



In partnership with parents and our Catholic Parish we endeavour to educate students to be happy, confident and faith-filled young individuals and successful learners who use their knowledge and gifts for the good of people everywhere. Students carry diverse experiences, contexts and narratives into the religious education process. A creative framework of dialogue, understanding and action engages students in a process of deep learning, evaluation and response to the mysteries of life, enlivened by the Holy Spirit and reflected in the Gospel values. The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world.

## Beliefs and Values

Religious Education (RE) is at the centre of both the formal and informal curriculum at St Roch's where our Vision Statement: *'St Roch's is a nurturing, socially just community. We inspire a passion for learning and excellence and we are a living testament to our Catholic story'* is enacted.

The *Horizons of Hope*, the new education framework for the Archdiocese of Melbourne supports Catholic school communities to engage in dialogue about the distinctive nature of learning and teaching, leading learning, and enhancing Catholic identity in our schools. The framework captures the eight sacred characteristics of Catholic Schools where all members of a Catholic school community are learners who: **honour the sacred dignity of each person**, believing that everyone can experience success and be supported to see their lives as being shaped by the God who is at work in all of creation

**search for truth**, continuously critiquing, questioning, inquiring, imagining and re-imagining themselves and their world in an ongoing engagement with Catholic beliefs and practices

**embrace difference and diversity** as the context for dialogue, engagement and a deeper understanding of self, others and God

**build a culture of learning together** through collaboration, partnerships and life-giving relationships which enable all to flourish

**engage with the deep questions of life**, constantly opening up spaces of meaning which engage Catholic faith with what matters most in the minds and hearts of the students

**honour equitable access and opportunity for all**, with a particular commitment to those most in need **commit to achieving the highest standards possible** based on reflective practice, using data, research and evidence to ensure progress and growth in learning

**make a difference in the world**, inspired by the Gospel and led by the Holy Spirit to grow in virtue and act for justice and the common good.

## Aim

At St Roch's we aim to assist students to:

- make sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
- gain access to and understanding of the Scriptures, the Traditions of the Catholic community, its stories, its experiences and its teachings
- celebrate with others the mystery of the life of the Risen Christ
- respond to the activity of God on their life and the whole of creation through song, drama and story
- strongly nurture our Catholic identity
- promote education in life and faith.
- guide action and social justice
- promote and respect our diverse school community and to reflect each individuals' experiences in the teaching of religious education.

## Implementation

The [Religious Education Curriculum Framework](#) describes learning and teaching in Religious Education for Catholic

primary and secondary schools in the Archdiocese of Melbourne. The framework sits within the context of the Education Framework for the Archdiocese of Melbourne, [Horizons of Hope](#). The framework supports the full flourishing of all learners as spiritual and religious, physical and cognitive, social and emotional beings through Religious Education. It proposes a learning structure comprised of [three strands of learning and five content areas](#), the [learning progression](#) from Foundation to Year 12 and [achievement standards](#). The learning content as described in the framework has its origins in the [To Know Worship and Love student texts](#).

## Sacraments

Reconciliation occurs in Year Three, First Eucharist occurs in Year Four and Confirmation occurs in Years Five and Six every second year and is the responsibility of the Classroom Teacher in collaboration with the RE Leader and the Parish Priest. These Sacramental programs are offered to students within the Parish who may be attending other schools through the Parish.

## Values Program

The Values Program permeates the curriculum and RE Program and includes the explicit teaching of the following values, with reference to the related Gospel Values. Values are explored through Circles and RE lessons. At each assembly, a student who has demonstrated the value of the term are nominated for an award.

GOSPEL VALUES	
<b>Compassion</b>	We are inspired by Christian love and compassion in all our relationships with students, staff, parents and the community.
<b>Equity and justice</b>	We seek to provide equitable access and opportunity for all, with a preferential option for the poor and marginalised.
<b>Excellence</b>	We continually strive for excellence in learning, teaching and all we do.
<b>Hope</b>	We share a spirit of optimism and joy sustained by faith.
<b>Inclusion</b>	We foster a sense of community and belonging for all and are committed to welcome, partnership and service. We strive to develop the potential of each individual.
<b>Respect</b>	We respect the dignity, diversity and contribution of each person.
<b>Stewardship</b>	We are stewards of creation, treasuring, developing and conserving the gifts and resources that have been entrusted to us.

## Time Allocation

It is expected that students receive two and a half hours of RE over the course of the week and RE may be integrated across curriculum areas and Circles.

## Documentation

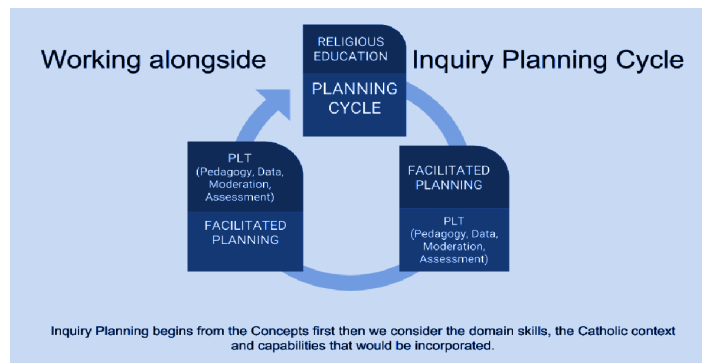
Planning for Prep to Year Six follows the Archdiocese of Melbourne RE Exemplar Units format and may be documented on the Learning and Teaching/Inquiry Unit planner or separately as a Religious Education Unit.

## Procedures

We believe in a whole school approach to planning for rich student learning in RE using the Pedagogy of Encounter process. This process invites dialogue, deep thinking and engagement with the Catholic story. Working alongside the Inquiry Planning Cycle, RE includes planning as a whole school, level Planning and Facilitated Planning with the RE Leader using the [Religious Education Planner](#).

During Facilitated Planning units of work are audited according to the Curriculum Framework [Audit Tool](#) on a termly basis. This allows for the constant revision and evaluation of Religious Education Planning and Teaching.

In every classroom a focal point is the prayer table which serves to remind us that our relationship with God is at the heart of our lives. The prayer table and displays are to be presented with care and maintained to reflect the Church seasons, the current RE unit or a particular RE focus.



## Scope and Sequence of Prayers

The table below displays the prayers taught across the year levels:

PRAYERS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Sign of the Cross	Introduced	Reinforced	Reinforced	Reinforced
Hail Mary	Introduced	Reinforced	Reinforced	Reinforced
Grace Before Meals	Introduced	Reinforced	Reinforced	Reinforced
Our Father	Introduced	Reinforced	Reinforced	Reinforced
Glory Be		Introduced	Reinforced	Reinforced
Morning Offering		Introduced	Reinforced	Reinforced
Act of Contrition			Introduced	Reinforced
The Rosary		Introduced	Reinforced	Reinforced
Hail Holy Queen			Introduced	Reinforced
The Apostles' Creed				Introduced

## Assessment and Reporting

Teachers assess Religious Education at the strand level. They will enter a score for each of the strands covered: *Knowledge and Understanding, Reasoning and Responding, Personal and Communal Engagement*. Teacher judgement, moderation of work samples, anecdotal notes and assessment tasks contribute to the achievement standard.

Evaluation	This policy will be reviewed as part of the school's three year review cycle.
Links to other Policies	<ul style="list-style-type: none"> <li>• <a href="#">Learning and Teaching Policy</a></li> <li>• <a href="#">Curriculum Policy</a></li> <li>• <a href="#">Wellbeing Policy</a></li> </ul>
Staff Members Involved	Angie Mastoras, Louise Bolton, Lisa Heffernan (CEM), Richard Jacques, Leadership Team and Staff
Date of Ratification	13 November 2019
Date of Review	
Source	St Roch's