



# MOUNT

ST MARY'S | BARLBOROUGH HALL

## Religious Education Policy

### ISI Regulatory Code – 5a

**Policy written by: F Wilson**

**Policy Date: September 2023**

**This Policy is for: Barlborough Hall School**

**Linked Policies: PSHEE, Science, British Values Policies, RSE**

**Review date: September 2024**

#### **Mount St Mary's College**

Educating Men and Women for Others since 1842

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## **MISSION STATEMENT**

### **'Men and Women for Others**

A common spirit underpins teaching and learning, the broad curriculum and the entirety of school life. Our mission, which is inspired by the Jesuit vision and Ignatian characteristics of education is to produce well rounded, well- educated and mature men and women of conscience, compassion and competence who are committed to follow the example of Christ living their lives as “Men and Women for Others”.

Therefore, we commit ourselves in all areas of school life to the following:

### **The Magis; The pursuit of excellence.**

This is a core concept in Jesuit education. We expect the best from everyone and we aim for the higher standards in all things. We set ambitious targets for our students and carefully monitor their academic performance. We seek excellence in Music, in Sport and in every subject, hobby, pastime, project and co-curricular activity that our students engage in both inside and outside the classroom.

### **Cura Personalis; The care of each individual.**

In our schools we insist on respect for the dignity and potential of everyone because we all are God’s creation. We believe that all life is precious, that all are persons of value whatever our different talents or role in the school may be. We value everyone. We are ambitious for everyone. We seek out their talents and we develop them.

### **Maturity; The Growth of our students in freedom and responsibility.**

From the time the students first join us even at age 3 we focus our attention on their growth and on their journey towards greater freedom and responsibility. At every stage of the process we challenge our students to grow through a broad academic curriculum with wide subject choices and a diverse programme of extra-curricular activities, numerous sports and hobbies.

### **Holistic Education; The development of the whole person.**

We recognise that each life is unique and that every part of us needs to be nourished. We challenge our students to help them grow holistically. To develop the whole we offer a broad curriculum and devote time to exercises that nourish the spiritual, intellectual, emotional, artistic, and physical dimensions of the person.

### **Sharing Joy in Community**

Jesuit schools are places that celebrate successes and achievement. Because we keep our class sizes small we can reach out to each student individually. We want our students to love coming to school. Both the boarders and the day students are surrounded by a supportive community.

### **The Spirit of Gratitude**

We want to develop an appreciation for life and a gratitude for the many gifts and talents given to us. When we meet regularly at assemblies and liturgies we make a point of giving thanks and celebrating all that is good in our school life

## **The Presumption of Positive Intent**

In the spiritual exercises St Ignatius encourages us to be, “more ready to put a good interpretation on another’s statement than to condemn it as false” (Spiritual Exercises 22). We encourage our students and staff to turn away from cynicism and to be positive about life and in their working together. Without being naïve we encourage them to always look to the positive assuming that everyone who works, lives and studies here wants what is best for the school and the whole community.

## **OUR VISION**

As a Jesuit School we aim to follow Jesus and care for others.

We want to:

1. Develop our talents knowing each one of us is special in God’s eyes.
2. Understand that God is always with us in good and bad times.
3. Love Truth.
4. Know ourselves so that we can understand others better.
5. Become more responsible for ourselves and for others.
6. Be fair and help those in need.
7. Be the person that God wants us to be in all we do.

## **RELIGIOUS EDUCATION POLICY**

Our role as religious educators is one which must never be under-estimated. We must, as Jesus Christ himself did, try to touch the hearts and minds of those we teach and help them to move even closer on their own faith journey to the Father.

*Taken from Towards The Father - Barlborough Hall Mission Statement.*

### **1. Rationale of Religious Education:**

The school draws its energy from Ignatian spirituality. We believe that God is active in all things and this permeates the life of the school community.

In the life of faith and in the life 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, 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)*

### **2. Aims and Objectives of Religious Education**

The aims and objectives of religious education in our school are essentially those listed in the Bishops’ Curriculum Directory published in 1996. They may be summarised by stating that religious education in a Catholic school is the comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of his Church, the central beliefs

that Catholics hold, the basis for them and the relationship between faith and life; in a manner which encourages investigation and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call. In religious education we strive to develop 'religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life'. (p.10)

**The aims of curriculum religious education at Barlborough Hall are 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 purpose;
- the skills required to engage in examination of and reflection upon religious beliefs and practice.

**The objectives of curriculum religious education at Barlborough Hall are:**

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and to organise it effectively; to make informed judgements; and
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.

**We ensure that our children have the opportunity to:**

- Explore the beliefs of other Christian Churches as well as other World Faiths
- Explore the importance of The Society of Jesus, our diocese and the significance of the Cathedral.
- Ensure that Religious Education in this school makes a significant contribution to the Common Good and Community Cohesion.
- Offer the opportunity for children from Pre-Prep I upwards to have an experience of retreat and Elements I to have an overnight retreat whenever possible.

### 3. Religious Education in the School

We recognise two aspects of Religious Education in our school:-

- (a) Implicit, or informal Religious Education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of Barlborough Hall to use such opportunities as they arise.
- (b) Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of Barlborough Hall to give 10% of curriculum time to Religious Education.

### 4. Inclusion

All children are provided with equal access to the Religious Education programme in line with The Equality Act 2010. We aim to provide a broad and balanced curriculum of equal learning opportunities for all including: boys and girls, children with SEN, children with disabilities, children who are G&T, children from all social and cultural backgrounds.

As a Jesuit School we aim to offer Cura Personalis “care of the individual”. We believe that every child is talented and has a God given purpose.

We adhere to the SEN code of practice 2014, lessons should be planned to ensure that there are no barriers to every child achieving.

Teachers must take into account the needs of pupils whose first language is not English.

### 5. Programmes of Study

To fulfil our Aims and Objectives we use the Come and See programme and adhere to the **Curriculum Directory**, as prescribed by the Bishop. We will continue to use the Planning Sheets provided by the Diocese and additional material as and when appropriate

To allow exploration of Jesuit characteristics the following four modules will also be incorporated. See Appendix 1 for RE Curriculum Themes and Topics

Specific Jesuit Module	Come & See Theme
Saint Ignatius	Church
Jesuit Schools and Barlborough History	Church
	Sacraments
Jesuit Saints – Saint Xavier, Saint Campion	Christian Living
Ignatian Community U.K. and Worldwide	Christian Living
	Other Religions

### 6. The Process of Teaching

We adhere to the process recommended by the **Curriculum Directory** of Search, Revelation and Response, and use the Come and See scheme to do this. 'Search' is contained in the Explore parts of the process, 'Revelation' in the Reveal section, and 'Response' in the section 'Respond'.

We acknowledge and concur with the Bishops' view of the importance of high quality religious education: "Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."

## **7. Assessment, Recording and Reporting**

All teachers will make use of the planning format in the scheme. To ensure progression in learning in Religious Education, as in all other subjects, assessments must inform planning and therefore impact on teaching and attainment.

Children's progress is monitored using a combination of self, formative and summative assessment. RE assessment tracking grids are used to monitor pupils progress against the *Age-Related Standards (3-19) in Religious Education* and a record of summative assessments is kept. Barlborough Hall uses a target sheet system in the front of each child's book for children to self-assess their own understanding against the learning objective at the end of each lesson. Following each lesson and marked piece of work the class teacher will also provide their assessment of the child's understanding.

At the end of each topic, there is a 'Respond' task to complete and twice a term this must take the format of a formal summative assessment for which the data is recorded on our school tracking system and the piece of work assessed against the age related standards.

The formative and summative data is then summarised twice yearly and presented to parents in the form of formal written reports and reported to the Diocese annually.

## **8. Policy Monitoring and Review**

This policy is monitored by the Religious Education Subject Leader, and is evaluated and reviewed every two years.

Date Approved:

Date for Review:

**Come and See themes and topics**

<b>Theme &amp; Topic</b>	<b>PPIII Reception</b>	<b>PPII Year 1</b>	<b>PPI Year 2</b>	<b>Prep Year 3</b>	<b>ELS III Year 4</b>	<b>ELS II Year 5</b>	<b>ELS I Year 6</b>
Barlborough Hall Our Jesuit School	BHS	BHS	BHS	BHS	BHS	BHS	BHS
St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius	St Ignatius
Domestic Church Family	Myself	Families	Beginnings	Homes	People	Ourselves	Loving
Ignatian Community UK and Worldwide	Jesuit Missions	Jesuit Missions	Jesuit Missions	Jesuit Missions	Jesuit Missions	Jesuit Missions	Jesuit Missions
Baptism/Confirmation Belonging	Welcome	Belonging	Signs & symbols	Promises	Called	Life choices	Vocation & commitment
Judaism							
Advent/Christmas Loving	Birthday	Waiting	Preparations	Visitors	Gift	Hope	Expectations
St Xavier	St Xavier	St Xavier	St Xavier	St Xavier	St Xavier	St Xavier	St Xavier
Local Church Community	Celebrating	Special people	Books	Journeys	Community	Mission	Sources
Hinduism							
Eucharist Relating	Gathering	Meals	Thanksgiving	Listening & sharing	Giving and receiving	Memorial sacrifice	Unity
Islam							
Lent/Easter Giving	Growing	Change	Opportunities	Giving all	Self-discipline	Sacrifice	Death & new life
St Campion							