



Policy for the Enrichment of the Catholic Life of Our Community



September 2018



Vision and Mission

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

- Aspire to be the best we can be and to use the gifts given to us by God.
- Challenging ourselves and doing our very best in our work
- Loving and respecting ourselves and each other
- Ensuring that prayer and thanks are the foundations of everything that we do.

Mission Statement

At St Ninian Catholic Federation it is our mission to provide the families of Carlisle with an education where every child is known, cared for and taught well to enable them to reach their full potential in all they do. We work with parents to ensure their children are fulfilled spiritually, emotionally and educationally, shaped by our belief that every child bears the image of Christ. Using the expertise of the excellent teachers in both our schools, we provide unique and exciting opportunities for our pupils, and develop a sense of confidence and pride in every member of our community

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Religious Education Policy

Why we Study Religious Education

To come to know Christ

The primary purpose of RE is to come to know and understand God's revelation, which is fulfilled in the person of Jesus Christ. It is in the person of Christ that the deepest meaning of what it is to be human is discovered. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.

For some, RE may be received as catechesis, deepening and enhancing their personal faith; for others, it will be evangelisation, the first time they will have been invited to share in the truths of the Faith. Nevertheless, RE is the step by step study of the mystery of Christ, the teachings of the Church, and its application in daily life. The outcome of Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, and who are aware of what it means to live out faith in everyday life.

In the life of faith of the Catholic school, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school. We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3.15). Religious education is, then, the core subject in a Catholic school. *(Statement from the Catholic Bishops' Conference of England and Wales 2000)*

Aims and Objectives of Religious Education

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.

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching and bring clarity to the relationship between faith and life, and between faith and culture;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils, stimulate imagination and provoke a desire for personal meaning, to further explore their own faith and how it might be lived out in daily life.

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

Programme of Study:

To fulfil the above aims and to address the four areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the Come and See RE programme is used across the Federation, and schemes will be supplemented with alternative resources where required.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried using the criteria in the Levels of Attainment document.

- Each teacher must keep a class record of assessed work and records of pupils' progress.
- The school portfolio of pupils' work contains samples of work from each teacher for each assessed topic covering a range of abilities.
- An in-house standardisation meeting will be held termly
- Monitoring of teaching and learning shall be incorporated as part of the subject moderation timetable, and shall occur termly. Each term shall have a different focus, and staff will be notified about the focus prior to monitoring.
- Progress and achievement in RE is reported to parents/carers in a written report at the end of each academic year.

Environment and Display

Each classroom should have a prayer area in a prominent place of the classroom, and a display dedicated to current learning in RE. These areas should be kept tidy and be updated regularly. Good practice might include nominating pupils as prayer space monitors to ensure the area is given due attention. The area should include a place where written prayers can be left by children on a weekly basis, and perhaps used as part of collective worship. These should be only be read to other children if the child permits, and should be disposed of on a weekly basis. Wider school spaces should include religious imagery, ranging from displays of pupil work, to statuary, paintings, images of key religious figures etc. There will be regular monitoring of prayer spaces to include both artefacts and display.

Marking

Work should be marked in accordance with the school marking policy.

The RE Co-ordinator

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.



- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs, with staff, to improve the capacity to teach effective RE across the Federation
- Supporting and advising colleagues in the delivery of RE
- Liaising with the Executive Headteacher, Governors, parents, and the Diocese on matters relating to RE

The leadership team will keep an updated R.E. action plan to compliment to the progress and development of curriculum R.E. in St. Cuthbert's Catholic Primary School

Collective Worship

Prayer and Worship

Introduction

Christ is at the centre of all we do.

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

Expectations

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. We believe that simply holding an assembly that includes a prayer does not fulfill this requirement. We also acknowledge that collective worship and assembly are distinct activities.

Acts of worship are not designated as curriculum time under regulations and will not be subsumed under any part of the curriculum, including Religious Education.

Daily acts of collective worship will take place on the school premises. However, on occasions throughout the academic year, pupils will attend local Catholic churches, in particular Our Lady and St. Joseph's church and St. Margaret Mary's church, for acts of worship. This will include, but is not confined to, Holy Days of Obligation and principal feasts in the Church year.

In the St Ninian Catholic Federation, responsibility for ensuring Collective Worship takes place rests with the Governing Body, in consultation with the Executive Headteacher and Religious Education subject leader.

The Aims of Collective Worship

In the Catholic context, Collective Worship is better expressed as 'Prayer' and 'Liturgy'.

Collective Worship in the St Ninian Catholic Federation aims to provide the opportunity for all pupils and staff:

- To contemplate the mystery of God.
- To come to know established traditions of prayer and liturgy
- To reflect on spiritual and moral issues
- To experience a sense of belonging and develop in community
- To develop Catholic ethos and shared values
- To enrich personal religious experience and understanding
- To participate fully in the life of the Catholic community
- To participate fully in the liturgical year
- To develop the skills of reverence, contemplation, reflection, interpretation, empathy and meditation.
- To experience and reflect upon the aesthetic, spiritual and moral treasures of the Church
- To develop a sense of awe, wonder, devotion and inspiration in the person of Christ.

Collective Worship in the Life of our School

Worship in the St Ninian Catholic Federation is an integral part of school life and central to the Catholic tradition.

Prayer is an essential part of any Catholic school, and is at the heart of the Christian life. Pupils should have opportunities to pray and reflect on a daily basis. On occasion this will be guided by the teacher, whilst on other occasions pupils should be given opportunities to lead prayers sessions independently. It is not expected that teachers will lead every session, nor that pupils will lead every session: it is important that the teacher develops and guides pupils, both in developing their own prayer life but also in leading worship and liturgy amongst the wider community.

Parents have a right to withdraw their child from Collective Worship. However, given the importance of Collective Worship in a Catholic school, parents and prospective parents will be made aware of the fact that it can never be confined to 'timetabled slots' but may on occasion take place in a variety of contexts other than those which are specifically structured.

We aim to educate pupils through the experience of worship and liturgy, a gradual process that actively involves pupils in age-appropriate ways. Teachers and students will be encouraged to share leadership of prayer and liturgy, and support will be

offered to further enable development of practice in this area.

We believe that Collective Worship serves the religious and educational needs of all who share in it, including:

- Those who form part of the worshipping community in church.
- Those for whom school may be their first and only experience of the Faith.
- Those from other Christian traditions.
- Those from other faith backgrounds or no religious tradition.

Principles

Acts of Worship will:

- Give glory and honour to God
- Be a planned activity, fundamental to the life of the school and its Catholic foundations, with highest expectations of quality expected
- Give pupils positive liturgical experiences, appropriate to their age and aptitude, in order to prepare them for the liturgical life of the Church.
- Seek to root worship within personal experience and encourage personal reflection
- Be appropriately paced, taking into account the aptitude of participants (as a rule of thumb, worship should be approximately 5 minutes in Key Stage 1 and 10 minutes in Key Stage 2)
- Include a range of experiences offered in a variety of groupings, and in a variety of settings.

Prayer and the School Day

Timetable - Each class will hold an act of worship daily. Staff will be given training and support to develop their skill and confidence with leading and supporting class worship.

Prayer Tables – Each class has a worship table which should consist of:

- Linen in correct colour for liturgical season (see liturgical calendar wheel which can be found in the staffroom).
- A statue of Our Lady, Mary Mother of God
- Crucifix
- Statue/image of St. Cuthbert??

- Flowers (fresh or artificial/silk)
- Bible
- Rosary Beads
- Candle
- Class Prayer Book
- Other items useful for prayer – eg prayer cards, saint cards, devotions

Staff will undertake regular checks to ensure the worship area is well respected and kept free from any additional, inappropriate items. Children can be given the responsibility, as a class job, linked to their St Cuthbert Award, to help keep the worship table well respected for all to use.

Assemblies - Whole school assemblies and Key Stage assemblies do not replace class-based acts of worship, but should include reference to, or reflection upon, the Gospel, a witness to the Faith, or a teaching of the Church. All assemblies shall begin with the Sign of the Cross and will include some element of formal prayer. Teachers are expected to structure assembly using the structure and templates provided by school leadership.

Prayer Routines - Prayer should be undertaken at the beginning and end of each day, offered together as a class. Grace before meals should also be said together collectively, in the hall, immediately prior to meals. The Angelus is said by KS2 daily at 12.00pm. Children should be encouraged to lead these occasions of collective prayer. Prayer can include traditional Catholic prayers (Our Father, Hail Mary, Glory be), established school prayers, or prayers written by the children or selected by the teacher for the purpose. A selection of prayers shall be collated and made available to all staff.

Music - Children will have the opportunity to develop their knowledge of praise and worship through music. Hymn practice will be held on a weekly basis, and shall include a variety of songs, reflecting different musical and liturgical traditions of the Church. Music might also be used as part of daily worship.

Retreat and Spiritual Formation – School leadership will look for opportunities for children to experience day retreats and residential retreats as part of the school's commitment to offering opportunities for enhanced prayer and reflection. They will keep an updated spiritual development plan, planning for the needs of both children and staff.

Formation - Ongoing formation in leading acts of Collective Worship will be made available for teaching staff and support will be given to staff that are not Catholic to

improve both their understanding and practice. This will include staff meeting, twilights, INSET and informal coaching at various points throughout the year. Furthermore, senior leadership shall provide both training and reflection opportunities to assist in the spiritual development and formation of staff.

Themes - Themes for Collective Worship are organised according to:

- The Liturgical Year
- Topics in the RE scheme 'Come and See'
- Celebrations of special events in the life of the school
- Events locally, nationally and internationally, where appropriate
- Diocesan support resources in collaboration with LLDEs
- In September we come together as a community in order to celebrate the feast of our patron, St Ninian, on 16th September (or the nearest day if the feast day falls on a weekend).

Types of Prayer

School leaders will support individual teachers to establish their own pattern of worship, dependent on the age of the children and the activities planned. Through class collective worship, children will be introduced to a variety of forms and style of prayer, including:

- **Traditional Prayers** – for example, the Our Father, Hail Mary, Glory be to the Father
- **Praying the Psalms** - "I thank you for the wonder of my being" Psalm 139
- **Repetitive prayer** – for example, the Rosary, or prayer mantras in use during Quiet Mind prayer
- **Bodily Prayer** - Bowing, genuflecting, stillness, good prayer posture
- **Contemplation and Scripture reflection**
- **Gestures** - The sign of the Cross, sign of peace
- **Hymns** - Traditional and modern
- **Music** - Listening to quiet reflective music
- **Litanies**
- **Processions** - Marian procession, Remembrance procession, offertory procession

Church Worship

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



- Start of each Academic Year (September)
- Service of Remembrance
- Ash Wednesday
- Waiting for Jesus – Advent service
- Lenten Reconciliation Service
- Feast of Saint Ninian, Feast of St Margaret Mary, Feast of St Cuthbert
- Y6 Leavers' Service
- End of Academic Year Mass
- Stations of the Cross
- Holy Days of Obligation
- Opportunities as they arise to attend Mass in either the parish or in school, according to occasion and liturgical year

In addition, we also ensure the children get to experience spiritual development and formation through the following occasions:

- Advent Wreath blessing in school in which our priest blesses our Advent wreath
- KS2 Carol concert
- KS1/EYFS Nativity Play
- Candlemas – blessing of candles
- Stations of the Cross
- Our Lady & St Wilfrid's Prayer day
- KS1 visit to Cleator Moor Shrine
- Year 3/4 Carfin Grotto pilgrimage
- Year 5 Holy Island Residential
- Year 6 Ampleforth retreat
- Castlerigg Manor Youth Work outreach

Spiritual Development

Introduction

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

Rationale of Religious Education

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

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

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

Definition of Spiritual Development:

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

Aims of Spiritual Development:

- The ability to listen and be still

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

Objectives for Spiritual Development:

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

Opportunities for Spiritual Development

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

Within the curriculum, children will be able to explore:

- An imaginative approach to God's world
- A spirit of enquiry and open-mindedness
- A recognition of the presence of God everywhere, with no distinction between the sacred and the ordinary

Opportunities will be provided for children to:

- Express their creativity and imagination
- Foster a sense of respect for the integrity of each person
- Engage in an atmosphere that encourages them to talk freely about their



feelings and beliefs

- Experience a variety of formal, informal and spontaneous prayer, meditation and retreats
- Experience awe and wonder, excitement and enjoyment
- Understand human feelings and emotions
- Experience, silence, stillness and reflection and to learn from reflection
- Experience and appreciate a range of music, art, literature, designed to 'lift the spirit'
- Participate, as appropriate, in the life of our parish community from which the school is derived

Music and the Federation Hymnal

At the St Ninian Catholic Federation we are seeking to develop a knowledge-rich curriculum that introduces children to learning opportunities that do not yet feature in our current programme. As part of this, we wish to develop a curriculum offer that reflects our Catholic ethos, our tradition and our identity, our priorities and needs. Just as the Catholic vision of education is a broad and coherent whole, embracing beauty, goodness and truth in both the religious and the secular, so we aspire for our curriculum to do likewise.

As such, we have developed a Federation canon of 20 hymns that we will aim to ensure all children know before they leave school, and a further list of hymns or chants chosen for their liturgical or spiritual value in the life of the Church. These include:

- Amazing Grace
- As I Kneel Before You
- Be Still for the Presence of the Lord
- Be Thou My Vision
- Eat This Bread, Drink This Cup
- Faith of Our Fathers
- Forty Days and Forty Nights
- Guide Me, O Thou Great Redeemer
- Hail, Queen of Heaven
- Holy Virgin by God's Decree
- How Great Thou Art
- Immaculate Mary
- Lord of All Hopefulness
- Sweet Heart of Jesus
- Take My Hands
- The Lord is My Shepherd
- Ubi Caritas
- Veni, Veni Emmanuel
- When I Survey This Wondrous Cross

We also want the children to know and be able to recognise different prayers and parts of the Mass that might be sung, or prayers often sung on special occasions. For this, our current list is:

- Pater Noster
- Ave Maria
- Credo
- Kyrie
- Gloria
- Agnus Dei
- Sanctus
- Salve Regina
- Tantum Ergo
- Te Deum
- Dies Irae

Many of these the children will have already been introduced to, primarily through the Mass, which will ensure the music they learn and sing reflects the liturgical year or spiritual use for which it was originally designed. It is also important to note that this list will work alongside the wider curriculum (and in many cases overlap with it), which will include a variety of musical traditions, both secular and sacred, complementing the performative aspect of singing with both theory and the ability to read and be able to follow sheet music as part of performance.