At Sacred Heart the Religious Education Program, consists of two key components. Religious Life of the School and the Religion Curriculum. That is teaching people religion and teaching people to be religious in a particular way.
# RELIGIOUS EDUCATION POLICY AND PROCEDURES

## RELIGIOUS LIFE OF THE SCHOOL

1. **1.1 Religious Identity and Culture**
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   - School History continued
   - Our Charism
   - School Mission Statement
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   - Children’s Suscipe of Catherine McAuley
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## RELIGION CURRICULUM

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   - Religion Curriculum Assumptions
   - School Leadership Priorities
   - Demographics of Students and Curriculum Perspectives
   - Expectations of Year Level Religion Curriculum Planning
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   - Reporting to Parents and Caregivers using the Religion Curriculum
   - Professional Development
   - Catholic View about Learning and Teaching
   - Example of Religion Success Criteria
Sacred Heart Religious Education policy emphasises the re-conceptualist approach of two complementarity dimensions of Religious Education that is, the Religion Curriculum and the Religious Life of the School.

**Vision for Religious Education**

Sacred Heart aspires to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

**Rationale**

Each Catholic community, organisation and individual collaboratively engaged in the educational ministry of the Church in the Archdiocese of Brisbane is called to:

**Teach**

We promote faith in Jesus Christ, teaching and learning about Jesus, the gospel and the faith of the Catholic Christian community. Learning is lifelong, life-giving and engages the whole person.

**Challenge**

Inspired by the Holy Spirit, we challenge those we educate to live in communion with God, others and the whole of creation in prayerful, sacramental, just, peaceful, inclusive and reconciling communities.

**Transform**

We educate for a transformed world in communion, by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and the marginalised.

**Sacred Heart Vision/Mission is**

To develop Spirit, Mind and Body in Our Catholic Community. We will achieve this by: Living Catholic Faith, Values and traditions that acknowledge our heritage. Delivering a holistic education that supports the development of the life-long learner. Developing positive and inclusive relationships based in Christian Values.

The Vision Statements for Catholic Education and Sacred Heart underpin and guide the development and implementation of this policy.
Purpose / Policy Statement

Our aim is to provide education and formation in the gospel of Jesus Christ and literacy in the Catholic and broader Christian tradition. The school acknowledges that members of its community are drawn from a number of traditions of Christianity and even other religions and that some profess no belief at all at this stage. The school’s Religious Education program consciously seeks to identify and provide for a range of activities and situations that will provide religious literacy and invite development of faith, wisdom and spirituality. As a result of participating in Religious Education Program and Religious Life of the school it is anticipated that students will integrate knowing and living in the Catholic/Christian tradition. At Sacred Heart Religious Education Policy, consists of two key components, the Religion Curriculum and the Religious Life of the School. We believe that Religion is an academic subject its own right and will be taught accordingly with the appropriate assessment and reporting.

Scope

School Responsibilities:

- Maintain and promote an effective partnership with Sacred Heart Parish and the Parish Priest.
- The overall plan of the Religious Education Program will be made available on the Sacred Heart Parish School website.
- The APRE, under the direction of the Principal, leads the development and monitoring of agreed approaches to the Religion Curriculum, pedagogy, assessment and reporting.
- Each classroom teacher is directly responsible for the teaching and assessing of the Religion Curriculum.
- Each classroom teacher must hold accreditation to teach Religious Education in a Catholic School and must maintain this status.
- It is expected that religion is explicitly taught daily. However, due to timetable complexities allowances are made so that Religion may be taught a minimum of four days a week.
- Lessons are to be timetabled no more than an hour a day.
- A minimum of 2.5 hours per week is allocated for the explicit teaching and learning of Religion, which equates to a minimum of 100 hours per year. Please note: Personal development education, liturgy, prayer, hymn practice and other religious practices are not included in this time provision unless it includes the teaching of specific knowledge, deep understanding and skills for that topic as required by the curriculum for that year level.
- Catholic editions of the Scriptures are prescribed for use in the Religious Education Program.
- All students from Year 4 and above have access to an individual copy of the Scriptures.

Parents and Caregivers

- The school acknowledges Church teaching that parents and caregivers are the first and primary teachers of their children in faith and religious understanding.
- Parents are expected to be committed to fully support the school in its mission to foster the students’ growth in a Catholic Community.
- Parents are encouraged to participate in all liturgical school celebrations.
- Staff, parents, students and the community have access to the school’s curriculum through quarterly curriculum overviews which are accessible via the school website.
- Parents and caregivers are encouraged to participate in social justice and stewardship programs.

**Students Responsibilities**

- To fully and respectfully participate in the Religious Life of the school
- To fully and respectfully participate in Religion lessons

**Procedures**

- See – Religious Education Program
RELIGIOUS LIFE OF THE SCHOOL
1.1 RELIGIOUS IDENTITY AND CULTURE

School History

The history of the Sacred Heart School is entwined with that of the Booval Parish and the Sisters of Mercy. It was through the dreams and hard work of the first Parish Priest Father W. O’Sullivan and the Sisters of Mercy as well as the people of Booval that the plans for the first school were drawn up and the foundation stone for the school building was laid by Archbishop Duhig on 23 November 1930.

On 25th January 1931 the new school was blessed and opened by Archbishop Duhig and a week later on Monday 2nd February the doors were opened to welcome the first enrolment of 83 students. By the end of the month the enrolment had risen to 103 and continued to increase to 156 by the end of 1931. That original school is now the Senior School adjacent to the previously-owned Convent.

During the following years more classrooms were required and this need was met by excavating and enclosing the under-section of the original school. At the beginning of the war past and present pupils numbered 425.

On the 29th June 1958 400 people attended the laying of the foundation stone of the new primary school - the present Junior School which is adjacent to the Sacred Heart Church. The new school was opened on 8th February 1959 by Archbishop Duhig.

Since then five extensions have been made to the original building. By 1962 it was found necessary to extend this school further. Because the numbers of students of high school age were taxing the resources of the local State High School to help cope with the demand the then Parish Priest, Father GT Fitzgerald decided to establish a Girls' High School.

In 1964 the first 44 girls commenced their Secondary Education at Booval and for 12 years the school provided education for the girls in a new low-set brick school which had been erected adjacent to the original primary school.

In 1976 a new Diocesan Regional High School, St Peter Claver College, opened at Riverview and the Booval Girls' School was then used to cater for primary school requirements only.

By 1978 five extensions had been added to the new school complex as well as the Dental Clinic. Our fully equipped library, tuckshop, shelter shed and covered areas were all built because of the hard work and time donated by parents and friends of the school community.
School History continued

In 2000 the school applied for a government grant, which resulted in the refurbishment of the 1930 building and a new administration area. Our new Preschool opened with 29 children in 2001 and an undercover area was erected on the Senior Side in September 2001. A second preschool unit was opened in 2006. These units became our Prep classrooms in 2007. A grant from the Gaming Commission enabled us to provide new playground equipment for our Junior School in 2003. In 2005 a gaming grant provided extra shade areas outside the Preschool rooms; the junior walk way was refurbished opening up the entry to the school and providing better wet weather protection.

In 2006, we saw the school fully air-conditioned and paid off by the hard working P&F. This has provided students and staff with the best possible learning and working conditions.

From 1997, a concerted effort has been made into installing and maintaining an appropriate Information Technology area. During the 2006 school year we saw a senior computer lab installed on the senior side of the school. Our computer facilities are continually being upgraded to maintain a high standard of service for our school.

2007 to 2008 saw a significant increase in school enrolments and the planning and building of new classrooms. Eight new classrooms were opened for use in 2009.

In 2009 our Library, Senior Computer Lab and Year 5 block underwent major refurbishment. Our bright and colourful library is now the hub of learning in our school.

Thanks to the Federal Government “Building Education Revolution” Scheme, in 2012 our school completed its new Multipurpose Centre which has been utilised for the School Tuckshop, Music classes and performances, Drama classes and performances, HPE classes and other school activities, assemblies and liturgies. It is also hired out to community groups and used for Parish events. When deciding on the name of the Centre, the School and Parish community were canvassed and it was decided to stay in the theme of the school and utilise its motto, To Love is to Serve (Amare est Servire), and label the building the Amare Centre. The Amare Centre was officially opened by Most Rev Bishop Joseph Oudeman on 1st November, 2013.
Our Charism

Sacred Heart of Jesus
The Sacred Heart of Jesus is one of the most important religious devotions to Jesus. It represents His divine love for humanity. Since the first Century there has been a strong devotion to the Sacred Heart of Jesus. Visions and images of the Sacred Heart started to appear around the 11th Century.

Love and Service
At Sacred Heart School we are a community that models itself on the Charism of Love and Service through the example of the Sacred Heart of Jesus. This is articulated through our school motto Amare est Servire, To Love is to Serve.

The Feast of the Sacred Heart
The Feast of the Sacred Heart has been a Solemnity in the Roman Catholic liturgical calendar since 1856. The Feast is celebrated 19 days after Pentecost and since Pentecost is celebrated on Sunday, the Feast of the Sacred Heart always falls on a Friday. At Sacred Heart School we acknowledge our feast day with a whole school Mass and activities.

Our Sacred Heart Story
The Charism and Ethos of our school is articulated through our Children’s Picture Book, Our Sacred Heart Story. This story is told and retold at the beginning of the school year.
School Mission Statement

Vision Statement:
To develop Spirit, Mind and Body in our Catholic Community

Mission Statement:
We will achieve this by:

Living Catholic faith, values and traditions that acknowledge our heritage.

Delivering a wholistic education that supports the development of the lifelong learner.

Developing positive and inclusive relationships based in Christian values
Sacred Heart Symbols

Sacred Heart School Crest
At the centre of the Sacred Heart crest is the historic image of the Sacred Heart of Jesus. Below is our school motto in Latin *Amare est Servire* which translates as *To love is to Serve*.

The Heart
The Heart is the symbol of love and the physical human heart that gave Jesus life. It symbolises Christ’s eternal love for us.

The Flame
The flame represents God’s fire of love for us and is a reminder that through the fire of the Holy Spirit we can all be purified by God’s love.

The Cross
The Cross is the most common of all Catholic symbols. It symbolises the Cross on which Christ died. It is a reminder to us that Christ’s love was so deep that he suffered crucifixion on our behalf.

The Crown of Thorns
The crown of thorns symbolises the suffering Christ endured for the love of us to redeem us.

Sacred Heart School Pin
The Sacred Heart Pin was introduced to the school staff in 2011. With the Sacred Heart at the centre of a cross not dissimilar to a Mercy Cross, when worn, this pin signifies that our staff are proud members of the Sacred Heart Community. It reinforces the strong link we have with the Mercy tradition and our Sacred Heart Story.

Every new staff member receives this pin and is introduced to its uniqueness and the importance of its symbolism is discussed. Although only a voluntary accessory for our staff uniform, many staff still proudly display the Sacred Heart Pin, reminding us all we are part of a very special community that is the Sacred Heart Parish School of Booval.

Book of Gospels
Our book of Gospels is used as one of our processional items. The cover art is bold, clearly visible to those near and far. It bears the traditional images of the four evangelists in colourful foil: the angel, Matthew; the lion, Mark; the ox, Luke; the eagle, John. This special book was illustrated by Laura James.

Our Tea Set
This Yellow Rose Royal Vale tea set was donated to Sacred Heart School by the Sisters of Mercy when the convent closed its doors. It is a symbol of the “Comfortable Cup of Tea” which Catherine McAuley shared with her sisters on many occasions. The tea set is kept in the McAuley room cabinet and is only used on special occasions.
House Patrons

CHAMPAGNAT - BLUE

St Marcellin Champagnat
1789 –1840
Founder of the Marist Brothers
Feast Day 6 June

Saint Marcellin Champagnat was ordained a priest in 1816, and was the founder of the Society of Mary, also known as the Marist Brothers. St Marcellin Champagnat worked tirelessly to alleviate the misery of the poor. Today there are 6000 Marist Brothers teaching 500 000 students across the world.

MACKILLOP – GREEN

St Mary of the Cross MacKillop
1842 – 1909
Foundress of the Sisters of Saint Joseph of the Sacred Heart
Feast Day 8 August

Saint Mary of the Cross MacKillop was an Australian Roman Catholic nun who, together with Father Julian Tenison Woods, founded the Sisters of St Joseph of the Sacred Heart. She is the foundress of a number of schools and welfare institutions throughout Australasia with an emphasis on education for the poor, particularly in country areas. She was canonized on 17 October 2010 during a public ceremony in St Peter's Square at the Vatican.
Venerable Catherine McAuley
1778 - 1841
Foundress of the Mercy Sisters
Feast Day 11 November

Venerable Catherine McAuley was an Irish nun who entered the formation program of the Presentation Sisters to formally prepare for life as a religious woman. She founded the Sisters of Mercy in 1831. In 1978, she was beatified as the Servant of God Catherine McAuley. In 1990, upon recognition of her heroic virtues, Pope John Paul II declared her Venerable. This places her on the path towards possible sainthood.

Blessed Edmund Rice
1762 – 1844
Founder of the Christian Brothers
Feast Day 5 May

Blessed Edmund Ignatius Rice was a Catholic missionary and educationalist. Edmund was the founder of two orders of religious brothers: the Congregation of Christian Brothers and the Presentation Brothers. Rice was born in Ireland at a time when Catholics faced oppression under Penal Laws enforced by the British authorities, though reforms started in 1778 when he was a teenager. He forged a successful career in business but after a tragic accident which killed his wife and left his daughter disabled he devoted his life to the education and service of the poor. Christian Brothers and Presentation Brothers schools around the world continue to follow the system of education and traditions established by Edmund Rice.
Sisters of Mercy Charism

The Religious practice of the Sacred Heart School community finds its roots in the tradition of the Sisters of Mercy. The Mercy Sisters worked in the Ipswich Catholic community in 1914 and then founded the Sacred Heart School.

The spirit of the Mercy Sisters was articulated by their founder Catherine McAuley who stressed religious practices focused on “serving Christ in the poor, sick and uneducated.” Catherine saw works of mercy as a direct means of encountering and coming into union with God. This means that when we live in ongoing conversation with Christ, we allow His Spirit to guide our lives. As a Catholic School we recognise him in the poor, the oppressed and the downtrodden.

Catherine McAuley and the Mercy sisters have a strong link to the charism of Service and Mercy. It was modelled by Catherine McAuley and is embodied by the continuing work of the Mercy Sisters.

At Sacred Heart School our Mercy Tradition is embedded in the history and culture of our school. We acknowledge the legacy of the Sisters of Mercy by preserving aspects of Mercy Heritage in the McAuley Meeting Room. We honour our Mercy tradition in the Religious Life of our school by praying the Children’s Suscipe each morning. We recognise Catherine McAuley and the Sisters of Mercy’s contributions to our school with a Catherine McAuley Award, and a silver Sisters of Mercy medal.

To continue this relationship with the Mercy Sisters we extend a welcome invitation to representatives of the Sisters of Mercy to all important school celebrations.
The History of the Suscipe

Suscipe is the Latin word for ‘receive.’ It also has a special significance for those of the Roman Catholic faith, as the name of a prayer, which begins with this word in the Latin mass.

Catherine McAuley prayed this prayer every night. The Mercy sisters found this prayer in her prayer book after she died. Its original source is unknown. See below for Original Version.

Prayer of Catherine McAuley - Suscipe

My God
I am yours
For time and eternity
Teach me to cast myself entirely
Into the arms of
Your loving providence
With the most lively, unlimited
Confidence in your
Compassionate, tender pity.
Grant me,
O most merciful redeemer
That whatever you ordain or permit
May be acceptable to me.
Take from my heart
All painful anxiety;
Suffer nothing to sadden me but sin,
Nothing to delight me
But the hope of coming
To the possession of you
My God and my all,
In your everlasting kingdom.
Amen.
1.2 EVANGELISATION AND FAITH FORMATION

Spiritual Formation at Sacred Heart

CATCHING FIRE

Sacred Heart participates in the staff formation program Catching Fire. It is a whole community approach to spirituality. Many of our staff participate in this three year cycle of personal growth, reflection and faith journey.

STAFF PRAYER

Staff prayer in the Christian tradition. It is offered weekly in alternating staff rooms. We follow the Catching Fire Framework of We Gather, We Listen, We Respond and We Go Forth. We encourage all staff to attend prayer each week.

PARENT PRAYER

We promote parent prayer in the Christian tradition. All parents and carers are invited to attend through the school newsletter and notices boards.

ROSARY GROUP

Every Wednesday of the month of May and October, students and parents are invited to pray the Rosary at 8:00 am in the Library.

STAFF SPIRITUALITY MORNINGS

These are offered to staff on the last day of every term. These sessions provide opportunities to start a fresh with Christ.

BUDDY PRAYER

Buddy prayer occurs during Week 5 each term. It is an opportunity for Buddy Classes to come together to experience Morning Prayer. This aims at encouraging and developing relationships across the junior and senior school. Buddy Prayer also occurs during our Feast Week, and on House Patron Days.
1.3 PRAYER AND WORSHIP

Sacred Heart School’s Prayer Policy

Prayer is an integral part of the life of Sacred Heart School and has the potential to nourish the spiritual growth of students.

Purpose

This policy is designed to support the promotion of prayer at Sacred Heart and is applicable to those involved in prayer experiences within the school community.

We offer at least three opportunities for our students to experience prayer throughout the school day. All classrooms have a sacred environment to foster the prayer experiences of our students.

The guidelines for scheduled prayer are listed below:

- All students are required to participate respectfully in prayer experiences.
- Each classroom will establish and maintain sacred and reflective spaces in classrooms and around the school.
- Each day at least three opportunities are provided for students to experience a variety of prayer forms in the Christian tradition.
- Our school day begins with a gathering ritual, in which Catherine McAuley’s Suscipe is prayed.
- A thanksgiving grace is prayed at least once a day.
- Our School prayer is prayed at the conclusion of the school day during Pastoral care.
- Students are taught the formal prayers of the church as specified in the religious education curriculum.
- Participation in meditation and mindfulness practices consistent with the Christian tradition is a requirement of the Religious Education Curriculum.
- Staff prayer is scheduled on a weekly basis and all staff are encouraged to attend.
Sacred Heart School Prayer

Loving and Gentle God,

We thank you for our school Sacred Heart.

We thank you for our caring friends, families and teachers.

Give us the courage and gentleness to respect and care for each other and all of creation.

Guide us to act with justice, mercy and peace to be like Jesus in all we do and say.

We ask this through the Sacred Heart of Jesus.

Amen.
CHILDREN'S SUSCIPÉ

A prayer of supplication paraphrased from Catherine McAuley SJSCU

My God,
I will belong to You forever.
Teach me to trust in You because I know You love me and will always be near me.
Help me always to obey You even when it is hard.
Take from my heart all fear.
Help me never to be sad, but always joyful, knowing that I am my God and that someday I will be with You in Heaven.

Amen.
**Sacred Heart of Jesus - School Song**

At Sacred Heart it’s terrific
To care, be polite and to smile
We know we should try hard to be good
And help each other all the while

So lift your voices and sing God’s praise
Show your loving in many, many ways
We’ll serve each other in all that we do
Sacred Heart of Jesus we place our trust in you..........

At Sacred Heart we’re respectful
Teachers and students one and all
With dignity we all strive to be
Christians together walking tall

At Sacred Heart there’s commitment
Learning together strong in love
We work as one and still we have fun
Loving and serving God above

At Sacred Heart celebrations
Special people, special days
We pray and sing and joyfully bring
Our hearts to Jesus full of praise
Sacred Heart Assembly Prayer

Jesus,

As we gather for assembly

We remember that you are with us.

We thank you for many blessings you have given us.

We pray that we will always be faithful to our school motto-

“To love is to Serve”.

And we place our trust in your Sacred Heart

Amen

Composed by the Lunney Family
Liturgical Expectations at Sacred Heart School

MASSES

Parish Masses
These take place each term celebrated at the Sunday Mass at 9:30 am. The aim of this activity is to bring the community together and promote the Eucharistic Celebrations at Mass. Each level creates invitations for their families to encourage parents to attend. Teachers are encouraged to participate in the liturgy.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 &amp; 2</td>
<td>Prep</td>
<td>Year 5 &amp; 6</td>
<td>Year 3 &amp; 4</td>
</tr>
</tbody>
</table>

Year Level Class Masses
Each class celebrates and leads a Weekday Mass at the 9:00 am at Sacred Heart Church. This is organised by the Year level teachers with support of the APRE (see teacher guide).

Pastoral Masses - visit the Parish Mass
Thursday pastoral Mass provide another opportunity for students to simple participate in the weekly Eucharistic celebration without leading or preparing a Mass. Pastoral Mass are usually celebrated with Buddy Year levels.

Whole School Masses
During the school year, the whole school gather for four times a year. These Masses are celebrated in the Amare Centre and involve the gathering of the entire school community.

LITURGY

Year Level Liturgies
Each year level participates in one class Liturgy of the Word a year. This is to be held in the Sacred Heart Church on Monday afternoons. Parents are formally invited. After the liturgy an afternoon tea is shared by parents and students.

Leadership Rituals
At Sacred Heart during the final year of primary school there are two rituals to acknowledge our Leadership classes. The first is a Liturgy of the Word to commission our School leaders. The second is a “Walk-Out” Assembly which occurs in the final week of school.
1.4 SOCIAL ACTION AND JUSTICE

Yearly Overview of Social Justice Program

Learning and Teaching about Social Action and Justice

Teaching and Learning about social justice happens during pastoral care and Religious Education lessons. Through Stewardship the community engages in planned and focused opportunities which are linked to Catholic agencies.

<table>
<thead>
<tr>
<th>Term</th>
<th>Catholic Organisation</th>
<th>Opportunities for Social Action</th>
</tr>
</thead>
</table>
| 1    | Caritas Project Compassion Parish Sponsored Mission | • Caritas Leadership Day  
• Student Education during Lent  
• Collection Boxes in classrooms  
• For Shrove Tuesday students make and sell pancakes |
| 2    | Annual Catholic Campaign | • House Patron days |
| 3    | Rosies | • Student Education  
• Donations of dry products (tea, coffee, Milo and sugar |
| 3    | Catholic Mission and Socktober Mission Month | • Student education  
• Students bring in a gold coin donation to wear crazy socks with a lunch time disco |
| 4    | St Vincent de Paul Christmas Appeal | • Students donate non-perishable food  
• Student education - Activity books  
• Making and Selling Christmas Cards  
• Craft Markets |

Points to consider

- The focus is a service learning model
- Students need to use their own time to prepare donations
- Students learn how to promote their organisation
- Student education must accompany every fundraiser
### Overview of Stewardship Program

At Sacred Heart we teach:
- Receive the gifts of God with gratitude
- Cultivate our gifts responsibly
- Share our gifts lovingly
- Return our gifts to God with increase

<table>
<thead>
<tr>
<th>Stewardship Activity</th>
<th>Student Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Treasure - A culture of Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recycling</strong></td>
<td>Year 5 and 6 students are responsible for collection of Visy Bins twice a week.</td>
</tr>
<tr>
<td><strong>Nude Food</strong></td>
<td>Students bring in lunch with a limited amount of disposable wrapping. Students receive 50 house points or other rewards.</td>
</tr>
</tbody>
</table>
| **Resources** | - Electricity  
- Water  
- Rubbish  
- Gardens |
| **Our Talents** | |
| **Little Kings August** | Students participate in a concert for the Little King’s Movement |
| **Our Time** | |
| **Stewardship Meeting** | Students pray, plan, promote, practice and prepare for Stewardship Events. |
Sacred Heart Cares

Sacred Heart Cares is part of our pastoral care program and takes the form of a stewardship model. It is a care and concern program which has become a formalised parent group which provides practical help to those families who are suffering hardship due to illness, bereavement, financial or other special circumstances.

This program will be co-ordinated by the Assistant Principal Religious Education, School Chaplain and President of the Parents and Friends Association.

Families in need will be asked what services they require. Through a rotational process, volunteers will be contacted to provide these services.
1.5 LEARNING AND TEACHING OF RELIGION

Religion Curriculum Assumptions

Introduction

We believe that Religion is an academic subject in its own right and will be taught accordingly with the appropriate assessment and reporting.

Assumptions

- The school’s Religion Curriculum is monitored by the APRE with overarching responsibility belonging to the Principal.
- The APRE leads the development and monitoring of agreed approaches to the Religion curriculum, pedagogy, assessment and reporting.
- Each classroom teacher is directly responsible for the teaching and assessing of the Religion Curriculum.
- Each classroom teacher must hold accreditation to teach Religious Education in a Catholic School and must maintain this status.
- Only Catholic editions of the Scriptures are prescribed for use in the Religious Education Program.
- A minimum of 2.5 hours per week of religion teaching is provided which equates to a minimum of 100 per hours year.
- Personal development education, liturgy, prayer, hymn practice and other religious practices are not included in this provision.

Programs

- Aligned with good educational practice and Archdiocesan requirements.
- The overall plan of the program is available on the school website.

Scriptures

- Catholic editions are prescribed for use in the Religious Education
- It is recommended that schools choose from the recognised major translations so as to provide students with a growing familiarity with text used in liturgy and classroom teaching such as The New Revised Standard Version –NRSV- English Catholic edition; Common English Version- CEV.
- All students from Year 4 and above should have access to an individual copy of the Scriptures.
School Leadership Priorities

In accordance with the Archdiocesan Religious Education Curriculum, the school will maintain effective structures for planning by:

- Ensuring effective timetabling with teachers
- Providing funding for APRE/teacher planning each term
- Allocating an annual Religious Education resource budget
- Allocating an annual Religious Life of the School budget
- Continuous evaluation of the Religion Program
- Provide professional development opportunities

Sacred Heart Community will provide opportunities for the faith of students to be nurtured through:

- The classroom teaching of the Religion Curriculum
- Providing three opportunities for prayer each day
- Weekly prayer assemblies
- Stewardship programs
- Celebration of House Patron Days and Liturgies
- Buddy Prayer
- Feast Day Masses
- Masses
- Camp Liturgies

Sacred Heart Community will maintain effective links with Sacred Heart Parish by:

- Regular meeting between the Principal and the Parish Priest
- Regular meetings between the APRE and the Parish Priest
- Extending invitation to the Parish Priest and parish pastoral worker to attend all celebrations
- The sharing of information relevant to both the school and parish in the weekly school newsletter.
Ecumenical Faith
Our Catholic faith tradition respects all that is good and true in other Christian traditions and in other world religions. Students at Sacred Heart School understand the Ecumenical Movement as working towards greater understanding and unity among the various Christian churches, thus opening the possibilities of inter-religious collaboration and the building of a better world. Family involvement in whole school and classroom celebrations is encouraged regardless of faith traditions.

Through the Religion Curriculum, students come to a deep awareness and respect for the Jewish faith and our Judeo-Christian heritage.

Multi-faith Context
At Sacred Heart, it is appreciated that varieties of ethnic and religious groups contribute to Australia’s development. Our community consists of students from Australian, Aboriginal and Torres Strait Islander heritage as well as African, Asian, European and South Sea Islander backgrounds. We believe that a multi-faith perspective assists student to develop understanding and tolerance towards religious perspectives, which are different from their own. They are able to recognise the importance of a belief system in the development of our Australian culture.
Expectations of Whole School Religion Planning

The school’s curriculum is planned directly from the Archdiocese of Brisbane Religious Education Curriculum Document.

Students and Community

At Sacred Heart, our school’s Religion Curriculum is responsive to the needs and aspirations of the students and community. It provides viable pathways and transitions for all students. Whole school curriculum planning identifies and articulates:

- Sacred Heart School’s Vision for Learning
- The Brisbane Catholic Education Learning and Teaching Framework

Evaluation of Programs

Evaluation of programs in Religious Education enables teachers and administrators to review the degree to which programs have met the learning needs of the students and the requirements of the Religion Curriculum. Evaluation incorporates the assessment of the knowledge, process, and communication outcomes achieved by students. It also includes some observations about the ways in which the program seems to be affecting desired outcomes in student attitudes and values.
Expectations of Year Level Religion Curriculum Planning

The school has a whole school scope and sequence for the Religion Curriculum, which reflects the organisation of the Religion Curriculum across the year connecting learning areas, contexts, curriculum intent, content, achievement standards and Year Level overviews.

To ensure continuity between year levels it is reviewed annually by the APRE with the support of the CST and each year level teacher. Year level Religion planning occurs each term and incorporates teaching, assessing and reporting students’ learning and development. It is based on high expectations for all students and identifies and articulates:

- Sacred Heart School’s Vision for Learning
- The Brisbane Catholic Education Learning and Teaching Framework

Curriculum Structure and Organisation

- Individual classroom teachers in accordance with year level support monitored by the APRE are responsible for the organisation, communication and monitoring of agreed curriculum structures and time allocations.
- Year level planning opportunities, shared practice during staff meetings and voluntary and compulsory professional development opportunities are examples of the structures, processes and support in place to assist teachers to share classroom data and practices to reflect on and improve student learning.
- Classroom teachers, in collaboration with year level peers, are responsible for ensuring student achievement and development data is used effectively to inform reflection, evaluation and further planning.
- Classroom teachers are responsible for the assessing and reporting of the Religion Curriculum
- Electronic copies of Religion plans, including criteria and assessment task are to be store on the internal school portal.
High Expectations for Teaching Religious Education

Teaching and Learning Opportunities

Teachers of Religious Education are provided with a wide range of resources and strategies for their classes. They are also encouraged to adapt unit activities to suit their preferred teaching style. The students are encouraged to be creative, original and adaptive. The lessons provided allow for a wide variety of learning styles and give students numerous opportunities to fulfil desired outcomes.

Guidelines for Setting out Religion Books

- In Prep, portfolios are used to display students’ work. Students are assessed through observations and their work is displayed in the classroom. Oral feedback is given to students during each Religion lesson and support is provided to children as required.
- In Years 1 to 6 every student has a Religion book.
- In order to provide consistency across the school, book work for Years 2-6 should include:
  - Title pages with unit names and strands
  - Headings for titles of lessons
  - Borders on finished pieces of work
  - Date at the top of the page
  - Margins for teachers to provide encouragement and feedback
  - Worksheets glued in appropriately
  - The use of rulers for ruling off after finished work
- Some classes may like to include a prayer journal. This book does not need to be marked.

Marking and Feedback of Religion Books

The principal purpose of marking of Religion Books is to provide students with formative feedback about their work. Feedback is defined as any response to a student’s performance, effort, attitude or behaviour.

Teacher feedback in Religious Education aims to improve teacher effectiveness and to encourage learners. By providing high quality individual feedback to students, it guides and supports their learning. This feedback may congratulate and commend students’ efforts and encourage students to continue in a particular direction. Conversely, it may also recommend areas for improvement in their work.

In order for feedback to be effective it must be frequent. Therefore, at Sacred Heart School teachers should aim to provide students with individual written feedback at least once a week. This should include the date and the teacher’s signature.
Religion Assessment

The purpose of assessment in Religion Curriculum is to monitor the progress students have made in regards to their Religious Knowledge and Deep Understanding and their skills. Assessment is not an attempt to evaluate a student’s faith.

Gathering Evidence

The evidence gathered must be relevant to specific learning and drawn from the planned activities in which students have engaged. Evidence should be gathered and recorded for all students across a range of contexts. Judgements about students’ progress should be based on evidence collected in a focussed and systematic way.

The choice of assessment techniques and the sources used to gather evidence of students’ demonstrations of learning outcomes will be influenced by the purposes for which evidence is to be gathered.

Students may demonstrate learning in different ways. A variety of assessment techniques and sources should be used to accommodate different learning styles and learning that has taken place in different contexts.

If it is found that some aspects of the content have not been understood by a significant number of children in the class modifications to the content or to the teaching styles and learning activities are implemented with the aim of achieving the desired outcomes.

Assessment

Assessment in Religious Education is to be completed each term. Each term year levels are to assess using common assessment items so that consistency in teacher judgement is more streamlined. Students will be assessed and moderated throughout the term. Assessment for each term must be completed and marked by the Celebration of Learning or the Awards Ceremony.

Summative assessment of students’ knowledge, understanding of the content taught and evaluation of teaching styles and learning activities is ongoing over the term.

Formative student monitoring occurs continuously. Over the course of the year, students are able to express their learning through a variety of methods. These include both formative and summative assessments opportunities such as; observation, anecdotal records, criteria-based checklists based on the Religious Education Curriculum, focussed analysis, written reports, projects, oral presentations, role-play and drama presentations, cloze exercises, matching exercises, miscue analysis and multiple choice activities.
Reporting to Parents and Caregivers using the Religion Curriculum

Teachers report periodically in formal and informal ways on their assessment of students’ performance in the subject of Religious Education.

Content
The Religion Curriculum content is communicated to parents including but not limited to:

- Curriculum Overviews
- School newsletter
- School Calendar
- Website
- Class Weebly
- Assemblies

Reports
Each semester classroom teachers report using a five point scale. The report card includes comments that reflect a student’s academic progress and participation in the Religious Life of the School.

Portfolios
In Years 1 to 6, prior to the end of each term, Religion Assessment with a marked criteria sheet is to be included in each student’s portfolio. Electronic original copies of the criteria sheet and assessment task are to be stored on the internal school portal.

In prep, samples of Religion Assessments and learning opportunities are to be included in portfolios by the end of each term. This is to be supported by a comment regarding the learning context.

Parent Teacher Meetings
Parent Teacher Meetings are offered twice a year. This is an opportunity for parents to confer with teachers if they have any questions regarding the academic achievements of their child.
Celebration of Learning

Celebrations of Learning are held at the end of each term. Celebrations of Learning are a key aspect of the way we report to parents about student achievement in Religious Education. It is recommended that during the Celebration of Learning at least 5-10 minutes be dedicated to presenting what the students have learnt in Religious Education. At the beginning of the Celebration of Learning, the classroom teacher, students and parents may demonstrate and participate in a prayer ritual and conclude with the students presenting artwork, a skit or a showcase of their work.

Awards Ceremony

Religion is acknowledged through in the Awards Ceremony. The criteria for Sister of Mercy awards have a faith and action element.

The Sisters of Mercy Medal is awarded to one student in each class who has displayed the ‘Sacred Heart in Action” throughout the year. This student is selected by the class teacher.

Criteria 1: Upholds the Catholic values and ethos of the school
Examples:
- Committed to the Catholic faith
- Full and active participant in school spiritual life (prayer, liturgies, mass)
- Models gospel values in their relationships with others

Criteria 2: Worked well with and cooperated respectfully with school staff
Examples:
- Positive relationships with staff
- Record of positive behaviour, Happy Heart, Awards
- Willingly helps out in class and around the school

Criteria 3: Acts as a role model for peers and others in all aspects of school life
Examples:
- Consistently wears correct uniform with pride
- Interacts with a wide range of students in their year level and other year levels
- Acts appropriately in class, in playground and at school functions
- Works consistently and conscientiously in class
- Applies oneself to a high standard in all subjects
- Demonstrates high level of application and attitude to their work ‘Sacred Heart in Action’ throughout the year. This student is selected by the class teacher.
Professional Development

Goal Setting
Goal setting involves establishing specific, measurable, achievable, realistic and time-targeted (S.M.A.R.T) goals. Work on the theory of goal-setting suggests that an effective tool for making progress is to ensure that participants in a group with a common goal are clearly aware of what is expected from them. On a personal level, setting goals helps people work towards their own objectives.

Here at Sacred Heart, the Goal Setting Process can be grouped into a 6 stage process, and is streamlined initially from the Brisbane Catholic Education ‘Strategic Renewal Framework’.

Stage 1: Initial Discussion
At the end of the previous year, the school Leadership Team gather to consider all the accumulated data, including any observations, assessment results, NAPLAN data, and School Renewal data. With a focus on one of the four priorities, being Mission and Religious Education, Learning and Teaching, Professional Practice and Collaborative Relationships, and Strategic Resourcing.

During this stage, draft goals are written for each Priority using the School Renewal Plan framework. These goals are then entered into Sparrow and a budget is allocated from our School Renewal Funding (SRF) to help support the implementation and achievements for these goals.

Stage 2: Staff Input
During the Professional Development and Planning Days, and in particular the Administrative Day in January, all staff (both Teaching and Ancillary) are presented with the draft School Goals for the coming year. At this point in time staff are asked to comment and collectively make any alterations required.

Staff will then brainstorm and suggest possible ways to achieve these goals. This helps focus our directions for the coming year.

Stage 3: Staff Goals
Once the school goals are established for the year, staff are asked to utilise the provided template, which links the BCE Goals with the School Renewal Goals for the year, and write 2 individual goals for themselves, based on the SMART Goals, one being strength based and one development based. These goals are then submitted to Administration, who will then arrange a time to meet with staff to discuss their goals for the year.

Stage 4: School Renewal Process
The School Goals for the year are presented to the community, who are invited to comment and suggest ways in which we can achieve our goals for the year. This data is collected and further streamlined by allowing the parent, staff, and parish community an opportunity to prioritize which goals we can focus on immediately.

Currently we use the School renewal Dinner as a means to achieve this data.
Stage 5: Peer Feedback
During Term 3, staff will nominate a peer, who will sit with them, view, and give some feedback on how they are progressing with their goal for the year. Appropriate release will be provided to allow this to occur during class time. The peer will provide feedback simply on the desired goal, in an effort to help the staff member work towards achieving their goal.

Stage 6: Review
At the end of the year, staff will be given the opportunity to self-review their goals. The Leadership Team will review the school goals and present achievements of the current year to the staff and wider community. All achievements will be listed in Sparrow as part of the School Renewal Process.

At Sacred Heart, we understand goals are a form of motivation that sets the standard for self-satisfaction with performance. Achieving the goals set is a measure of success, and being able to meet job challenges is a way we all measure success, both individually and as a community. We value the goal setting process, and when we achieve these goals, celebrating our achievements is an important part of the process.

Spiritual Development
Each Year the school provides 5 hours of Spiritual Development through the compulsory professional development days. Staff are also encouraged to attend regular staff prayer and end of term staff retreats. We also access and promote BCE’s Catching Fire Program.

Curriculum Development
Timetabled Religious Curriculum professional development is provided by the school and co-ordinated by the Assistant Principal Religious Education.

Accreditation
The Accreditation process is overseen by the APRE in consultation with the Principal. It is each teacher’s responsibility to ensure that they have met the mandated requirements outlined by Brisbane Catholic Education.
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<th>Term 1</th>
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<td><strong>Who is Jesus?</strong>&lt;br&gt;STNT3 Gospels provide insight into life of Jesus&lt;br&gt;BETR3 Life in a Jewish community&lt;br&gt;BETR3 Jesus’ special twelve</td>
<td><strong>Who do we celebrate?</strong>&lt;br&gt;STNT1 Using the bible reverently including proclamation in celebrations&lt;br&gt;STNT1 Using the bible reverently including proclamation in celebrations&lt;br&gt;CHLS1 Important ways of praying together; identifying special rituals&lt;br&gt;CHLS1 Special ways believers gather in a sacred place</td>
<td><strong>Who made the World?</strong>&lt;br&gt;STCW1 Goodness of God’s creation and making connections between wise statements and range of stories&lt;br&gt;STOT1 Using the bible reverently including proclamation in celebrations</td>
<td><strong>Who was Jesus’ family?</strong>&lt;br&gt;BEWR1 Jesus family background compared to other Jewish families of the time&lt;br&gt;STNT2 Becoming familiar with NT story characters&lt;br&gt;<strong>What is Advent?</strong>&lt;br&gt;CLPS2 Using Meditative Prayer to assist believers to listen and talk to God&lt;br&gt;STNT2 Gospel tells of good news of Jesus&lt;br&gt;CHLS1 Identify celebrations/colours making special times in Church community</td>
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<td><strong>Who is our Church?</strong>&lt;br&gt;CHPG5 Jesus actions still guide the Christian communities today&lt;br&gt;CHCH1 The past of the parish revealed in the present&lt;br&gt;BEWR3 The Jewish people are a covenant people</td>
<td><strong>How do we pray to God through our Lady?</strong>&lt;br&gt;CLPS3 Prayer in Christian tradition&lt;br&gt;CLPS4 Honouring Mary and understanding the Hall Mary&lt;br&gt;CLPS5 Meditative Prayer</td>
<td><strong>How can we be stewards?</strong>&lt;br&gt;CLPS3 God is creator and sustainer of life giving people responsibility of stewardship&lt;br&gt;STOT3 God was active in people of OT stories lives&lt;br&gt;CLPS2 Respecting diversity and difference of all people&lt;br&gt;STCW2 God’s presence in people’s lives</td>
<td><strong>Why do we have a church?</strong>&lt;br&gt;BETH1 God teaches us to live in loving relationship&lt;br&gt;CHPG2 Different roles within a parish community&lt;br&gt;CHLS2 Sacraments are sacred actions to communicate God’s presence and action</td>
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<td><strong>How do I belong to my Parish?</strong>&lt;br&gt;CHPG4 The local diocese&lt;br&gt;CHLS4 Church as Body of Christ – baptism, confirmation and Eucharist&lt;br&gt;CHCH2 The history of the local parish</td>
<td><strong>How does prayer help us connect to God?</strong>&lt;br&gt;STOT6 Images of God&lt;br&gt;STCW4 The deer’s cry etc.&lt;br&gt;CLPS8 Jesus taught us to pray&lt;br&gt;CLPS9 Silence and stillness</td>
<td><strong>What Texts do we find in the Bible?</strong>&lt;br&gt;STOT7 Life and Teachings of Jesus&lt;br&gt;STNT8 Text types of the NT e.g. Gospels, letters&lt;br&gt;BEWR4 Heroes of the Torah, Moses, Abraham, Noah etc.&lt;br&gt;BETH5 Jesus the Messiah</td>
<td><strong>How can we live in Harmony?</strong>&lt;br&gt;BETH3 Diversity of God’s created world&lt;br&gt;CHPG6 Decalogue, beatitudes, fruits of the Spirit&lt;br&gt;CLMJ4 Jesus Great Commandment</td>
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<td><strong>Who are people of Justice in our School Community?</strong>&lt;br&gt;BEHE4 Living in Community&lt;br&gt;CLMJ4 Understanding right and wrong&lt;br&gt;CLPG4 Decalogue&lt;br&gt;CLMJ5 Stewardship of creation&lt;br&gt;CHPG5 Characteristics of Church communities&lt;br&gt;STCW5 Paul’s advice on living in a community&lt;br&gt;CHCH3– Early Church in Australia</td>
<td><strong>What do we use the Bible?</strong>&lt;br&gt;STNT7 Wisdom from the Old Testament&lt;br&gt;STOT8 Bible referencing system&lt;br&gt;STNT7 Text types and textural features&lt;br&gt;STNT10 Making meaning of teachings from the parables&lt;br&gt;STNT11 Bible referencing system&lt;br&gt;BETH6 Trinity</td>
<td><strong>What did Jesus teach us about healing?</strong>&lt;br&gt;CHLS5 Sacraments of healing&lt;br&gt;CHLS6 Penance&lt;br&gt;BEWR2 First century Jewish worship&lt;br&gt;STOT14  Bible referencing system&lt;br&gt;BETH5 Jesus the Messiah</td>
<td><strong>How did Catholicism come to Australia?</strong>&lt;br&gt;CHCH3 Early Church in Australia&lt;br&gt;CHCH3 Church as Body of Christ – baptism, confirmation and Eucharist&lt;br&gt;CHCH2 The history of the local parish&lt;br&gt;CHCH1 The past of the parish revealed in the present&lt;br&gt;BEWR3 The Jewish people are a covenant people</td>
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<td><strong>Who are the actions of a community of Believers?</strong>&lt;br&gt;BETH5 Faith is shared and strengthened in the community of believers&lt;br&gt;CHCH4 Preserving the faith in the Australian colonies&lt;br&gt;STCW6 – Mary Mackillop&lt;br&gt;CLMJ5 Christian charity&lt;br&gt;BEWR6 Judaism; personal and communal worship</td>
<td><strong>What are the actions of the Holy Spirit?</strong>&lt;br&gt;BETH7 The action of the Holy Spirit&lt;br&gt;CHLS9 Gifts of the spirit assisting with moral formation and decision making&lt;br&gt;CHLS7 The sacrament of confirmation&lt;br&gt;STNT13 Biblical Tools</td>
<td><strong>Who is our Father?</strong>&lt;br&gt;STNT14 Revealing God’s nature&lt;br&gt;STNT5 Jesus fulfillment of the prophesies, images and titles for Jesus&lt;br&gt;BETH1 The titles for Jesus that reveal his relationship with God&lt;br&gt;CHPG5 Jesus Great Commandment&lt;br&gt;CHPS12 Christian Meditative prayer practices</td>
<td><strong>How do we connect?</strong>&lt;br&gt;CLPS13 Biblical tools&lt;br&gt;STNT12 Gospel writers Matthew and Luke&lt;br&gt;STOT9 – Forms of Prayer&lt;br&gt;STCW6 – Mary Mackillop&lt;br&gt;<strong>What is the Mass?</strong>&lt;br&gt;CLPS19 Praying with the saints&lt;br&gt;CHLS9 Church’s Liturgical year&lt;br&gt;CHPG7 Communion of the Saints&lt;br&gt;CHLS8 Eucharist for believers&lt;br&gt;BEWR7 Jewish high holy days&lt;br&gt;STNT11 Biblical tools&lt;br&gt;BEHE6 Characteristics of Christian faith</td>
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# Example of Religion Success Criteria

Religion Assessment – Name of unit

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<th>Student Name:</th>
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<td>Achievement Standard:</td>
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## Learning Intentions/Student Tasks

## Success Criteria

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<th>At Standard - C</th>
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## Comment/Annotation

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## Teacher Signature:

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