

St. Joseph's Specialist Trust
Amlets Lane, Cranleigh
Surrey GU6 7DH

Website: www.st-josephscranleigh.surrey.sch.uk

Religious Education Procedures



Christ in our Lives
'No limits ... just possibilities'

Reviewed: June 2024
Next Review: June 2025
Cycle: Annual

WEBSITE PROCEDURE

Contents

1	Introduction	3
2	Rationale.....	3
3	Aims.....	3
4	Planning Arrangements	3
5	Arrangements for Monitoring	4
6	Strategies for Teaching.....	4
7	Strategies for Learning.....	4
8	Allocation of Resources	5
9	Health and Safety	5
10	Assessment, Recording and Reporting.....	5
11	Criteria for evaluating the success of the procedure	6
12	Community Links	6
13	Parental Involvement	6
14	Cross Curricular Links.....	6
15	Equal Opportunities	6
16	Continuing Professional Development.....	7
17	Governors	7
18	Appendices	7

1 Introduction

This procedure meets the needs of St. Joseph's Specialist Trust; hereinafter referred to as "St Joseph's".

Religious Education is recognised by Statute as an important part of the curriculum in all schools. When considering the needs of the whole child, it is recognised as an essential dimension to personal growth. Some knowledge of the Bible and the life of Christ and other religions and their significance is not an unrealistic aim for many pupils and students but R.E. is not just a question of knowledge or instruction. Spiritual awareness is not dependent on intellectual ability or grasping of abstract concepts. Religious experience, feeling and intuitive understanding are equally important. All young people have a right to receive the help they need to grow in this respect.

2 Rationale

St Joseph's School is administered by the Roman Catholic Diocese of Arundel and Brighton. As a Catholic School, R.E. is in accordance with the rites and practices of the Catholic Church and must fulfil the diocesan requirements. In addition, Church Festivals are celebrated usually with a Liturgy or a Mass. Worship is seen as an essential part of the religious experience. The Liturgy and Masses in themselves give a good general framework to the Christian faith. It also incorporates key elements of Christian principles such as being sorry, reconciliation, giving and receiving, giving thanks, listening, sharing and celebrating. A simplified liturgy is used and arranged to allow maximum participation from the pupils and students. St Joseph's is part of the Church and as such a sacramental community and the celebration of Mass is a central part of our worship. Pupils and students who are Catholic may be prepared to receive the sacraments where this is deemed appropriate and in consultation with families and clergy. Sacramental preparation is delivered on an individual or small group basis as and when appropriate and in consultation with families.

3 Aims

The aims of R.E. at St Joseph's are to:-

- lead pupils and students into an understanding of the religious dimension of life and enable them to make their own responses to it
- help pupils and students to grow and develop in their faith through collective worship and personal and shared experience
- promote an awareness and exploration of Christian truths and values, with particular reference to the Catholic faith
- help pupils and students to develop a proper relationship of care and service towards other people and themselves
- provide the experience of and encourage participation in a caring, worshipping and living Catholic community
- contribute to the spiritual, moral, social, cultural and academic development of every learner.

4 Planning Arrangements

At St Joseph's, the R.E. Leader is David Purcell. He takes overall responsibility for the Catholic Ethos of the school and for the implementation of the model curriculum provided by the Religious Education Directory (RED) in accordance with the Bishop's directive and

fully supports Annie Sutton, the Executive Principal, who takes overall responsibility for the Catholic Ethos of the community.

5 Arrangements for Monitoring

The R.E. Leader liaises with the Pathway leaders & RE teaching team termly and these in turn liaise with the staff delivering the programme. At these meetings progression is monitored and accreditation (Post 14) internally moderated. If necessary, the programmes can be adjusted if it is seen that the needs of the pupils and students are not being adequately met. In addition, the Pathway leaders and RE teaching team liaise termly to exchange information; discuss resource and budget requirements and ensure continuity.

6 Strategies for Teaching

Implicit

Much of what pupils and students learn will result from the way they see religious ideas and principles translated into the day-to-day life of the school. The network of personal relationships within the school community is a powerful context for learning, so mutual respect, support and understanding are very important since values, attitudes and personal skills are largely developed through experience on social, emotional and intuitive levels. This may be described as the 'hidden curriculum'. Just as R.E. cannot be separated from the general life of the school neither can it be separated from the rest of the curriculum. In developing awareness and understanding of the world, in science, humanities, language topics etc. there will often be a religious element since religion is about life itself, so an integral approach is often most appropriate. All learning is either an implicit or explicit encounter with God.

Explicit

A planned programme through which R.E. will be delivered is provided. In the department Pathways Explorers, Discoverers and Adventurers follow a specially adapted version of the new national Religious Education Directory (RED) entitled 'To know You More Clearly'. This is a new curriculum directory (2023) with a model curriculum for primary and secondary schools, published with the authority of the Catholic Education Service and approved by the Bishops' Conference for England and Wales.

The programme sets out to help children to explore the beliefs, values and traditions of the Catholic Church and of other faiths. A flexible approach is necessary to take account of the particular needs and abilities of the pupils and students at St Joseph's. The programme incorporates much of the Autism Awareness and Learning Disabilities Good Practice Guidance and is delivered in a highly multisensory and interactive experiential style. (Appendix 1).

A whole school approach is used so that assemblies and special celebrations can be linked to the Religious Education Directory. All departments are circulated with the assembly/special celebrations list at the beginning of each term.

In the Post 14 department modules from the WJEC Religious Studies syllabus are offered.

For higher ability students the WJEC Combined Humanities Entry Levels and GCSE studies syllabus provides an appropriately challenging RE syllabus.

7 Strategies for Learning

The quality of learning will be dependent on pupils and students:

- being willing to participate
- being able to express thoughts and ideas
- developing respect for others and the world around them
- being given an opportunity to develop their spirituality e.g. through prayer and reflection
- learning factual information relevant to the topic being taught
- showing an awareness of what they have done in R.E. and ultimately putting it into practice in their daily lives

8 Allocation of Resources

The allocation of resources is the responsibility of the R.E. Subject Leader. When planning, teachers will need to identify the resources needed for each half term in advance and notify the subject leader. R.E. resources are available in the Chapel central resource areas. These resource areas are added to yearly by the ordering of new equipment based on staff recommendations of need for effective delivery of the R.E. programme at an appropriate level.

9 Health and Safety

Risk assessment judgments are to be made by individual members of staff when using equipment or going on outings with students. It is the responsibility of the staff to be aware of any possible issues which may arise. Any specific issues relating to health and safety which need immediate attention should be brought to the Head Teacher's and Health and Safety officer's notice.

10 Assessment, Recording and Reporting

The procedure for assessment, recording and reporting, will be in line with the whole school policy and practice. Assessment should be as simple as possible and be based on the teacher's own judgments of individual pupil's achievements. Pupil attainment should be evidenced by direct observation. Photographs are also used to record attainment and progress (e.g. assemblies and displays of pupils' work). Reporting of pupil achievement is included in annual reviews.

Accreditation (Post 14)

WJEC Entry Level Religious Studies (able students in Yrs 10 to 14), Entry level 2 and 3

Units include:

Famous Followers of Religion

Places of Worship

Important Ceremonies in Life and Death

Religious Marriage Services

Religious Festivals

Religious Initiation Rites

11 Criteria for evaluating the success of the procedure

- Variety of teaching and learning styles which are appropriate to the pupil/student and the subject.
- Teachers using assessment to plan effectively.
- Pupils well motivated and proud of their work.
- Resources being used effectively.
- Evidence of work in the Pre and Post 14 departments which shows pupils'/students' achievements and enjoyment of the subject.
- Fulfilment of the requirements as set out by the Development for Catholic Education and Information, Bishop's Conference of England and Wales.
- Appropriate accreditation achieved (Post 14).

12 Community Links

In order to facilitate the delivery of the R.E. programme in St Joseph's a number of links with people outside the school have been made. Their advice, contribution and involvement is invaluable (see Appendix 2).

13 Parental Involvement

Parental involvement in this area is important and is encouraged and achieved through:

- Subject and Masses & Liturgies booklets
- consultation evenings
- subject curriculum targets sent home
- involvement with Harvest Festival
- attendance at Christmas Carol Service and Nativity Play
- Leavers' Mass
- Catechetical/Sacramental Programmes

14 Cross Curricular Links

St Joseph's seeks to create a Christian ethos which should be reflected in all areas of the school. Just as R.E. cannot be separated from the general life of the school neither can it be separated from the rest of the curriculum. In developing understanding in science and humanities, there will often be a religious element since religion is about life itself. An integrated approach is often most appropriate.

- Science
- Humanities
- PHSE and Citizenship
- Community Skills

15 Equal Opportunities

All pupils and students should have access to a relevant curriculum/programme which meets their individual needs. Materials used should reflect the multi-cultural society in which we live and should be checked for race or gender stereotypes. No differentiation

should be made between pupils as regards gender, ability, race, religion or social background. All have a right to develop self-esteem and respect for others and learn tolerance in the treatment and understanding of others. As only a small minority of St Joseph's pupils are Catholic, R.E. must be open to the faiths of others and those who do not have any faith.

16 Continuing Professional Development

The R.E. Curriculum Lead should undertake termly in-service training, supplied by the Diocese of Arundel and Brighton Catholic Schools Service and other appropriate providers to keep well informed of curriculum developments. Leaders should then disseminate the information to the Education team regularly.

17 Governors

It is the responsibility of the school and its governors to familiarize themselves with school policies, procedure and guidelines. The curriculum managers are responsible for informing the Leader (Head Teacher) and governors of any amendments made to the guidelines and procedures.

18 Appendices

1. Community Links

Appendix 1: Community Links

- Right Reverend Bishop Richard Moth
- Anna Flood – Primary RE Adviser, Diocese of Arundel and Brighton Catholic Schools Service
- Margaret Fraher, Inclusion Commission, Diocese of Arundel and Brighton
- Father Alistair – Parish Priest, Church of Jesus Christ Redeemer, Cranleigh
- Wintershall
- Wintershall Education Group

Date of Procedure Reviews

Date	Comments	Author	Version
June 2010		Annie Sutton	V1
November 2014	Change of Programme from 'Here I am' to 'Come and See' + other changes to examination entries	Annie Sutton	V1.1
October 2015		David Purcell	V1.2
June 2017	'Learners' to Pupils and Students Increase in Community Links	David Purcell	V1.3
February 2020	Interim view to reclassify policy to procedure and cycle changed to annual	Admin	n/a
Summer 2020	Change from Key Stages to Pathways (p.5) WJEC units of work replace information in Appendix 3 (p.5) Removal of appendix 3. Change in CPD '...and other appropriate providers.' (p.6)	David Purcell	V1.4
Summer 2021	Change from Key Stage terminology to Pathways (p.4). Deletion of Pre 14 and AQA information. Change from 'managers' to 'leaders'	David Purcell	V1.5
Summer 2022	No changes	David Purcell	V1.6
Summer 2023	<p>Page 3: 'for the implementation of the model curriculum provided by the Religious Education Directory (RED) in accordance with the Bishop's directive'</p> <p>Page 4: In the department Pathways Explorers, Discoverers and Adventurers follow a specially adapted version of the new national Religious Education Directory (RED) entitled 'To know You More Clearly'. This is a new curriculum directory (2023) with a model curriculum for primary and secondary schools, published with the authority of the Catholic Education Service and approved by the Bishops' Conference for England and Wales.</p> <p>Appendix 1 'Come and See' removed</p> <p>Updated links in Community Links (now Appendix 1)</p>	David Purcell	V1.7

	Page 6: Parental involvement – additions: <ul style="list-style-type: none"> • Leavers' Mass • Catechetical/Sacramental Programmes 		
June 2024	Removal of unnecessary word on p.4 and change from 'programme' to 'directory'	David Purcell	V1.8