

St Osburg's Catholic Primary School and Nursery



Religious Education Policy

Date: November 2021

Signature:

Chair of Governors

Introduction

Our vision at St Osburg's is to develop the spiritual, academic, social, moral and cultural growth of every child within a caring Catholic environment, where life is centred on Christ's teachings, allowing each child to achieve their God-given potential.

We believe that Religious Education is not one subject among many but the foundation of the entire educational process. The beliefs and values it communicates, inspires and unifies every aspect of our school life. It provides the context for, and substantially shapes the school curriculum and offers living experience of the life of Faith in its practical expression.

We firmly believe that the Gospel message should be reflected in the lives of everyone connected to our school. Therefore, our school Mission Statement lies at the very heart of our school:

Mission Statement

"We are a community of love, learning and growing in the image of Christ"

Whole School Vision and Aims

- ✚ To ensure that each child feels happy, safe, valued and loved.
- ✚ To provide an exciting, fun and enjoyable educational experience for each child and promote a life-long love of learning
- ✚ To inspire our pupils to aim high, reach for the stars, be the best they can be and make the most of every opportunity that is given to them.
- ✚ To ensure that each child meets their God given potential and is nurtured academically, spiritually, socially and emotionally.
- ✚ To encourage each member of the school community to live their life in accordance with gospel values and to make a positive contribution to British society.
- ✚ To make prayer, worship and liturgy relevant and meaningful for each individual and to provide a learning environment that will enhance the development of faith of everyone in the school community.
- ✚ To work in partnership with parents, the parish, the community and other local schools, in order to provide a wide range of supportive interactions for our pupils.
- ✚ To have lots of fun, make magical memories and share smiles every day!

Rationale

“The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God.” **CATHOLIC EDUCATION SERVICE**

Religious Education is a core subject in St Osburg’s Catholic school. It must engage the pupil’s intellect, heart and imagination. The beliefs and values studied in Catholic R.E. should draw together every aspect of the life of a Catholic school. Religious Education should also promote tolerance, respect and understanding between those of different faiths.

Aims of Religious Education:

Our Religious Education Curriculum aims are:

- To nurture each child’s faith leading them to a deeper understanding and appreciation of Catholic teaching and practice.
- To give the children knowledge, understanding and experience of Catholic life and faith.
- To develop an awareness and understanding of the presence of God in each individual child’s life and to encourage a personal response to His presence.
- In a changing world we want to help pupils to develop personal, spiritual and moral values, respect and tolerance for others and an understanding of interdependence between groups and nations.
- To promote an intelligent appreciation and understanding of religious questions in general and a sympathetic acquaintance with other religious beliefs and practices.
- To involve parents in the spiritual development of their child.

How we will meet our stated aims:

1. Provide opportunities for daily collective worship, including child-led and spontaneous prayer.
2. Demonstrate a caring, inspiring and creative environment to explore the RE curriculum.
3. Plan original and stimulating lessons based on the Birmingham Diocese Curriculum directory which is inclusive for all.
4. Impart religious knowledge and understanding of:
 - a. Beliefs, teachings and sources.
 - b. Celebration and ritual.
 - c. Social and moral practices and way of life.

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5. Teach children to learn from religion by reflection on meaning by:
 - a. Engagement with own and other's beliefs and values.
 - b. Engagement with questions of meaning and purpose.
 - c. Engagement with analysis and evaluation

 6. Develop the spiritual life of the pupil by:
 - a. Providing a Sacramental programme which is inclusive and in accordance with the rites of the Catholic Church.
 - b. Teaching and providing opportunities for Holy Mass and other Christian celebrations.
 - c. Providing times for prayer and teaching different mediums of prayer.

 7. Help the children grow in their faith by providing opportunities through celebration, prayer, learning and reflection.

 8. Promote the skills required to engage in moral examination of who we are and reflect upon religious belief and practice in who we ought to be.

 9. Lead children to respect themselves and all others because we are all made in the image and likeness of God and know that everyone is redeemed through Christ Jesus.

 10. Ensure the living out of the Gospel values, which are linked in with the Commandments of Christ and his Church.

 11. To teach children that their ministry in life is one mirrored by Christ - King, Priest and Prophet.
 - a. King- they have been given a special role in life to use and develop their talents to use for the Glory of God and his people.
 - b. Priest- to live Holy and prayerful lives according to God's Law.
 - c. Prophet- to be witnesses to the Gospel and proclaim it to all.

Legal Right

Parents have the right to withdraw their children from Religious Education; however, parents and prospective parents need to be aware that Religious Education impacts on the rest of the curriculum and daily life within the school. Therefore, it can never be confined to 'timetabled slots' but may take place in a variety of contexts other than those which are specifically structured.

Staffing and Staff Development

R.E. is regularly the focus of Staff Meetings where teaching, learning and assessment are discussed. The R.E. Co-ordinator attends Diocesan Cluster Group meetings each term and other relevant courses through Birmingham Diocesan Education Service. Staff are kept up to date with the content of these courses and other developments.

Other more informal meetings are held with individual teachers and Year Groups where necessary. Non-Catholic teachers receive additional support from the RE leader when preparing Class and Whole School Masses and attend 'New to teaching in a Catholic School' training programme.

Management and Organisation

The Curriculum Co-ordinator for R.E. has the responsibility for the management of Curriculum development, resources, record-keeping and assessment.

Each classroom teacher is responsible for the planning and delivery of the Religious Programme of work and is obliged to put the whole school policy for R.E. into practice, through the implementation of the Schemes of Work and the overall ethos inspired within the classroom and throughout the school as a whole.

The role of the RE subject leader and SLT is to:

- monitor and evaluate provision for RE within the school
- monitor and evaluate standards and achievement of RE within the school
- Monitor planning, teaching and assessment of RE
- Monitoring and renew the Sacramental Programme
- Monitoring and evaluate the provision for family life education.
- Plan a curriculum vision for RE at whole school level.

Planning and Assessment

At St Osburg's School we follow the diocesan Curriculum, Learning and Growing as the People of God, from Nursery to Year 6.

Time Allocation

We respond to the Archbishop's recommendations that RE should take up 10% of our time. RE is timetabled throughout the school but can be taught through curriculum themes where appropriate.

Scheme of Work

- Long term Planning - Planning is co-ordinated by the subject leader.
- Medium Term/Short term Planning - At St Osburg's we have adopted a detailed medium planning format which includes medium and short term together. Planning is the responsibility of the class teacher and should be completed on a unit by unit basis according to the long term plan.

The Curriculum leader for Religious Education has overall responsibility for management of curriculum development and resources. The leader reviews units covered each term and monitors aspects of the subject on a regular basis.

Classroom teachers have responsibility for the planning and delivery of the religious programme and are obliged to put whole school policies into practice through implementation of the Curriculum directory.

Curriculum

Pupils gain a better understanding of religious concepts when they have opportunities to develop, apply and practice a range of educational thinking skills. Effective learning in Religious Education at St Osburg's relies on pupils learning, practising and developing the skills of:

Investigating, e.g.

Asking relevant questions.

Learning how to use different types of sources and where to find information.

Knowing what evidence is required for understanding religion(s).

Interpreting, e.g.

Drawing meaning from, for example, artefacts, art, poetry and symbolism.

Interpreting religious language.

Explaining concepts thoughtfully.

Suggesting meanings of religious texts.

Analysing, e.g.

Distinguishing between belief, prejudice, opinion, judgement, fact and the features of religion.

Recognising and comparing the similarities and distinctiveness of various religious ways of life.

Synthesis, e.g.

Making appropriate connections between features of religion.

Making reasoned conclusions based on evidence.

Connecting different aspects of life into a meaningful whole, bringing understanding together.

Drawing together insights from different sources.

Evaluating, e.g.

Debating issues of religious significance, with reference to evidence, factual information and argument.

Willing to look at different viewpoints before making or forming own conclusions.

Reflecting, e.g.

Standing back and reviewing aspects of experience such as feelings, relationships, ultimate questions, beliefs and practices, new experiences or new ideas.

Applying, e.g.

Making the associations between religious and individual, community, national and international life.

Applying their RE knowledge in new contexts and different circumstances.

Empathising, e.g.

Considering and appreciating the thoughts, feelings, experiences, beliefs, attitudes and value of others.

View the world through the eyes of others and to see the issues from their point of view.

Expressing, e.g.

Giving an informed opinion and express a personal viewpoint.

Identifying and give expression to matters of deep concern and to respond to religious and moral issues through a variety of media.

Differentiation

Religious Education is presented to children of a wide range of commitment and ability. This will result in different outcomes for individual children. The teacher's role is to help the child to understand Christian teaching, but, while encouraging it, they cannot enforce practice of the faith. Teachers cater for the needs of pupils by matching task and materials to ability. Because our children enter school coming from a wide variety of spiritual backgrounds, we are aware that our Religious Education will receive a variety of responses.

Some children will receive religion as a new vision which challenges them to a new way of living (Evangelisation). Other children will already have a good spiritual faith background and they will hopefully be led to a deeper faith (Catechesis), some will be both catechised and evangelised.

Philosophy sessions take place to allow the children in Y6 to further their understanding of the Bible and of their Catholic faith and values, linked to the Sacrament of Confirmation.

Assessment, Recording and Reporting

Owing to its nature Religious Education is difficult to evaluate because we cannot objectively judge a child's relationship with God with regard to their faith.

At St Osburg's school we believe assessment is central to ensure good quality teaching and learning to take place. We are always looking for new ways to make assessment effective, productive and beneficial to all involved in the process.

At present assessment takes on several forms:

- Each class teacher has access to the relevant assessment proforma for each unit of 'Learning and Growing as the People of God'. In line with Diocesan guidance, one of the strands of the Curriculum Strategy is selected as a focus for assessment and monitoring each academic year. Teachers complete end of unit assessments based on a variety of evidence e.g. pupil work; pupil interviews; informal activities.
- Age Related Expectation grids are completed by the class teacher for every unit of work, for the focus group of children (determined by the RE Lead).
- Baseline assessment is carried out when children enter Nursery and Reception and an exit assessment is completed for Reception in Summer 2.

Observation of children's behaviour plays a major part in the evaluator procedure, e.g. changes of moral behaviour, good or bad are monitored. Conduct within and outside school is encouraged to be of a caring, helpful, selfless nature. Conduct in Church is encouraged to be one of dignity, reverence and respect.

In the end of year reports to parents, teachers will specify and comment on the child's knowledge and understanding of the faith but moral behaviour will also be included in the general comment section.

From Reception to Year 6, each child has a RE exercise book which is discussed and marked regularly by the class teacher. R.E. written work should be marked in accordance with the marking policy but with a focus on the religious nature of work. Special emphasis must be made on the spelling of key religious vocabulary words. Recording of children's work takes many forms – pictorial, written, drama, wall display, assemblies etc. In Nursery, the class teacher create a faith learning journal of the children's religious experiences and responses through the units of work.

Teachers give feedback and reflective marking for selected pieces of work for RE. All tasks are marked according to school policy.

Each assessed RE unit is moderated and quality assured by the RE Lead and/or with teaching staff. In addition to this, RE leaders with the cluster moderate examples of work and samples of these assessments are used to develop a portfolio of moderated work.

Senior Management and governors, in-conjunction with the RE subject leader, make judgments on pupil's standards and achievement in RE by referring to the above assessment information and by the monitoring of books, planning, lesson observation, learning walks, and talking to pupils.

Catholic Ethos Committee – Governing Board

As a school we are accountable to the whole Governing Body. Additionally, at St Osburg's we have a dedicated Catholic Ethos Committee, who meet termly, to discuss Catholic Life, RE Curriculum & Assessment, Collective Worship and Monitoring feedback and planning.

The committee consists of the RE Link governor, headteacher, RE lead, Parish priest and members of the school chaplaincy team.

The purpose of the committee is:

To promote a Catholic ethos within the school.

To monitor the content and impact of Collective Worship.

To monitor the content and impact of RE.

To ensure the pupils spiritual, moral, social and cultural development is nurtured throughout the school.

To promote the links between the school, the local parish church(es) and the wider community.

To oversee the presence of Catholic signs, symbols and displays in and around the school

Sacramental Programme:

We provide support for all pupils who are preparing to receive the Holy Sacraments. Staff liaise with Senior Management and the subject leader, to provide a good programme of preparation for each sacrament looking at the matter and form of each.

- Year three children are prepared thoroughly for the sacraments of Reconciliation and the Eucharist. The Sacramental programme is followed using guidelines from the Curriculum strategy.
- Meetings take place throughout the year for parents to explain the programme and enlist their support in the preparation of the sacraments. Masses are organised linked to themes based on the Sacraments.
- First Reconciliation takes place in March, and the children are encouraged to receive the sacrament regularly after that.
- First Holy Communion takes place in May, and is one of the most important occasions of the school year bringing together school, parish and families.
- Year six children are prepared for the sacrament of Confirmation using the Curriculum strategy. A meeting for parents takes place to explain the programme and enlist the support of parents in the preparation of their children for the sacrament.
- When the children are in year 5, an enrolment Mass takes place for the Confirmandi with the support of parents and the parish community.
- The children are usually confirmed during the Autumn term and this occasion is seen as an important occasion for the school, families and parish community.
- The children in both year three and six participate retreat days focusing on the Sacraments are led by Cardinal Newman staff and pupils and One Life Music.

All of our sacramental work is monitored and overseen by our link Governor for RE and Parish Priest.

In the year groups that do not prepare for a sacrament we endeavour through the curriculum to keep the sacrament alive by teaching and offering opportunities for the children to partake in Sacramental celebrations. Each year we provide times where every child in Key Stage 2 has the opportunity for reconciliation and to receive the Holy Communion.

Family life and health education Provision

We use the diocesan approved 'Ten Ten' schemes of work and resources from EYFS up to Year 6 to teach our children about relationships, growing into young adults and living healthy lives in an age appropriate way and within the context of our faith.

Church's Liturgical Year

- Each class presents an assembly during the year usually based around the religious programme or aspect of the liturgical year.

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- The Senior Management Team and teachers reinforce aspects of the liturgical year; explain parts of the Mass and teach about the lives of the saints through lessons, assemblies, masses and feast days.
 - Assembly takes place weekly in thanksgiving and recognition of the children's talents.
 - Hymn practice is held once a week for the whole school to learn and practice a variety of hymns for use in school and church.
 - Children in KS2 participate in fortnightly Thursday morning Mass, introducing the theme of the Mass, reading, producing and reading bidding prayers and taking up the offertory.
 - Children in YR and KS1 participate in termly mass in the school hall with the priests. Each term a class leads the mass. The class teacher is responsible for preparing the mass sheets, readings and hymns.
 - The chaplaincy team assist with the younger children's liturgy.
 - Parishioners, from the church, organise a rosary club for the children during October and May
 - The children attend stations of the Cross during Lent.
 - Reception & Key Stage 1 perform their own Christmas plays in the school hall. They reflect the story of the Nativity.
 - Key Stage 2 pupils are involved in the presentation of the passion, the death and the resurrection of Jesus.
 - The children attend Adoration and Benediction during Advent and at the Feast of the Epiphany.
 - The chaplaincy team lead Advent and Lent Clubs/prayer times.

By using the ancient tradition of the Liturgical year as a framework, we draw on the wealth of the whole church to teach our children who God is and what they are.

We follow the development through the Curriculum Directory, introducing children to the lives of saints, to the changes of season and the mood and colour expressing these changes. Children are given the associated language, sings and symbols. This involves progression, some repetition and deepening of understanding.

A soundly based devotion to Our Lady as Mother of Jesus and our Mother is encouraged. A simple form of the Rosary is introduced in October at KS1 and developed in KS2. Marian prayers and songs are nurtured in May having a procession and celebration for the Crowning of Mary's statue.

The feast of the St Osburg is celebrated and is always our first school mass of the year. Prayers for the deceased in November and Stations of the Cross in Lent become part of our prayer programme. Children are introduced to prayer in the form of a litany, also in November.

Advent and the Christmas season is observed and celebrated through the diocesan curriculum programme of study and through a variety of collective worship gatherings such as a reconciliation service for Key Stage 2, parent prayer times and blessing of the school Christmas tree. After the Christmas Holidays the season is continued up to its official ending with a celebration service based on the Epiphany which either includes the saying of Holy Mass or a collective worship gathering.

Holy Week preparations take place in school involving children and parents. The greatest season of the Catholic Christian season Easter is celebrated with a whole school Easter Celebration day on our first day of the summer term and includes a traditional egg hunt and other Easter activities. These activities are linked to the Easter Message of New Life.

The Spiritual Life of School

Prayer occupies an important role in our Religious Education as a means of expressing, fostering and nurturing faith. Children have a natural aptitude for prayer, they are open to God. They respond in joy, wonder, anger, disappointment and elation to the world round them. We, at St Osburg's School, aim to create and maintain an environment where this is fostered and developed. Our classrooms, work areas and school entrance are welcoming, bright, colourful and creative so that our Mission Statement is being lived out through our surroundings.

We aim to promote the culture of prayer by reflecting on the promise of Christ:

“Ask and you shall receive, seek and you shall find, knock and the door will be open to you.”

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. We aim to teach and develop a variety of prayer methods to the children such as:

- Teaching the traditional prayers of the church alongside new prayers.
- Helping the children discover a variety of methods of prayer, both formal and informal, private and communal.
- Giving the children the experience of a variety of structured prayer services suitably adapted for the age of the children
- Helping the children to develop their understanding of reverence, intercession and reflection as the children progress up the school.
- Allowing the children to develop their spiritual awareness by giving them the skills to create asking, thanksgiving, praising and sorry prayers through spontaneous prayer.
- Through the reading of the Gospels and the Holy Bible.
- Through the teaching of traditional hymns alongside new style hymns.
- Through the teaching of sacred music, dance and drama.
- Meditating and reflecting in silence whilst being inspired by liturgical music and religious art.

Prayer in the classroom.

Each classroom in the school should promote a prayer environment. This is achieved by each class having a prayer focus.

- It is required that the area is dressed in the liturgical colours of the year as a visual sign to the children to show the change and the mood of the liturgical calendar.

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- This prayer area should have an enthroned bible which shows the previous Sunday's Gospel readings; or the reading associated with a feast day; or a reading which is relevant to that scheme of work.
 - Teachers are encouraged to be creative when creating an interactive display on this focus. Objects, images, symbols, candles which reflect the liturgical year and feasts.
 - Teachers are encouraged to provide a prayer box/jar where children can write petitions so that the class as a community can pray for the need of the class.
 - Each room in the school has a crucifix which reminds us all of the sacrifice of Christ for all of humanity; it reminds us that Christ is the foundation stone of Catholic education and that Christ is at the centre at everything we do.

Providing class collective worship on a daily basis.

It is required by law to provide daily worship in the classroom. Teacher and pupils pray at each of these periods of the day:

At the beginning of the school day (asking prayer)

Before and After Lunch (Thanksgiving prayer)

At Home time (asking, thanksgiving and or praising prayer)

In addition, each class follows the traditional prayers for their year group and during certain months of the year classes focuses on particular prayers including the Hail Mary in October and May and the Eternal Rest during November.

Collective worship at whole school level.

In addition to the daily requirement of collective worship in our classrooms we provide collective worship at a whole school level and for the different educational groups in the school. We do this each week on a:

Monday – Mission Assembly led by the Head teacher or a senior member of staff

Friday – is our class celebration assembly led by a class in the school where all members of the school community are invited to take part.

Throughout the week provision for prayer times in class or phases.

Each of these gatherings are always based on or linked to a Catholic Christian theme. When we plan for these occasions we keep the following points in mind:

- Following the Holy Mass Model Structure – Gather, Listen, Respond and Go
- Is the language being used suitable for the age group?
- Are the symbols being used relevant and meaningful?
- What opportunities are being given to the children participate and lead?
- Can everyone identify and join in with what is happening?
- Can this celebration be related to the lives of the children?
- Is it meaningful?

Celebration of Mass

As the Mass is the centre of liturgical worship in the Catholic Church the school believes it has an established place within the life of the school.

We acknowledge and revere the most Holy Sacrament of the celebration of the Eucharist. We believe it is central to our roles as being members of the Body of Christ and the redeeming life graces and blessings it provides. We firmly believe in the importance of celebrating the Mass by:

- Encouraging all our school members to go to Mass on a weekly basis.
- Providing opportunities for school, parish, family and home Masses throughout the academic year.
- Celebrating Holy Mass on Feast Days and Holy days of Obligation.
- Having Mass celebrated in school or on the grounds of the school.
- Celebrating Masses as part of the Sacramental programme.
- Celebrating Mass at the key times of the school year-blessing of the school year and a leavers Mass for Year 6.
- Having strong links with the Unity cluster of Catholic schools and both staff and children participate in Masses and celebrations e.g. Mass for those who work in Catholic schools, Vocations Mass, Intercultural Mass etc.
- Inviting parents and parishioners to all celebrations in school
- Teaching the structure of the Mass to the children
- Basing all our assemblies, meetings and gatherings on the four part model of the Mass.

We are all part of the Eucharistic Community. This is not just a matter of saying that Mass is important in our school but rather that it has a profound effect on our life as part of the community.

Resources

Religious Education requires the use of the following types of resources: Bibles, reference and story books, prayer books, Missals, pictures, hymn music and religious artefacts. Resources are largely distributed to individual classes to facilitate use. However, some resources are stored centrally. The R.E. Co-ordinator reviews the use of these resources. Staff should submit to the co-ordinator lists of any additional resources they require and these will be purchased as the subject budget allows, the amount allocated reflecting the degree of priority given to the subject in the current SDP and high priority is given to RE.

Giving to Others

We aim to bring about an awareness of the needs of others. This is an on-going process and those less fortunate than us are remembered in daily prayer. Children are always made aware of the power and influence of their prayers as well as the importance of their great efforts in giving.

During the Autumn season children and the community are encouraged to bring in food for those less fortunate during the Harvest Festival celebrations.

During the seasons of Lent and Advent we attempt to raise funds for various charities at home and overseas, e.g. raffles, non-uniform days, cake sales, toy collection which are often planned

and organised by the school council. Various projects are also discussed with the children so that they are actively involved in deciding where their money should go.

Many charities have benefited from the children's collection of money and letters of thanks are always shared with the children.

As part of our experience passports at St Osburg's each year group complete a giving act of social outreach each year including making Christmas cards for parish, packing shopping bags in Tesco and singing at a local residential home.

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

Parental Involvement

We believe that if our Religious Programme is to be effective, we must at each stage seek to involve parents and give them the confidence to play their part in the formation of their children's spiritual development. The school supports and develops the primary task of parents as the first teachers of their children in the ways of Faith. We aim to involve parents by:

1. Inviting them to open prayer times during Advent and Lent
2. Asking them to participate in Inspire workshops
3. Welcoming them to the Friday celebration assembly
4. Sharing the liturgical prayer bags with families
5. Inviting them to celebrate Holy Mass and Reconciliation services at different times during the school year
6. Inviting to parent meetings when Religious Education is discussed e.g. as their children enter school in Reception, at Curriculum Open Evenings and later as they begin their immediate preparation for the Sacraments
7. Inviting them to special celebrations e.g. Christmas Play, Blessing of the School Year Mass, Leavers Mass, Easter and Christmas celebrations
8. Encouraging them to bring their children to the Holy Mass for on Sunday mornings.
9. Encouraging them to support the Religious Education lessons by helping their children complete homework tasks and faith folders
10. Providing information evenings on the Sacramental programme and Family life education
11. Involving them in preparations for changes in liturgical seasons, e.g. making advent wreaths, preparing Passover meal ingredients, display work for Sacrament celebrations.
12. Inviting them to share their views through curriculum evenings, pupil progress meetings, Sacrament meetings, family life education meetings and parent questionnaires

Equal Opportunities

We believe that Religious Education is for all. It is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe reverence and imagination for the spiritual. A variety of teaching and learning strategies are employed to try to meet all children's different needs. Lessons and activities from the Strategy should be planned and differentiated sufficiently to allow children to work at their own Religious Education ability level, including extending the most able

Multi-Faith / Multi-Cultural Aspects

Christ asked of us the question "Who Is My Neighbour" in the parable of the Good Samaritan. This question applies at school and Parish. We live in a world with many cultures and faiths and indeed, much teaching and learning about these will take place across the curriculum and through extracurricular interaction and activity.

Religious Education should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age - we endeavour to seize each opportunity as it arises to ensure tolerance, respect and understanding between all the cultures and traditions represented not just in the school or its immediate environment but in the world as a whole. We promote this through the fact that we are all created in the likeness of God and through the teachings of Christ.

Year Group	Religion	Festival
EYFS	Hinduism	Diwali
Y1	Judaism	Hanukah
Y2	Judaism	Purim
Y3	Judaism	Passover
Y4	Islam	Eid-ul-Fitr
Y5	Islam	Eid-al Adha
Y6	Hinduism	Holi

At present, elements of other faiths can be seen in our curriculum plans. For example, Diwali is taught in the Early Years. Other elements are found throughout the school as in Year 5 and 6 in the Unit of God's Holy People and in Year 4 in the unit on Abraham as we talk about him as being revered by the three major faiths- Christianity, Islam and Judaism.

Additionally, each class looks into other religions through a particular multi-faith festival. The festival is researched and celebrated at the appropriate time of year.

We encourage all children of different faiths, cultures and no faith to take part in the religious life of School. It is part of our mission to show the light and love Christ to all.

Health and Safety

Every effort is made to ensure the health and safety of children particularly when walking to and from Church and when using candles and appropriate symbols and religious artefacts (See Health and Safety Policy).

Educational visits and residential visits.

Educational visits are encouraged to enrich the religious education curriculum. Visits which take place quite regularly are to the parish church, to other Catholic churches in Coventry, to Saint Chads Cathedral (year 6) and to Alton castle (Year 5).

Conclusion

This policy should be read in conjunction with, the School Improvement Plan, RSHE policy, Assessment Policy, SEND Policy, the Equal Opportunities and Race Equality Policy, and DES guidelines.

This policy was updated in November 2021

It is to be reviewed in November 2024

This policy is subjected to amendments