



Religious Education Handbook

Everyone Together with Jesus

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MISSION STATEMENT

Everyone together with Jesus

Aim 1 – To be inspired by Jesus

Aim 2 – To enable all members of the school family to reach their full potential

Aim 3 – To work in partnership with parents, parish, local and wider community

Further details are contained in a separate document titled Mission Statement.

THE AIM OF RELIGIOUS EDUCATION

The aim of Religious Education in St Joseph's Catholic Primary School, is to ensure that every child is able to make their journey of faith, not only via our Mission Statement being lived, but also by following a secure Religious Education Programme (COME AND SEE) that enables us to adapt and personalise it for the children in our school. We serve the Community and all children are included in Religious Education as a subject which provides learning and progress like any other.

We are a family of children, parents/carers, staff, Governors, Parish and Community. Our Catholic aims enhance the Community Cohesion here and enable us to live our values together. We respect each others' beliefs whilst at the same time embracing the Catholic vision which is paramount in our school.

We aim to lead by God's example of Respect and Love for All.

Curriculum Religious Education in St Joseph's Catholic Primary School promotes the following principles:

- 1. To develop a respect and understanding of fellow human beings.*
- 2. To realise that everyone is as important as themselves.*
- 3. To develop a positive attitude towards others.*
- 4. To acknowledge each other's talents and gifts.*
- 5. To respect freedom and peace.*
- 6. To respect home/life experiences.*
- 7. To respect other faiths.*
- 8. To help each child form a deeper understanding of the Catholic faith.*
- 9. To acknowledge our children's level of understanding and maturity.*
- 10. To be fully Inclusive of children, families, staff who are not Catholic.*

St Joseph's Catholic Primary School will work with:

- Pupils and parents*
- School Governors*
- The Parish and its parishioners*
- The local Community and the*
- Wider Community*
- Local Education*
- The Archdiocese of Liverpool.*

OBJECTIVES

The Learning Intentions of Curriculum Religious Education in St Joseph's Catholic Primary School:

- i) To understand the search of meaning.*
- ii) To promote knowledge and understanding of the beliefs, values and way of life of the Catholic tradition of Christianity.*
- iii) To deepen attitudes of awe, wonder, reverence, respect and compassion.*
- iv) To ensure experience of prayer, celebration, reflection, empathy, discernment and evaluation.*
- v) To familiarise the children with the technical terms of religious belief, practices, activities, stories, symbols and rituals.*
- vi) To support all staff in their own journey of faith and in the delivery of Religious Education.*

THE RELIGIOUS EDUCATION PROGRAMME

To accomplish our aim and objectives we use the 'Come and See' Programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and, where appropriate, of other faith traditions. The programme does not presume that children come from committed Catholic families. For those from committed Catholic families it will deepen and enrich their understanding and living of their faith.

The programme enables us to include all of our children from the Community and the context in which we teach as the Topics are relevant to all children.

OVERVIEW OF CONTENT

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time as greater depths. They are Church, Sacrament and Christian Living.

The basic question belief for each season time is explored through three themes.

Community of faith - Church
Celebration in ritual - Sacraments
Way of life - Christian Living

CHURCH

- 1. Autumn – My Story – My Family – Domestic Church*
- 2. Spring – Our Story – local community – local church*
- 3. Summer – The story – the world wide community – universal Church*

SACRAMENT

- 1. Autumn – Belonging – born into Christ's life*
- 2. Spring – Relating – God's love in our lives – Eucharist*
- 3. Summer – inter-relating – service to the community – reconciliation*

CHRISTIAN LIVING

- 1. Autumn – loving – celebrating life – Advent/Christmas*
- 2. Spring – Giving – the cost of life – Lent and Easter*
- 3. Summer – Serving in Love – Feasts to celebrate – Pentecost.*

The Themes of each season:

AUTUMN

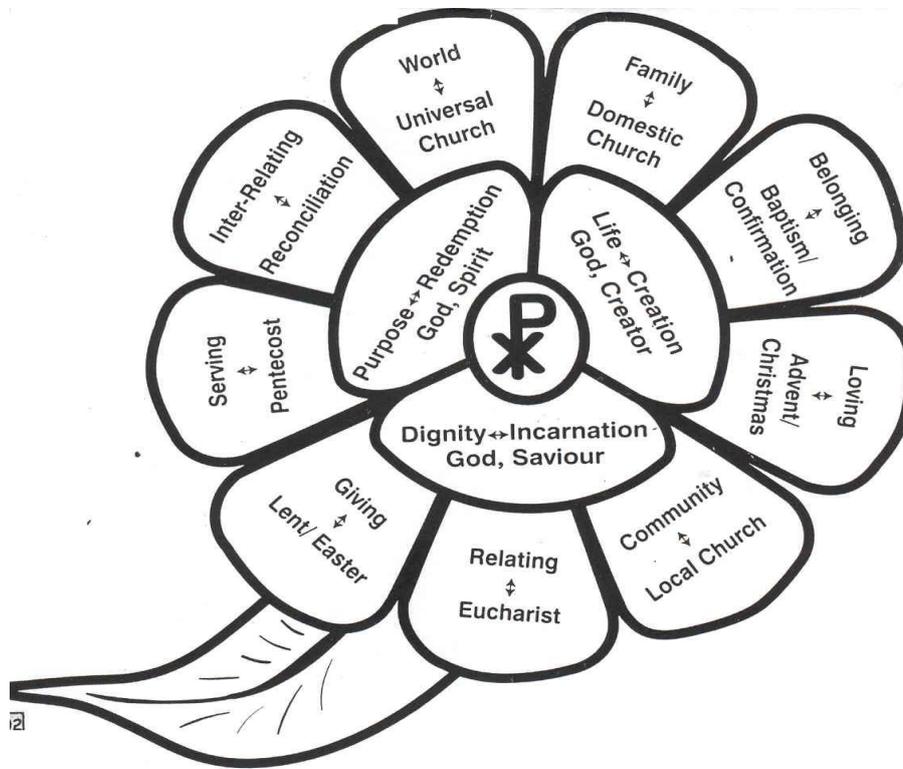
Family <-> Domestic Church
Belonging <-> Baptism/Confirmation
Loving <-> Advent/Christmas

SPRING

Community <-> Local Church
Relating <-> Eucharist
Giving <-> Lent/Easter

SUMMER

Serving <-> Pentecost
Inter-relating <-> Reconciliation
World <-> Universal Church



Each topic is developed through levels, so that it may be investigated at any Primary age.

These levels are:

- | | |
|-----------------------------------|-----------|
| ▪ Working Towards Level 1 | Reception |
| ▪ Level 1 Secure | Year 1 |
| ▪ Level 2 Hesitant/Secure | Year 2 |
| ▪ Level 2 Secure | Year 3 |
| ▪ Level 2 Secure/Level 3 Hesitant | Year 4 |
| ▪ Level 3 Secure | Year 5 |
| ▪ Level 3 Secure/Level 4 | Year 6 |

Each level has clearly stated aims, learning intentions, experiences and activities, allowing children to work at their own ability level.

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The process for delivering the topics in 'Come and See' has Three stages, which enable pupils to develop knowledge, understanding, skills and attitudes.

Explore

- *The teacher helps the children to begin to look at and focus on the experience of their own lives concerning themselves, relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.*
- This will involve:
- Exploring experiences through story, music, drama, dance, art, etc...
- Investigation
- Story telling
- Consideration of the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on the significance of these experiences.

Reveal

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and the Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about scripture, the teaching of the church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- Meeting new knowledge of religious education;
- Developing and understanding of this new knowledge;
- Reflecting of the wonder of the mystery;
- Gathering information and collecting facts connected with this knowledge;
- Researching, collating and classifying;
- Becoming aware of the questions raised;
- Working with problems and grappling with puzzling experiences;
- Exploring experiences through story, music, drama, dance, art;
- Exploring what leads to understanding and meaning;
- Asking questions and discussing;
- Exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- Making links between Christian understanding and the shared life experiences;
- Valuing life experiences;
- Acknowledging and respecting difference;
- Being open to new perspectives.

RESPOND

REMEMBER is the first part of the section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and have learnt.

This maybe done through:

- *Creating a quiet prayerful atmosphere for reflection*
- *Looking at and thinking about the work done*
- *Drawing attention to different aspects of this work*
- *Sharing thoughts and feelings.*

REJOICE is the second part of the section. There will be an opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material in the celebration.

RENEW – the teacher helps each child to make an individual response, to hold onto and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their person notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key Stage 2 and two hours 15 minutes for Key Stage 1 and Reception.

APPROACH CHOSEN

PLANNING

LONG-TERM

Senior Management responsibilities:

- To choose an approach.
- To allocate 10% of curriculum time.
- To monitor timetables to ensure quality time for Religious Education.

The themes and topics framework sets out the programme for the year.

In classes where there are mixed age groups, the class teacher needs to work out, in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication. Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics to ensure full coverage and to avoid duplication.

<u>Year Group:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Foundation Stage	Myself, Belonging, Birthdays.	Celebrating, Gathering, Growing	Good News, Friends, Our World.
Year 1	Homes and Families, Belonging, Waiting	Special People, Meals, Change	Holidays and Holydays, Being Sorry, Neighbours.
Year 2	Beginnings, Signs and Symbols, Preparations	Books, Thanksgiving, Opportunities	Spread the Good News, Rules, Treasures.
Year 3	Homes, Promises, Visitors.	Journeys, Listening and Sharing, Giving All.	Energy, Choices, Special Places
Year 4	People, Called, Gift	Community, Giving and Receiving, Self-Discipline	New Life, Building Bridges, God's People.
Year 5	Ourselves, Life Choices, Hope	Mission, Memorial Sacrifice, Sacrifice	Transformation, Freedom and Responsibility, Stewardship
Year 6	Loving, Vocation and Commitment, Expectations	Sources, Unity, Death & New Life.	Witnesses, Healing, Common Good

MEDIUM TERM

The overall responsibility for medium term planning relies with the Religious Education Subject Leader. It is essential for the understanding of the topic that the teacher reflects on the theme pages, come and see for yourself at the start of each topic.

SHORT TERM

This is the responsibility of the class teacher. The teachers will use the planning model agreed by the school – Come and See Planning from the Archdiocese.

FOUNDATION STAGE APPROACH

Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Art and design

The process is divided for Reception Class as follows:

- Whole class core input (teacher led)
- Adult directed group activities and (teacher or TA with groups of children)

- *Continuous provision (child centred learning across the areas of learning in the foundation stage).*

DIFFERENTIATION

As with all other areas of the curriculum the purpose of differentiation in Religious Education is:

- *To enable children to succeed in the set task or activity and to challenge them to take the next steps in learning.*
- *To challenge children to be self motivated and to take responsibility for their own learning.*
- *To enable children to recognise and celebrate their achievement.*

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media. Pupils will be challenged further by giving them learning outcomes linked to driver words which are most appropriate to each child's ability.

ADDITIONAL LEARNING NEEDS AND/ OR DISABILITES

Come and See aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with special needs or disabilities.

OTHER FAITHS

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of another faith. St Joseph's Catholic Primary School follows the recommended approach and teaching material for other faiths provided in Come and See, using other resources to supplement this.

Allocating time for the exploration of another faith in the Autumn and in either the Spring or Summer (whichever is the longer). Indicating planning/teaching to be monitored.

The Process:

- Look – leading to discover
- Discover – the main section of teaching and learning
- Discover – followed by Respect.

ASSESSMENT

Assessment is focused by the overall aims and objectives of Religious Education.

In Come and See, it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic.

Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See, emphasises a wide range of achievement. In our school it involves:

Informal Assessment

Key stages 1 & 2

Class teachers note on their short term planning the tasks, groups or individuals they are going to assess informally as the topic is progressing.

General observation of children engaged in classroom activities

Observation of contributions made to classroom displays

Marking of more formal work

Review: end of task, activity, lesson, topic

A note is kept of those children who are achieving above or below expectations.

Early Years

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

For each topic, work, which has been informally assessed, is annotated and copied for the RE Subject Leader to monitor and stored in class book.

Formal Assessment

Reception – portfolio of annotated work from each topic including for example, photographic evidence.

Links with Characteristics of Effective Learning and Areas of Learning and Development

Using updated Reception evidence grids within Archdiocesan Assessment booklet

Years 1-6 - Formal Assessment is guided by the Attainment Levels on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (N.B. Other strands may also be covered in these topics)

Assessment is undertaken following **Remember**. An activity will be undertaken that enables children to show how they have met the Learning outcome. Following moderation the outcomes will be added to a class tracker and then marked against the attainment levels on the child's 'Record of Attainment in Religious Education'.

Tracking sheets are kept to track the progress of each cohort.

RECORDING

Recording in Religious Education recognises the distinct nature of the subject;

Assessments made and the consequent records kept will;

- *Recognise a wide range of achievement;*
- *Be selective because not all evidence is suitable for recording or is able to be recorded;*
- *Be positive in order to record what pupils have done and can achieve;*
- *Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes);*
- *Be open and based on collaboration between the teacher and pupil wherever possible.*

When recording for Religious Education is simple and straightforward it avoids becoming an unnecessary burden for the teacher.

Reasons for and ways of keeping records

Schools keep a record of the experiences offered pupils in order to ensure continuity and progression with and across Key Stages.

This information will be found:

- In the scheme of work for Religious Education
- In the long, medium and short term planning.

Recording provides evidence of, and celebrates, the individual's achievements.

This can take many forms:

- Notes from observations;
- Comments written on pupil's work;
- Outcomes of tasks;
- Portfolios – containing a selection of work with a written comment indicating the understanding and achievement of a pupil.

As part of a whole school process, we assess R.E. termly. This informs teacher assessment, future planning and information for parents/carers and Target Setting.

Evidence of the quality of teaching and learning in Religious Education is shared with teachers, governors, parents and inspector, when required.

REPORTING

All teachers are provided with a programme of moderation for academic year. Reporting in Religious Education is a natural part of teaching and integral to the learning process.

There are four aspects to reporting in Religious Education:

- 1. It provides feedback to pupils on their achievements and progress through:*
 - *Pupil interviews / Pupil voice;*
 - *Regular and constructive marking of pupil's work;*
 - *Scrutinizing children's work and teachers planning.*
- 2. It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:*
 - *Summative records;*
 - *Summary records of work covered.*
- 3. It informs parents of the progress and achievement of their children through:*
 - *Informal discussions after End of Topic Celebrations;*
 - *Pupils, parent and teacher discussion;*
 - *Written reports;*
 - *Religious Education assemblies;*
 - *Displays of work;*
 - *Photographic and video records of dance, drama and musical presentations;*
 - *Information on the school website*
- 4. It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:*

- Curriculum documents;
- Headteacher's report to governors;
- Curriculum meetings;
- Religious Education assemblies;
- Photographic and video records of dance, drama and musical presentations;
- Displays of work.

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

EVALUATION OF TEACHING

Planning is annotated with activities, tasks, differentiation and dated by the class teacher. Copies of planning are monitored by the Head Teacher and the R.E. Subject Leader.

At the end of each topic the children's work is monitored in line with the school Assessment Policy and the Teaching and Learning cycle.

Each class contributes to Rejoice Celebrations throughout the year and parents are invited to attend.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school. RE teaching will be observed by the R.E. Subject Leader and/or or the Head Teacher.

With regard to monitoring teaching, the school follows the diocesan guidelines. Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupil's work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and The standards, which they achieve.

And the extent to which pupils:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;

- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

EVALUATION OF LEARNING

The children evaluate their own learning during the Respond stage of the topic. Children are encouraged to reflect on their experience and learning.

Suggestions for children's evaluation of their learning include the following:

- Something I understand better;
- Something I've thought about;
- Something I've enjoyed;
- Something I'll try to do that I didn't do before;
- Something that puzzled me;
- Anything else that you have thought about;

STAFF DEVELOPMENT

This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look and moderate at other children's work. Staff meeting time is used for Inset alongside other core subjects. We are currently supporting staff with the implementation of a new scheme 'Come and see' through staff meetings and meetings requested informally by staff throughout the school year.

Before staff begin a topic they are requested to read the "come and see for yourself" material. If time is available in staff meetings, this material will be shared, to enable a deeper understanding of what each topic is about.

STAFF INDUCTION

New staff are given

- A copy of the "Come and See" Programme for Religious Education.
- A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.
- The medium term planning and sheets for short term planning for their year group are copied.
- A copy of the RE Handbook
- A copy of the Collective Worship Policy

The RE Subject Leader goes through the programme with new staff and is available for support as and when necessary.

STAFF COMMUNICATION

Staff are given regular updates following coordinators' meetings. The board in the staff room is used for any extra or additional communications.

The Year 4 teacher, together with support from the Head Teacher and R.E. Subject Manager are responsible for supporting the church with the preparation for the Sacraments of Reconciliation, Eucharist and Confirmation.

RELATIONSHIP OF RE TO THE WHOLE CURRICULUM

Each class must participate in an act of Collective Worship each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the class teacher and children are responsible for the Collective Worship of

their own class.

Parents are invited to all Masses and Rejoice Celebrations held in school. They are also invited to other celebrations, Christmas Nativity performances and the Leaver's Assembly.

The Parish organise a Little Church Group for children attending Mass on Sundays. Some of our parents help out at Little Church.

In St Joseph's Catholic Primary School, periods are set aside each week for work on 'Come and See' themes. The school prays together in assembly and as class groups throughout the week. Prayers are said in each class at the beginning and end of each day as well as other time when appropriate. The topics are taught, usually as whole class teaching sessions with individuals relating their experience. To focus the children's attention on the topic which is being covered at the time stories, poems, pictures, teachers own personal experiences and any experiences the children can contribute are used.

Quiet, reflective music is played as the children enter the Hall at assembly time.

PRAYER

Children are invited to say prayers together or to take the time to reflect.

We use Traditional prayers and the children's own prayers.

SACRAMENTAL PREPARATION

Sacramental preparation involves a partnership of Home, School and Parish.

The Year Four teacher prepares her class for the sacrament of Reconciliation, Eucharist and Confirmation. A service is conducted by the Parish Priest.

SELF EVALUATION DOCUMENT

The Self Evaluation Document (SED) contains an evaluation of the provision for Religious Education, Catholic Life and Collective Worship. Our aim as a school is to ensure that provision for all three areas is consistently outstanding. Governors are part of the evaluation process and the SED is discussed with them each term.

SCHOOL DEVELOPMENT PLAN

The School Development Plan (SDP) includes an action plan for the Catholic Life, Religious Education and Collective Worship provision for our school. It forms the basis of teachers' performance management (including that of the head teacher) and is reviewed formally with the Senior Leadership Team and Governors each term.

RESOURCES – STAFF MEMBERS

<u>Name:</u>	<u>Year Group</u>	<u>Catholic Teaching Certificate?</u>
Mr Newstead	Headteacher	Yes
Ms McIlroy	Deputy Headteacher (Y6)	Yes
Mrs Clarke	Reception	Yes
Mrs Field	Year 1	Yes
Mr Brooks	Year 2	Yes
Mrs McKenzie	Year 3	Completing in 2018
Mrs McCarten	Year 4	Yes
Mr l'Anson	Year 5	Completing in 2018
Mr Hughes	Year 6	Yes

RESOURCES – TEACHING

Resources used are those recommended by the 'Come and See' syllabus. Staff will also use materials which they consider appropriate, such as posters, books, tapes, artefacts from other curriculum areas. A section of a staff store room is stocked with bibles, topic books, big books and topic boxes.

RELATIONSHIPS AND SEX EDUCATION

We are committed to a policy of dialogue with, and support for the parents of our pupils in helping them in their primary responsibility as educators of their children.

In the light of the Catholic schools' concerns for the development of the whole person, we are committed to the promotion of the appropriate knowledge, understanding, abilities and attitudes which will enable our pupils to make informed choices for living. Further detail is contained in our Relationships and Sex Education Policy.

EQUAL OPPORTUNITIES

In St Joseph's Catholic Primary School we are committed to provide equal opportunities for all our pupils and to prepare them for life in a multi-cultural society.

Based on our Catholic beliefs we aim to develop each and every child to their full potential. The Mission Statement flows through all areas of our curriculum work. We value all children as unique and seek to foster in them attitudes of tolerance, fairness and respect for others.

DISPLAY

We use RE topics for display in our hall, corridors and classroom

We usually reserve one frieze board in each classroom especially for RE topics.

Each class has an area of the room as a focus for prayer, where children can pray together or quietly on their own.

LINKS WITH PARENTS AND PARISH

The school welcomes the opportunity to forge links with Parents and Parish through its Religious Education Programme, and by the involvement in the life of St. Aidan's Parish. In particular the school encourages:

- Participation of parents in the church visits.
- Attendance of parents and a series of meetings to prepare Year 3 for the celebration of the Sacrament of Reconciliation and their First Holy Communion.
- Attendance of Parents and Family at Whole School Assemblies based on the 'Come and See' topics.
- Attendance of parents at special celebrations during Easter and Christmas.

In addition the school attempts to involve itself with the wider Parish Community by:

- Support for the Sacramental programmes of First Communion and Confirmation.
- Pupil attending as altar servers.

Our vision at St Joseph's Catholic Primary School is of a wonderful partnership with Church, parents, pupils, Teachers, Governors and the local parish community working together, as expressed in our Mission Statement aim number 3:

To work together with parents, parish, local and wider community.

COLLECTIVE WORSHIP

The Class teacher or children will lead acts of worship in class or with the whole school/key stage at different times during the day.

Further detail is contained in the school's Collective Worship Policy.

EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK

The handbook is to be reviewed and updated (if required) during the autumn term of each new academic year.