

# Religious Education Policy

Holy Spirit Community School  
North Ringwood

**RATIONALE:**

As a Catholic Primary School, our primary goal is to educate our students in faith. We work closely with families to support them in their role as the first educators in the faith of their children. God is revealed to us through our daily experiences and relationships and we are called to enable our students to develop a relationship with Him through immersion in a vibrant faith community. In the Archdiocese of Melbourne, the text *Coming to Know, Worship and Love* is the foundation of our Religious Education curriculum. Students come to *know* the traditions of our faith, to *worship* in a community who has a vibrant, rich prayer and liturgical life and to *love*;

‘to be bread for the hungry and a light to the world.’

(*Coming to Know, Worship and Love*, p.1)

### **AIMS:**

At Holy Spirit Community School we strive to educate our students to understand and value the Catholic faith tradition. We work towards creating an inclusive and nurturing faith community where students come to a deep knowledge of God as creator and Father, Jesus as teacher and role model and the Holy Spirit as guide. We aim to provide a contemporary and challenging landscape for learning that allows students to connect faith and life, empowering them to live out our Catholic Identity in a purposeful and contemporary way, making an authentic difference to the world.

### **IMPLEMENTATION:**

#### **Learning Statement:**

At Holy Spirit Community School, Religious Education is planned using the Inquiry Model and the principles of Godly Play. These approaches enable students to wonder, question, discover and learn about the Catholic faith and tradition in an environment that is inclusive and respectful of individual differences. Learning experiences are planned that assist students to explore their faith and understandings in a meaningful and relevant context. Students are supported to respond to and enact what they are learning so that their faith becomes a lived and shared experience.

#### **Teaching Practice:**

At Holy Spirit we ...

- Create an environment that encourages respect for our faith community and that is inclusive of other faith traditions
- Model the values of the Gospel in all our interactions
- Provide opportunities for students to wonder, question and inquire
- Plan regular whole school and class liturgies and prayer services where students are active participants
- Are committed to daily Christian meditation and prayer
- Plan Religious Education units around a concept derived from our Inquiry units, linking the units closely where possible to enable students to see the faith/life connection
- Engage with the messages and meanings of scripture through conversation, reflection, responses and action
- Allow space in our planning for students to plan their own actions – taking the Gospel to the community
- Use contemporary pedagogy to drive our teaching in Religious Education
- Incorporate ICT tools whenever possible to enable students to express their learning and understandings in multimodal ways
- Evaluate our Religious Education units in the light of the Contemporary Learning Schema
- Support the Parish-based Sacramental program by embedding relevant content and experiences within Religious Education units
- Provide opportunities for students to engage in and respond to issues of Social Justice in the local and global community

### **EVALUATION:**

- This policy will be reviewed bi-annually as part of the school's development plan.

This policy was endorsed by the School Board in ...

..... **2015**

Appendices:

1. Two Year Cycle - Religious Education Concepts

Two Year Cycle  
*Religious Education Concepts*  
 (linked to Inquiry Units)

	<b>Odd Year</b>	<b>Even Year</b>
Term 1	Community	Identity
Term 2	Relationships	Responsibility
Term 3	Life and Living	Family
Term 4	Shaping the Future	Change