of each term. They also observe RE teaching across the School and carry out a book scrutiny once a year. RE Learning Walks are also used to gather information. Any common points for improvements in these areas are shared with staff at the first available staff meeting and individual feedbacks given at a mutual convenient time.

Equal Opportunities and Inclusion

A central message of the Catholic faith is that although we are all different, God loves each one of us equally, regardless of background, gender or ability. It is therefore vital that we recognize and cater for the individual needs of children, acknowledging that all children have different gifts and talents and that these should be celebrated.

Learning tasks should be matched to the abilities of the children to enable them to achieve success, helping them to develop to their full potential and to develop a positive self-image.

Our aim is to ensure that resources do not reinforce any kind of stereotypes but that they do reflect our own school community. It is important that the children are provided with images, which reflect the multi cultural society in which we live, enhancing their awareness and knowledge of other faiths and cultures, respecting the rights of the individual at all times. This is essential in preparing children to take their places in a multi – cultural society. This also endorses and supports our commitment to Community Cohesion.

Special Educational Needs

The distinctive nature of Catholic education encourages teachers to support all individuals. Support which strengthens and recognises the child - created in the image of, and valued by, God - as an important and responsible individual within the community of the school. Therefore, we are committed to include all children in all aspects of school life. This will enable them to play their unique roles in the building of God's kingdom no matter how challenging their needs and regardless of their perceived difficulties.

Other Faiths

In addition to our Catholic Faith we also study two other faiths each year, spending one week on each. Every year during the Autumn Term the whole school focuses on Judaism. All children study Judaism at their own level and follow the themes set out in the 'Come and See' programme. During the Spring Term the School focuses on a second faith. These faiths are Islam, Hinduism and Sikhism and are taught on a rolling program basis. Again, all children study these faiths at their own level and follow the themes set out in the 'Come and See' programme. As part of these studies children are given an opportunity to visit places of worship, ie, Jewish Liberal Synagogue in St Johns Wood, Islamic Cultural Centre & Mosque, Acklam Road and the BAPS Shri Swaminarayan Mandir, Neasden. In addition to these visits people from other faiths, including faith leaders, parents and other visitors, are invited into school to talk to the children.

Yr 6 Relationship Conference

Each year our year 6 pupils take part in a relationships conference designed and led by the School Staff. Through activities and discussions pupils explore the following topics;

- Creation
Pupils study the creation story as written in Genesis
- Images of self and others.
Pupils reflect on their uniqueness. On how others perceive them and how they perceive themselves. The importance of respecting themselves as well as respecting other people.
- Puberty
Pupils study how their bodies will change during puberty as it prepares to be a parent.
- Sexual relationships and conception.
Pupils discuss the importance of finding the right partner before considering a sexual relationship, ideally within a marriage. Pupils reflect on God's gift of child birth.
- Marriage
Pupils consider the importance of finding the right marriage partner and how marriage is a life long commitment.
- Family life and bereavement
Pupils explore the importance of being part of a family and their role within it. What happens when a loved one dies and how they might deal with bereavement.
- Celebration of Life
Pupils reflect on God's gift of life. How we should respect ourselves and respect others.
- Liturgy
Children prepare a special mass to encompass all the above and to thank God for his creation and his gift of life.

The conference includes elements of the Ten:Ten programme, Life to the Full. (See RSE Policy).

The aim of the conference is to allow pupils to reflect on their faith journey and their place within God's creation. All the topics are taught with this in mind and pupils are made aware of God's influence upon all things.

Making Cross-Curricular Connections

English

Through the teaching of English pupils are given the opportunity to recognise, reflect on and identify with the experience of others. Pupils are also encouraged to develop a growing awareness of moral questions and moral choices.

Mathematics

Mathematics permeates creation. There is a beauty of different approaches to mathematical investigation. There is a truth in reaching correct conclusions, through co-operation, writing, discussion, logging and evaluating guides children towards development. Opportunities for reflection, respect for achievement and learning, leads to praise and reward.

Science

Through the teaching of Science and Health Education respect for oneself and others is encouraged. The visits to places of environmental importance give the children a first hand opportunity to see the beauty of God's work and enable them to reflect on and debate issues surrounding the environment and our responsibilities.

History

Through the study of history children learn to recognise and reflect on the experiences of others, to reach beyond their own knowledge, experience and imaginings. We encourage pupils to search for the truth and to consider people's opinions. They learn to look beyond their own experience and empathise with others. They learn of heroic deeds and achievements and of moral dilemmas.

The study of history helps children study ways of searching for peace and harmony with others and in carrying out God's wish for us to love and care for others. They learn about the use and abuse of power and to question and look critically at the world. They can be helped to analyse and reflect on their own responses to moral problems and to be encouraged to think rationally and impartially.

Geography

Geography enables children to study their own environment and the wider world. In looking at the magnificence of God's creation children can be encouraged to reflect on the wonders and beauty of the universe and can try to understand the way God works in the world and in our lives. We can work with the pupils in considering ways in which we can contribute to God's creation. We can discuss the importance of governmental decisions affecting the environment and learn of the moral dilemmas faced when altering the natural world to develop modern industries, roads and homes. We can study the interdependence of communities and our responsibilities to each other in the world.

Art

In the teaching of art we encourage children to express their innermost thoughts and feelings through the study of shape, form and colour. Through learning artistic skills, they can express their imaginative thoughts. In the study of the artistic works of other artists they can appreciate the skill and beauty of their works. They gain an understanding of human creativity and how we can respond to God and contribute to God's creation. Through art we can give joy and

pleasure to others.

Physical Education

Through PE children can develop and care for the bodies that God has created and to appreciate the wonder of the human body. They can express themselves through physical efforts and an appreciation of line and form. They learn to work as a team and to respect others gifts and talents. They learn the importance of perseverance to love and develop their skills.

Music

Through the teaching of music children can often obtain an insight into the beauty and wonder of God's creation. The opportunity to learn the skills to play a musical instrument or to use the human voice to help develop perseverance, but also joy and wonder at the sounds created. Music can help in contemplation and spiritual renewal. Music helps us communicate with others and share in the performance of a work through active involvement or through appreciation in listening. The appreciation of the works of composers and musicians help us to respond and contribute to the marvels of God's creation.

Design and Technology

Through the teaching of design and technology children learn about the discipline of planning and organisation and structure. They learn to use their skills to create models. They can marvel at the works of inventors and designers who contribute to God's creation through their inventions. They can learn to respect the needs of others and ways in which inventions can help the lives of others. They need to consider the effects of machines and inventions and to respect the skills needed to bring designs to fruition in each stage of their manufacture.

Information Technology

The teaching of IT is seen in all areas of the curriculum. The rapid development of information technology is another wonder of God's world, but it also leads to an opportunity to discuss with children how it can be best used for the good of mankind. The possibility of rapid communication with others around the world can be a source for good, but also can create moral dilemmas.

Education for Personal Relationships (SRE)

Education for personal relationships is an aspect of religious education, health education and science. Teachers answer questions at every level, at the age and stage of development of each child. Links with the 'Come and See' Topics through PSHCE are planned accordingly.

In addition, Year five and six follow the Diocesan Sex and Relationships programme, "All **that** I Am". This is shared with parents.

Class Assemblies

There are three class led assemblies each year. One per term. The three themes are: the current topic being taught from the 'Come and See' Religious Education Programme, the current National Curriculum topic being taught (but with prayers linked to the theme at the end) and the life of a saint. This is to present the saints as role models. Years 4 and 5 also present the Passion Play to the Whole School and parents at the end of Lent.

Once dates for assemblies and class Masses have been allocated the class teacher must declare the themes they wish to present using the list in the staff room. Teachers should endeavour to choose a different theme to those already listed to ensure a more varied and interesting coverage of religious topics. Some themes are allocated by the coordinator to mark the Feast Days of KS2 House Saints; St Francis (October), St Cecilia (November), St Joseph (March)

and St Bernadette (April). On these days' children from the Saint's House may wear their own clothes. All children are also given an extended playtime in the saint's honour.

Class assemblies should showcase the very best in our children. Appropriate time should be created by the class teacher to allow children to practice the skills needed to present a good or outstanding assembly, these include speaking out loud and singing.

Home/School/Parish Partnership

At St Charles we believe that the school alone cannot undertake a child's religious education. Religious education begins at home and at Baptism; the parents are the child's first teachers and support the child with his/her first religious experiences. The school works in partnership with parents and parish to enrich the lives of our children.

The RE Coordinator publishes a Religious Education newsletter each term to inform parents about forthcoming Religious Education topics their child will be studying in the School. This allows parents to discuss and prepare children for the topic prior to its commencement or to reinforce their learning as the topic is taught. A copy of the newsletter is also available on the Website.

After every class assembly parents are invited to stay for a coffee morning. This gives parents an opportunity to meet the class teacher and Head and Deputy Head in an informal setting to discuss aspects of their child's learning.

The School supports the Parish each year with the First Reconciliation Service and the First Holy Communion preparations. Year 3 class teachers and the RE Coordinator aid the Parish Priest during Monday evening preparation lessons for both pupils and parents and Sunday liturgies where the pupils take part in the readings, singing and offertory processions.

Our School also supports Parish events and fund raising e.g. the yearly Harvest Festival Donations and the Christmas Raffle money all go to the needy of the Parish.

The School supports other charities as part of its Catholic call to alms giving. These have included The Catholic Children's Society's Lenten Appeal, Remembrance Day Poppy Appeal, Recycled computers to Africa and The RSPCC appeal.

The School also has good relations with the Sisters of the Carmelite Monastery, our neighbours, and the Sacred Heart Sisters in Roehampton, our School Founders.

Future plans include installing a display board in St Pius X so the School can share our work in RE with the parish.

RE Home Learning

Each week families are sent a link to the Wednesday Word as part of the School weekly newsletter. This is a weekly publication which features activities for families to complete together based on the Gospel reading for the following Sunday. The School Newsletter also contains questions which are based on the Gospel. are differentiated for KS1 and KS2 pupils. Pupils are expected to reflect on these questions as they read the Wednesday Word in readiness for a class discussion on the following Monday. The Head of School will also use them to stimulate a discussion during a weekly Gospel assembly.

The School/Parish Priest

Our School Priest is Father Peter Wilson who is parish priest of St Pius X. Fr Peter is a regular visitor to the School and liaises closely with the R.E Coordinator and teachers in the preparation of School liturgies, celebrations and services. Fr Peter is also a member of the School Governing Body.

The Student Chaplaincy

The student chaplaincy is made up of a group of children who have been commissioned to assist the RE Coordinator and Fr Peter with promoting the Catholic life of the School. Their tasks include modelling Collective worship for new staff, planning and leading School liturgies, setting pupil questionnaires, organizing charity events and helping Fr Peter in the Parish. The children are currently training to be Westminster Caritas Ambassadors for the School.

Pupil Voice

It is important that our pupil's ideas and feelings about RE are heard and used to improve our School. To do this the School sets a pupil questionnaire each Autumn Term. In addition to this the Coordinator interviews a sampling of pupils. The results of the above are scrutinised by the Student Chaplaincy, RE Coordinator and the SLT and a plan for improvement is agreed upon.

Displays and Prayer Areas

Displays are a very important part of the ethos and character of St Charles. They are also effective aids to help stimulate further work or to celebrate the work that has been undertaken. Each class is responsible for two RE displays, one in the classroom and one in the corridor outside the classroom door. The classroom display can relate to any RE theme deemed appropriate by the class teacher however the theme for the corridor display is determined by the RE Coordinator and usually related to a topic being studied in the 'Come and See' programme or a theme agreed upon with the staff.

Each class has a prayer table which is used as a focus for daily prayer. The colour of the prayer table alternates depending on the Liturgical Calendar. Icons and candles are displayed on the prayer table. Each class has a box of religious books for the children to read in their own time. This is kept close to the prayer area. The box also contains a book of common School prayers which can be used as alternatives during the year.

School as a Worshipping Community

Spiritual and Moral Development

Spiritual development involves that which takes us outside of ourselves in the appreciation of beauty, goodness and truth. Spiritual development involves helping pupils to grow in self-awareness, and in their awareness to their response to experience. Opportunities in which pupils are invited to reflect on what they have seen or done, on how they react to it, and on the meaning they give to that experience, all contribute to the self knowledge that is part of a personal freedom, necessary for a conscious decision to develop a relationship with God. Such reflection is aimed at deepening in each person a true sense of God given identity and a capacity for wonder.

Creation of an environment in which this kind of reflection can take place is an important aspect of spiritual development. Only in a safe place will young people open themselves to the truth of their own experience and feelings.

Worship and Liturgy

Fundamental to our faith and to our school community is the act of worship. The day starts and ends with prayer, either in class or in an assembly. Children are taught daily prayers and are encouraged to share their own. They are also introduced to the various prayers and responses of the Mass appropriate to their age and stage of development. Each classroom has a focal point for prayer, often displaying objects important to the children themselves, or their teachers.

The assembly rota is as follows: -

Monday:	Staff Prayer to start the new week.
Tuesday:	KS1 Gospel/Awards assembly.
Wednesday:	Foundation Gospel/Awards assembly.
Thursday:	KS2 Gospel/Awards assembly.
Friday:	Whole School – Class led Assembly. Upper/Lower KS2 Hymns Assembly (Alternating).

(See also Class Assemblies and Services above)

All staff meetings begin with a prayer led by colleagues on a rota basis. The staff also gather every Monday at 8.20am for a prayer session to start the new week.
All Termly Governing Body meetings begin and end with a prayer.

Using Scripture

In using Scripture with children, we must bear in mind constantly their age and ability, as in the teaching of Prayer. The teacher must also be familiar with the text, its theological implications and be capable of using it to the best advantage with children. It is essential that we remain faithful to the context and the meaning of the passage in Scripture and that the message is not distorted in the misguided attempt to bring it down to child level. Pure scripture is used with KS2 and when appropriate with KS1 children.

Just as the Old and New Testament writers used stories and statements, songs and letters to convey a message about their experience, understanding of and relationship with God, so we need to use images and tell stories rooted within the experience of our children, which convey to them a sense of the God who is present and active in their midst.

School Liturgies and Services.

All School Masses are usually held in the Parish Church of St Pius X and celebrated by the Parish Priest, Fr Peter Wilson. Periodically School Masses are also held in the School Hall or in the Outside Chapel. The themes for these Masses reflect the Liturgical Year i.e. Feast of the Sacred Heart, St Peter and St Paul Feast Day or special events in school i.e. Start of a new academic year, St Charles Feast Day, Start of a new calendar year. The children themselves, under the supervision of the RE Coordinator prepare readings, hymns, bidding prayers and offertory procession for all Whole School Masses.

During Advent/Lent all KS2 children plan and celebrate individual class masses. These are led by Fr Peter and take place in St Pius X. Parishioners and parents encouraged to attend. Children choose the theme and select appropriate reading themselves. They also write their own bidding prayers.

In addition to the above School Masses children also experience other forms of worship such as a Carol Concert and Advent Service to prepare for Christmas, Ash Wednesday Service to begin Lent and a Stations of the Cross presentation to end Lent.

Each year St Charles joins together with other schools in the Dioceses at Westminster Cathedral for The Christmas Carol Concert and The Good Shepherd Mass. Sharing these Liturgies makes helps the children to feel part of a wider Catholic family.

Moral Development

In the light of our Mission Statement we understand moral development to be about the growth of each person as a moral decision maker. This involves the formation of a moral conscience and the motivation to behave in a moral way.

We strive to base moral development in our understanding of the truth about the human person as revealed by God. The human person is not for self alone, but to live in, with and through the community.

We aim to help children to make good decisions by helping them to consider others, by involving them in decision making through the Student Super Council and class discussion work.

We aim to motivate them to work for the “greater good” in a positive way, e.g. collecting for Lenten charities.

Resources

Each class has the relevant Come and See folder for its year group, all other resources including Other Faiths books are kept in the Library cupboard. A box of religious themed books, appropriate to the age group, is available to pupils in each class. Bibles are also stored in the classrooms.

The School also has a new outside prayer area which will be used for Liturgies. Children and Staff also use the area periodically for quiet prayer and reflection.

Classroom Collective Worship

“Joining Christ in praise of the Eternal Father and united by the Holy Spirit in making intercession for the world through prayer and liturgy lies at the heart of the daily life of the school. The quality of the prayer and liturgy in school not only gives honour to God but forms the spiritual and ethical life of pupils and staff alike”. (Prayer and Liturgy Directory – 2024)

At St Charles we use a range of prayer and liturgy: classroom prayer, meditation, assemblies, devotions, special services for times in the school year, and celebrations of Mass and the Sacrament of Reconciliation. Children are supported as they explore each one of them and as they build up confidence to leading them themselves.

The Aims of Collective Worship.

We believe that Collective Worship in St Charles 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 develop the skills of: Reverence, Contemplation, Reflection, Interpretation, Empathy and meditation
- To enrich religious experience
- To grow in liturgical understanding.
- To reinforce prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To develop a sense of awe, wonder and inspiration in the person of Christ.

The format for Collective Worship for our school is:

- ❖ **Gather** – how we come together, the setting, the environment (quiet reflective music, lighted candles, icons etc.)
- ❖ **Proclaim** – every liturgy will centre around at least one text from the Bible, with the reading of the day being the first source. The Word of God will be proclaimed from a bible or lectionary.
- ❖ **Respond** – The response to the Word may lead into a time of ritual action or communal prayer. The ritual action may vary (dance, music, drama, art, poetry etc.) We place our needs before God (intercessory prayers)
- ❖ **Go Forth** – Giving the children something to hold on to from the experience of the liturgy that they can take into their daily lives.

Planning, Recording and Resources

- Pupils use a Collective Worship sheet to plan and evaluate every act of worship.
- They work in groups of 3 or more with each child contributing to the act of worship.
- Different groups of children are selected each week allowing all children to participate during the course of a term.
- The RE Coordinator provides all resources needed for the act of worship, although children and staff are encouraged to gather and develop their own resources

