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| **Catholic Ethos : A Framework for Self-Reflection**  *Reviewed and Revised October 2020* | | | | |
| **RELIGIOUS EDUCATION**  ”Go out to the whole world;  proclaim the Gospel to all creation”  *Mark 16:15* | | |
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**Religious education**

*"Go out to the whole world; proclaim the Gospel to all creation"*

*Mark 16:15*

| **INDICATORS** | | Evidence showing how this is **EMBEDDED**  in school life | Evidence showing how this is **DEVELOPING**  in school life | This area needs to be **DEVELOPED/REVIEWED**  *(See Planning Format)* |
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| 1. | Christ and His teaching are central to the life of the school as expressed in the school’s Mission Statement. |  |  |  |
| 2. | There is a policy statement on Religious Education which includes faith formation, prayer, sacramental experiences, encouraging vocations to the religious life and cross curricular themes. This is integrated into the School Development Plan. |  |  |  |
| 3. | The school actively promotes vocations to the priesthood and to the religious life. |  |  |  |
| 4. | RE is given the highest priority within the life of the school, including in reports to parents, and is appropriately resourced. |  |  |  |
| 5. | Religious Education is a shared responsibility and not seen as the sole domain of the RE co-ordinator/HoD/ RE teachers. |  |  |  |
| 6. | The RE co-ordinator/HoD is the lead professional in RE and leads staff through their own example of commitment to and practice of Catholic faith and values. |  |  |  |
| 7. | RE development planning is rigorous; the scheme of work is firmly embedded across the school and includes opportunities to take public examinations at GCSE and A level; there is effective monitoring and evaluation to ensure the highest outcomes for pupils. |  |  |  |
| 8. | The RE programme includes a variety of quality learning experiences for pupils to develop their understanding of the concept of ‘service’ of others and to appreciate that they are called to be ‘Workers for the Kingdom’. |  |  |  |
| 9. | The religious life of the school is a significant item on the agenda of each meeting of the Board of Governors. |  |  |  |
| 10. | Governors and senior leaders are actively involved in the religious life of the school. |  |  |  |
| 11. | There is a developmental, cross-curricular and inter-disciplinary programme in the school on social, environmental and ecological education which is underpinned/informed by Catholic teaching. |  |  |  |
| 12. | In partnership with the parish(es) and other bodies, opportunities are provided to staff, governors, parents and carers for adult spiritual support and continuous faith development. |  |  |  |
| 13. | There is a planned programme of training for all staff which enables them to teach RE with confidence. |  |  |  |
| 14. | The RE department is staffed by appropriately qualified teachers. |  |  |  |
| 15. | School assemblies have a strong religious focus. |  |  |  |

**Religious Education : The Way Forward**

*Suggested Planning Proforma after completion of Audit*

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| **Date Audit**  **completed** |  | | **Who was involved in the Audit**  **discussion and completion?** | |  | |
| **Area(s) highlighted for**  **further development:** | |  | | | | |
| **Action(s)** | | **Timeline** | | **Person(s) responsible** | | **Resources required** |
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| **Monitoring and Evaluation on Completion** | | | | | | |
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**SECTION 2 : RELIGIOUS EDUCATION**

**Examples of Good Practice**

*"Go out to the whole world; proclaim the Gospel to all creation"*

*Mark 16:15*

**Policy and Scheme of Work**

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| There is a policy statement in school on Religious Education which includes faith formation, prayer and sacramental experiences.  ***(Also relevant to Section 4 : Learning and Teaching)*** | The RE programme/scheme is a developmental programme  and is integrated with relevant policy documents across  other aspects of school life.  ***(Also relevant to Section 4 : Learning and Teaching)*** |
| The RE Scheme of Work adheres to Diocesan policy  and advice, adopting the recommended materials  (Grow in Love, Fully Alive etc) for use in school.  ***(Also relevant to Section 4 : Learning and Teaching)*** | The RE co-ordinator/Head of RE Department liaises  with the Principal/SLT/Chaplain to ensure the RE Policy  is developed and integrated into daily school life.  ***(Also relevant to Section 3 : Catholic Leadership)*** |
| The RE Policy and the content of the Schemes of Work for each year group are made available on the school website and in school.  ***(Also relevant to Section 4 : Learning and Teaching)*** | RE is timetabled daily in primary school and  as appropriate in post-primary schools.  ***(Also relevant to Section 4 : Learning and Teaching)*** |
| The RE co-ordinator/staff use the support and training made available by the Down and Connor Catholic Schools' Support Service Advisors.  ***(Also relevant to Section 3 : Catholic Leadership)*** | An annual calendar is compiled, following staff/pupil input  which clearly outlines agreed initiatives the school will  support each year, and the members of staff/pupils/year groups  who will take responsibility to co-ordinate each initiative. |
| The School Chaplain is familiar with the content of the  RE programme and visits the school and classes regularly. | The Board of Governors have assigned the role of RE Link Governor. ***(Also relevant to Section 1 : Mission)*** |

**Prayer and Sacred Space**

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| Each class begins and ends the school day with a prayer. | Pupils are encouraged to compose a class/school prayer  reflecting their thoughts, intentions, petitions  and/or thanksgiving which is prayed daily. |
| A Prayer Box is developed within the school which  is shared by the pupils with their parents to  encourage/facilitate prayer in the home. | School Assemblies are prepared and delivered by individual  classes on a regular basis and begin with a prayer. |
| School initiatives are highlighted regularly at assemblies. | Prayers are chosen to link with the liturgical calendar e.g.  Mary in May; Remembering the Holy Souls in November;  St Patrick; St Brigid; local saints etc. |
| The development of Adoration of the Blessed Sacrament  on a monthly basis for some classes. | Each child is encouraged to write and design a  prayer and place it on the Tree of Hope and they are  encouraged to share this with parents. |
| There is a designated prayer space/table in each classroom/foyer  which is changed regularly reflecting the differing themes in the  RE programme/liturgical year/patron saint of the school etc. | Class/School Masses and Prayer Services are arranged. |
| There are visual displays in the school highlighting the Christian  year e.g. Mary; St Patrick’s Day; Advent; Christmas etc. | Retreats are organised for pupils as appropriate  e.g. Confirmation; Moving On/Transition etc. |

**Sacramental Preparation**

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| The development of faith programmes such as  Faith Friends and/or Missionary Disciples programme. | The development of the Do This in Memory programme  for P4 children and parents within the parish setting. |
| Parents are invited to the Commitment and Service of Light  ceremonies in preparation for the Sacrament of Confirmation. | Parents are kept informed of the content of the  Sacramental preparation programmes and are encouraged  to attend meetings in preparation for these events. |
| Each year the Confirmation class adopts a  theme/issue to reflect on e.g. homelessness. | Post-primary schools actively promote vocations to  the priesthood, religious life, lay ministry both in  career classes and during school career conventions. |

**Work / Charity**

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| The Grow in Love/Fully Alive programmes allow pupils to  develop their understanding of service to others through  work with St Vincent de Paul Society; Trócaire;  Society of Missionary Children initiative etc.  ***(Also relevant to Section 6 : Social Justice and Respect for the Environment and Section 7 : Partnership and Community Outreach)*** | Representatives from the Missions/local hostels/local and national  charities are invited into school to share their experiences  and explain their role and their work in the community.  ***(Also relevant to Section 6 : Social Justice and Respect for the Environment and Section 7 : Partnership and Community Outreach)*** |
| Projects are displayed centrally of the practical work undertaken by Christian organisations throughout the year e.g. Trócaire; SVP; Past Pupils etc.  ***(Also relevant to Section 6 : Social Justice and Respect for the Environment and Section 7 : Partnership and Community Outreach)*** | |

**Catholic Schools' Week**

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| Staff integrate the resources made available for  Catholic Schools’ Week into their teaching and learning plans for RE.  ***(Also relevant to Section 4 : Learning and Teaching)*** | The inclusion of parents/grandparents/wider school and  parish communities in the celebration of CSW events.  ***(Also relevant to Section 7 : Partnership and Community Outreach)*** |
| Pupils and staff actively take part in the initiatives organised by Down and Connor CSSS for CSW.  ***(Also relevant to Section 7 : Partnership and Community Outreach)*** | |