



St Joseph's Catholic Primary School



Religious Education Handbook 2024

CONTENTS

1. Mission Statement.
2. The aims of Religious Education.
3. Objectives.
4. The Religious Education Programme.
5. The Approach Chosen.
6. Assessment.
7. Recording.
8. Reporting.
9. Evaluation of Teaching.
10. Evaluation of Learning.

1. Mission Statement

Everyone Together With Jesus

Our Mission statement at St Joseph's encompasses our ethos and values:

Inspired by Jesus, we grow closer to God through prayer and worship. We always do our best and show respect, love and care for everyone.

SCHOOL AIMS

1. To be inspired by Jesus.
2. To enable all members of the school family to reach their full potential.
3. To work in partnership with parents, parish, local and wider community.

Aim 1

To be inspired by Jesus

By:

- Promoting Christian values of love and acceptance, providing opportunities for all to develop an awareness of God's presence.
- Enriching the spiritual life of the school community through quiet reflection, prayer, collective worship and celebration.
- Promoting learning and equality for all as we strive to create independent, spiritual, life-long learners.

Aim 2

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

By:

- Promoting community cohesion and togetherness through projects and a stimulating, rich curriculum
- All children, staff, parents and governors working together to build a caring, Christian community based on mutual respect, acceptance and love where everyone strives for excellence
- Enabling our children to acquire an excellent religious education through a well taught and well- resourced RE curriculum

Aim 3

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

By:

- Developing strong links between our school and the parish community
- Working together to promote and safeguard the welfare of everyone in our school community
- Supporting parents in their role as prime educators of their children

2. THE AIMS OF RELIGIOUS EDUCATION

For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith Religious Education will be catechesis, and for some children and young people Religious Education will be evangelisation, the first opportunity to hear the good news of the Gospel.

The aims of Religious Education in St Joseph's Catholic Primary School are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society.
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- To develop the critical faculties of pupils so they can relate their Catholic faith to daily life.
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- To bring clarity to the relationship between faith and life, and between faith and culture.

'The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware

of the demands of religious commitment in everyday life.' (Religious Education Curriculum Directory for Catholic Schools 2012)

3. OBJECTIVES

The objectives of Religious Education in St Joseph's Catholic Primary School requires:

- Analysis and reflection and critical appreciation of sources.
- Marked progression through the different stages of education.
- The unequivocal support of the management of our school.
- 10% of the length of the taught week for each key stage of education.
- The encouragement of investigation and reflection.
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life.
- The use of skills in other areas of the curriculum.

The following strategies and aims underpin the effective delivery of Religious Education in St Joseph's Catholic Primary School:

- Religious Education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in crosscurricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of self worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life. (Come and See p.11)

4. THE RELIGIOUS EDUCATION PROGRAMME

In EYFS, from the Spring Term we will be undertaking training to start using 'To Know You More Clearly' to be in line with the updated Religious Education Directory in 2024.

Throughout the school, to fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool.

Overview of content - Come and See

Three questions - Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

- **Where do I come from?**

Life~ Creation

- **Who am I?**

Dignity ~ Incarnation

- **Why am I here?**

Purpose~ Redemption



These three doctrines of Creation, Incarnation and Redemption express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all [creation]; who makes all holy [incarnation] and whose purpose is to draw all men and women into one, universal family of God [redemption].

Themes

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

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

Community of faith - Church

Celebration in ritual - Sacraments

Way of life - Christian Living

a. Church

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn - My story ~ my family ~ **Domestic Church**. To start the year *Come and See* begins with my story: within a **family**. The Church honours the family with the title Domestic Church because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

2. Spring - Our story ~ local Community ~ **Local Church**. After Christmas the children explore the theme of local Church which is our story. The **parish** is where people gather together to celebrate and practice care and love for each other. The **Archdiocese** is the community of the Christian faithful.

3. Summer - The story ~ the worldwide community ~ **Universal Church**. The year finishes with the story of the **worldwide** community; the universal Church. In the Church, God is calling together his people throughout the world.' 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'

b. Sacrament

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn - Belonging ~ born into Christ's life. Following on from an understanding of belonging to a family the theme of **Baptism** introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthened by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the Sacrament of **Confirmation**, whereby the baptised are more perfectly bound to the

Church and are enriched with a special strength of the Holy Spirit, the Sacrament of **Ordination** for the service of the Church and the Sacrament of **Marriage**, perfecting the human love of wife and husband.

2. Spring - Relating ~ God's love in our lives ~ **Eucharist**. In the spring time after learning about the local Church community, the Sacrament of the **Eucharist** is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of *Come and See* since it is at the heart of Christ nourishing his people.

3. Summer - inter-relating ~ service to the community ~ **Reconciliation**. The Sacrament of **Reconciliation** forms part of the work of the summer time when there is an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2 children will learn about the Sacrament of the **Anointing of the Sick**, which strengthens, forgives and unites the ailing person more closely to Christ.

c. Christian living

The **Christian living** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn - loving - celebrating life - **Advent Christmas**. The **Advent - Christmas** theme considers the gift of God's love in Jesus. Christmas and our preparation to celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'

2. Spring - giving - the cost of life - In the Spring season **Lent and Easter** are explored, Jesus' love for humankind knows no limit. Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.'

3. Summer - serving in love - feasts to celebrate - **Pentecost**. The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.'

Each theme is explored through a different topic in each age group.

The themes of each season

AUTUMN

The three autumn time themes are developed in the light of an understanding of Creation:

- Family - Domestic Church focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.

- *Belonging* - Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship.
- *Loving* - Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

SPRING

The three spring time themes are developed in the light of an understanding of Incarnation:

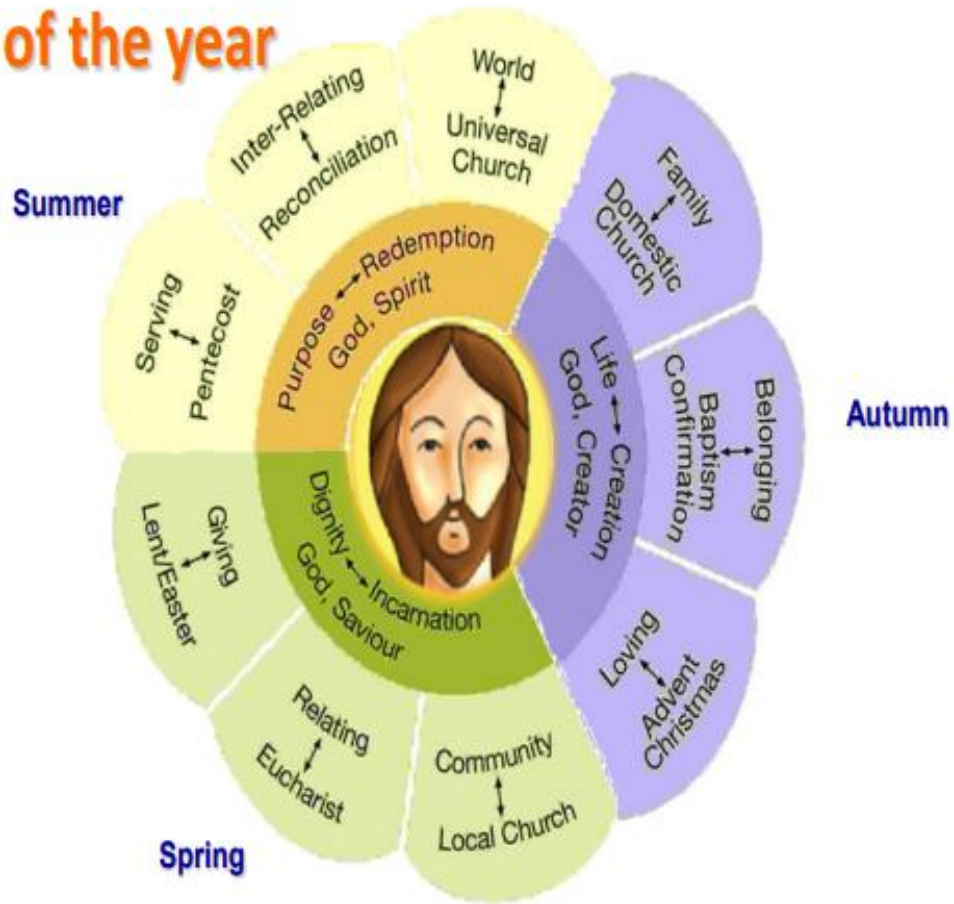
- *Community* - Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- *Relating* - Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- *Giving* - Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

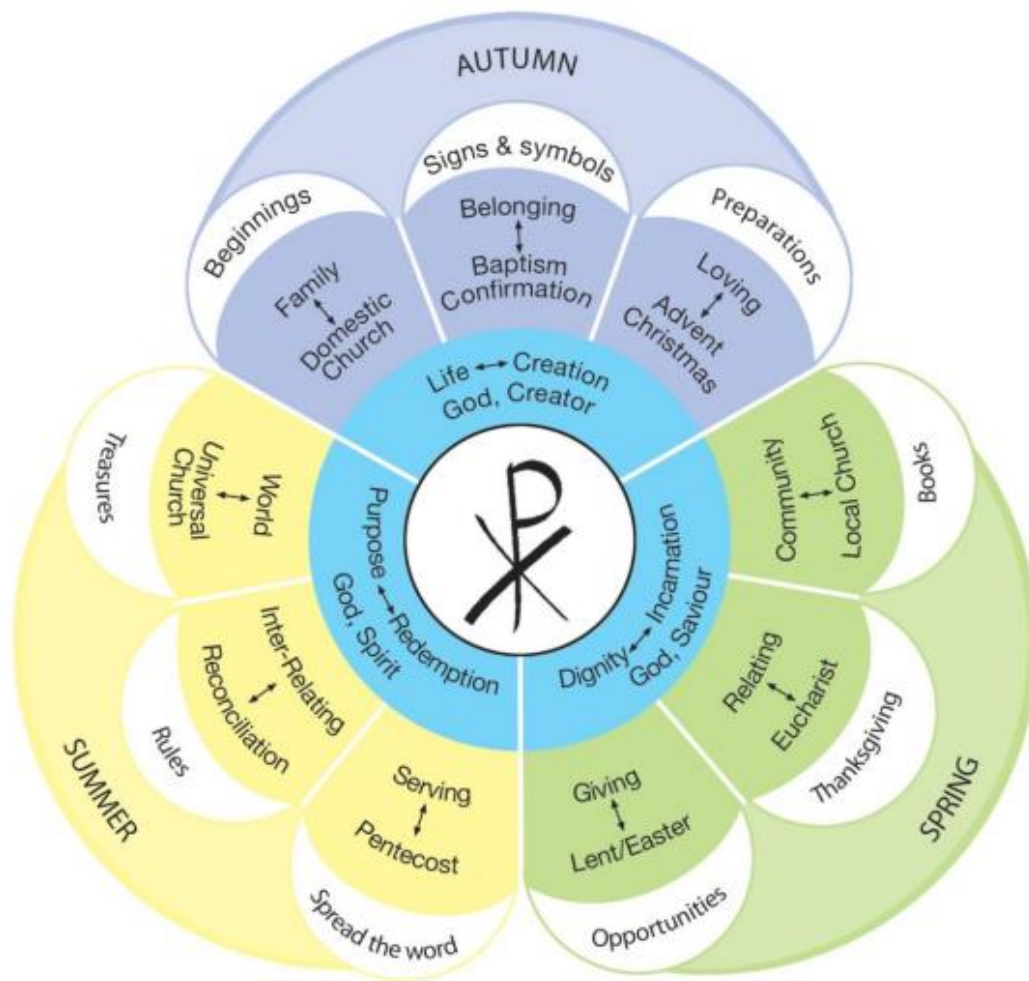
The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit:

- *Serving* - Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- *Inter-Relating* - Reconciliation focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- *World* - Universal Church focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

The theology of the year



The icon below shows how the programme develops from the central underpinning of the Word of God, Dei Verbum (example from Year 2).



The Process

Knowledge/Understanding/Skills/Attitudes

The process for delivering the topics in *Come and See* has three stages- Explore, Reveal and Respond, which enable pupils to develop knowledge, understanding, skills and attitudes.

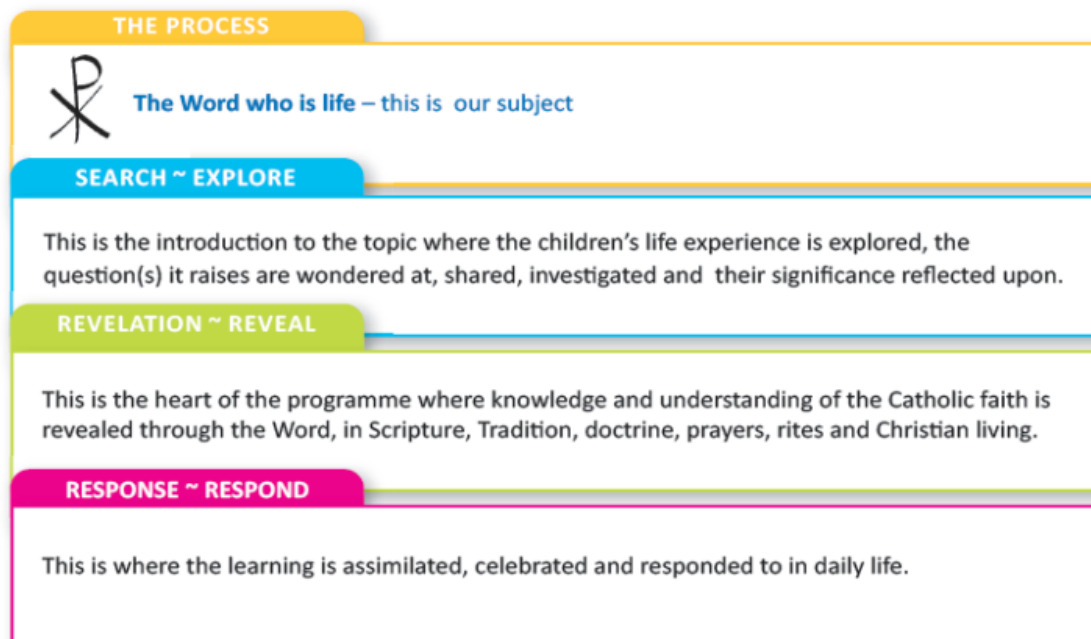
It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other

disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.

.....Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation who comes to meet us and our **response** of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through: **Explore, Reveal and Respond**.



Explore

The teacher helps the children to begin to look at and focus on the experience within their own lives - concerning themselves, their 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 significance of these experiences.

Religious Education learns from evangelisation and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a

significant part in the exploration, discovery and assimilation of the saving truth of God's revelation.

Religious Education Curriculum Directory 2012

EXPLORE will take **one week (or $\frac{1}{4}$ of the time allocated to a topic)** of Religious Education time to complete.

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 Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ to 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 an understanding of this new knowledge;
- reflecting on 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 experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

REVEAL will take **two weeks (or $\frac{1}{2}$ of the time allocated to a topic)** of Religious Education time to complete.

RESPOND

Remember is the first part of this 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 learnt.

This may be 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 the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. The grid below, which is in every topic, offers guidance as to content of the celebration.

GATHER

Consider how the children will begin the celebration.

WORD - LISTEN

To some scripture read or enacted

RESPONSE

How will the children respond to all they have heard?

GOING FORTH

How will the children take away the message?

Renew the teacher helps each child to make an individual response, to hold on to 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 personal notebooks.

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

RESPOND will take **one week (or $\frac{1}{4}$ of the time allocated to a topic)** of Religious Education time to complete.

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

5. THE APPROACH CHOSEN

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5 or age 3 to 7 in Wales. In the foundation phase Religious Education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. 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:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world.
- Expressive arts and design

Throughout the programme the process will be divided as follows:

- Whole class core Input; (teacher led).
- Adult directed group activities and; (teacher or assistants work with groups of children).
- Continuous provision (child centred learning across the areas of learning in the foundation stage).

In Key Stage 1 and 2 the structure within both Explore and Reveal comprises of the following sections:

1. Learning focus: the overall focus of the session.
2. Content: some suggestions for input to develop the focus.
3. Some key questions follows the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. Some suggested activities, the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children using symbol supported text.

The Respond structure is the same for Foundation stage as well as Key stage 1 & 2. This is the opportunity for children to respond to what they know and understand by three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. **Renew:** this where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

Planning

LONG-TERM

The senior management is responsible for:

- Choosing an approach
- Ensuring that 10% of curriculum time is allocated to teaching of Religious Education
- Monitoring of timetables to ensure quality time for Religious Education

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

(See RE Curriculum Overview)

MEDIUM-TERM

The Religious Education Co-ordinator is responsible for:

- Allocating the starting date for each Theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another Faith (Judaism) or Religion (Islam, Hinduism or Sikhism); if it is being covered this term
- Highlighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day
- Indicating when planning, teaching, assessment and books are to be monitored
- Indicating which formally assessed Theme will take place each term and then collating the assessment data and transferring it onto 'whole school' tracking.

The overall responsibility for medium term planning lies with the Religious Education subject leader. It is essential for the understanding of the topic that teachers reflect on the theme pages, **Come and See for Yourself** at the start of each topic. These are the same regardless of age group because they explore the theme which underpins the topic. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year groups or Key Stages.

The overview which is the medium term plan is to be found at the start of each topic. A copy of this is saved on the shared drive from the Come and See website (closed as of September 2023) so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together. The following template shows the content and purpose of the overview.

Lent/Easter Year 2

TEACHERS' NOTES		
<p>The forty days of Lent is an opportunity for Christians to turn about from what is bad and to seek ways to do good by prayer and by doing something extra to prepare for the celebrate of Jesus' Resurrection at Easter.</p> <p>Scripture: Micah 6: 8 <i>The lord told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.</i></p> <p>Catechism of the Catholic Church 1438: The seasons and days of penance in the course of the liturgical year (Lent, and each Friday in memory of the death of the Lord) are intense moments of the Church's penitential practice. These times are particularly appropriate for spiritual exercises, penitential liturgies, pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works).</p>		
ABOUT THE TOPIC		
<p>Prior learning: a time to change in preparation for the celebration of Easter</p> <p>This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Each day offers opportunities for good – Explore • Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>		
SCRIPTURE	TRADITION	
Mark 11: 1-11 <i>God's Story 2</i> page 76 Mark 15 :16-21 John 13: 4-15 Matthew 28:1-10	Ash Wednesday, Lent Prayer, sharing, giving (fasting, alms giving) Cross, crucifix Easter candle, Easter new life <i>Church's Story 2</i> pages 64-75 (Notes 96-97) <i>Church's Story 2</i> page 52	
SOME QUESTIONS OF MEANING & PURPOSE	CORE VOCABULARY	
How does each day offer opportunities for doing good? What helps a person to choose what is right and good?	opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath	
RESOURCES	CROSS CURRICULAR LINKS	
<i>Church's Story 2</i> <i>God's Story 2</i> <i>Dogger by Shirley Hughes ISBN: 978-1862308053</i> <i>Purple cloth and cross for the prayer focus</i> <i>Palms (if possible)</i>	Literacy, Art, Music, Drama, RSE	
COME AND SEE WEBSITE	STANDARD INDICATORS	
Stations of the Cross	<p>Learning about religion Beliefs, teaching & sources Celebration and ritual Social & moral practices & way of life</p> <p>Learning from religion Engagement with own & others' beliefs & values Engagement with questions of meaning</p>	
RE CURRICULUM DIRECTORY	LITURGICAL/PRAYS LINKS	SONGS/HYMNS TO SING
<p>Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit</p> <p>Area of Study 3: Liturgy, prayer</p> <p>Area of Study 4: Freedom, responsibility and conscience, the human community, love of God, love of neighbour</p>	Stations of the Cross	See John Burland Grid <i>Taizé chants</i> <i>Whatever you do to the least of...</i>

SHORT-TERM

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the Archdiocese.

When planning, the 'Skills Words,' from the standard indicators will help structure tasks. Teachers should ask 'What must I do in this topic to enable the pupil to achieve...'

Each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating own teaching
- Highlighting the activities chosen for formal assessment of one topic per term
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the Religious Education Co-ordinator
- Passing on the Record of Attainment sheets to the next class teacher

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 step 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. In each topic there are standard indicators, standards summaries and the church teaching.

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics. This symbol ☺ indicates the Widgit symbol supported text website which has a number of resources which are referred to in the programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through weblinks.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart. The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities. When planning, attention should be given to providing:

- a range of motivating and enjoyable experiences to engage all children*
- scope and provision to enable children to move through and demonstrate success at the different P levels*
- strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.*

(See Religious Education Curriculum Directory 2012)

The 'P' scales may also offer some initial support, but given the possible range of needs, additional specific planning may be required.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music - songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

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 learning disabilities working within the P Scales who

may be accessing Religious Education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

Special Needs resources are saved on the shared drive from the Come and See website (ceased in September 2023) which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross-referencing into the programme's themes.

6. ASSESSMENT

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

Assessment is an integral aspect of all teaching and learning. (1)

Assessment is focused by the overall aims and objectives of Religious Education Come and See (h) page 27 and the Religious Education Curriculum Directory for Catholic Schools and Colleges pages 65-66. In Come and See, it is related to the concepts, skills and attitudes to be developed through the exploration of the 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.

At the beginning of Explore and Reveal there is an indication of the Areas of Learning and the Standard Indicators which are covered. At the end there is a standards summary for that topic. Regular assessment, individual pupil tracking and record keeping should be carried out according to the direction (below) given by the Archdiocese, in order to ensure pupil progress.

ASSESSMENT OF RELIGIOUS EDUCATION (PRIMARY SCHOOLS Y1-Y6)

"The main purpose of assessment is to ensure effective learning, to celebrate growth and achievement and enable further progress." NBRIA

- Evaluation of assessment will inform future planning.
- Teachers should plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. It would be helpful if year groups could work together.
- Tracking should be kept to track the progress and achievement of each cohort.

In St Joseph's Catholic Primary School it involves:

Informal Assessment

- ❖ General observation of children engaged in classroom tasks and activities.
- ❖ Discussion with children
- ❖ Photographs
- ❖ In the EYFS - Learning observations using TAPESTRY
- ❖ Marking of all work should be positive
- ❖ Observation of contributions made to classroom displays.
- ❖ 'Renew'- applying children's learning
- ❖ Review: end of task, activity, lesson, topic.

A note is kept on the short term planning sheet of those children who are achieving working towards, working at or above expectation. We informally assess on a day-to-day basis as we watch the children develop as individuals and in their attitudes to others.

A key area for assessing is how the children actually respond to the special time, which is 'Come and See' time.

Formal Assessment

Regular informed judgements on a wide variety of evidence should be made -

- Moderation meetings should be held each term in staff meeting time to agree levels and ensure they are consistent across the school.
- After moderation meetings, examples of work are given to the RE lead and these are brought to local cluster moderation meetings to ensure accuracy of assessment.
- Monitoring by RE Co-ordinator, Headteacher and governors.

Attainment Data and Standards of attainment

- INSIGHT (online data tracking system) should be kept to track the progress and achievement of each cohort.
- For Foundation Stage Nursery/Reception, a portfolio of work from each topic, including photographic evidence, is needed - this is electronic.
- INSIGHT tracker should be updated at the end of each term. Information gained from assessments, discussions, observations, class work etc. should be used to find a 'best fit' for the child. Careful consideration must be given to each statement in the working towards, working at and working above age related expectation.
- Data analysis is completed by the RE Coordinator each term, including groups, e.g. gender, SEND, EAL, pupil premium etc.
- At the end of each topic children who exceed the expected standard, or children who do not achieve the expected standard should be noted on your planning sheet.
- Visual evidence e.g.~ displays

• Curriculum Planning; including notes from observations and annotations

We are following the guidelines from Liverpool Archdiocese. These are as follows:

▪ The standards show the END OF PHASE and the END OF YEAR expected standards. From EYFS TO 'A' Level.

▪ The standards framework focuses on key Religious Education skills.

▪ The framework does not cover all the content of Religious Education Curriculum Directory.

▪ Pupils meeting the different standards within the framework will have a broader range of knowledge and skills than those being assessed against in the framework.

▪ We should continue to report to parents on the broader range of Knowledge and Skills from the Come and See Programme.

▪ The Standards are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology.

▪ Teachers should assess individual pieces of pupils' work in line with their Archdiocesan and school's own assessment policy and not against the frameworks.

▪ At the end of the year and phase teachers should make a judgement against the Standards based on their own assessments of pupils' work.

▪ Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. This could include Religious Education work evidenced in other areas of the curriculum.

▪ Teachers may also consider a single example of a pupil's work to provide evidence for multiple statements.

▪ Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. Pupil's work which demonstrates that they are consistently meeting a standard, shows that they are working above preceding standards.

SEND

▪ All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to-day activities.

▪ When teachers assess pupils against the Come and See Summary they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).

▪ Schools are required to provide suitable resources for all learners. The Come and See website contains a wealth of suitable resources for children who cannot access the Come and See yearly programmes. As this has now ceased, these resources have been saved on the school shared drive.

- If a pupil has a disability that prevents them from demonstrating attainment in the way it is described in *Come and See*, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting)
- Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the expected Standards of each phase and year group should not be compromised and must be met in an equivalent way.
- Teachers should use their professional discretion in making such judgements for each pupil.
- If a pupil has a disability that physically prevents them from demonstrating a *Come and See* activity even with reasonable adjustments in place, these statements can be excluded from the end of year and end of phase Standards.
- Teachers should use their professional discretion in making such judgements for each pupil and be able to justify these during school, cluster, Archdiocesan and national moderation.

Moderation

- Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable.
- Schools should ensure that their teacher assessment judgements are moderated internally through Staff meetings, with the Religious Education Coordinator and, where possible, with other schools in their Cluster groups or cluster of schools. This will quality assure their judgements and provide a valuable opportunity for professional development.

Planning

- To be of real use the Standards must be integrated into the whole planning process, this can only happen using the *Come and See Summary Page*. This will inform the teaching and learning mindset that prevails which in turn demands an appreciation of the intended outcomes of Religious Education.
- In expressing their learning objectives and outcomes teachers should be aware of the language of level descriptors and use this to inform the way intended outcomes are expressed. The language of the level descriptors are readily available through *Come and See*.
- The critical question to address at the planning stage is ... **'what must I do, in this topic, to enable a pupil to achieve the standards shown in the topic summary?'**
- Informal and continuous assessment is not a trick and is not all about end-testing but is about providing the opportunity for pupils to demonstrate their knowledge, understanding and skills.

Gathering Evidence

- When gathering evidence teachers will be able to draw on the full range of work produced by pupils through their Come and See Topics.
- This does not mean that every piece of work must be collected or assessed, nor that every single learning objective requires individual assessment tasks or activities, although this may at times be appropriate, for example through suggested Archdiocesan Formal and Informal Assessment pieces of work.
- Teachers should focus on the clarity of evidence collected and on making brief telling annotations in relation to significant attainments, incorporating into the evidence-base observations and materials collected as an integral part of the teaching and learning process.
- Evidence which would be appropriate might include: (This is not an exhaustive list)
 - staff records based on observations; witness statements from other people; - pupils' written work; discussions, proposals and conclusions;
 - comments or commentaries from pupils; artwork/artefacts created by pupils;
 - evaluation of dance/drama/movement; photographs, recordings APPS, Filming, Blogs, QR Codes etc; assessment tasks or activities; detailed records of pupils' responses in class;
- Teachers, who using the Come and See Summary well, will help pupils to take the next step in learning. There will be real engagement between the pupil, the teacher and the authentic subject matter of religious education.
- All this will effectively contribute to, 'The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life (**Religious Education Curriculum Directory p6**)

Transferring Standards into Data

- Use the same system that you are expected to use for your other subjects, such as Maths, English and Science
- Use the same terminology
- Use the same methods for collecting data
- Remember it is not a checklist!
- The most important part of collecting data is...
- **WHAT WILL YOU DO WITH THE DATA YOU HAVE COLLECTED?**
- **WHERE WILL THE IMPACT BE SHOWN?**
- Closing the gap - between data and planning

7. RECORDING

Recording provides evidence of achievement. It involved pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence, e.g. photographs, displays, videos of dance, drama, celebrations
- Class/school portfolios
- Pupils' self-assessment
- Records of attainment
- Tracking system
- Data analysis
- Pupil interviews
- Moderation meeting

8. REPORTING

Reporting in Religious Education has four purposes:

- To provide feedback to pupils on their achievements and progress.
- To inform teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group.
- To inform parents of the progress and achievements of their children.
- To inform parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Archdiocesan guidelines state:

Reports sent to parents should indicate progress and achievement against each theme. The language of the end of year expectations and driver words should be used. As it is the core subject in Catholic Schools, Religious Education should appear as the first subject on the report.

In St Joseph's reporting in R.E. is done on various levels:

- Reporting to parents and governors takes place termly in the form of an RE newsletter, parents evening feedback form and the Head's report to governors.
- End of year reports provide a written comment on progress and achievement.

In Reception a written comment is given on the Foundation Stage report reflecting on the statements below.

Reflection and Contemplation

Strands	Journey into reflection and contemplation		
	Pupils		Pupils
1.	Reflect Quietly	4.	Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (times places foci stimuli)
2.	Participate in periods of reflection in response to given stimulus	5.	Explain how different situations are conducive to reflection and contemplation of prayer
3	Show an understanding of the important of stillness and quietness during times of reflection and prayer	6	Discern how different forms of reflection and contemplation or prayer can be important in people's lives

9. EVALUATION OF TEACHING

The criteria and procedures for reviewing and evaluating the teaching of *Come and See* and the monitoring of teaching, e.g. observation of class teaching, planning, children's work, displays and resources are according to Archdiocesan 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 (*Come and See*);
- 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 are differentiated to challenge and support pupils as appropriate and meet their needs;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, efficiently and effectively;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work using Assessment for Learning strategies as appropriate;

- 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;
- Make effective use of teaching assistants and other support;
- Undertake appropriate in-service training and use the experience effectively;
- Inspire pupils by bringing the subject alive;
- Promote equality of opportunity.

And the extent to which pupils and students:

- 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, fully engaged 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 have done and how they can improve.
- Develop the skills and capacity to work independently and collaboratively to be active partners in their learning.

10. EVALUATION OF LEARNING

Learning is constantly being evaluated by the children and by the teacher, when it is appropriate. This evaluating process in St Joseph's is continuous. The methods used in this process are:

Careful listening: during this method there has to be opportunity for

- Teachers to listen to individual children speaking in a one-to-one situation
- Teachers to listen to whole class discussion

Effective questioning: appropriate questioning by the teacher will lead to children raising and answering their own R.E. questions ~ thus becoming effective questioners.

Recording: children's written work provides teachers with an opportunity to evaluate what pupils have learnt.

Specifically at the **Renew** stage of the topic, the teacher helps each child to make an individual response, to hold on to 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 their responses.

Archdiocesan guidelines state that when looking at pupil's learning:

Judgements must be based on the extent to which pupils:

- Apply themselves productively and with interest to what they are doing;
- Show engagement in and enjoyment of RE;
- Sustain their concentration and respond to challenge;
- Form positive relationships which help their work;
- Show pride in finished work;
- Work collaboratively and independently;
- Respect others' views;
- Ask and answer questions;
- Show initiatives and take responsibility;
- Show through their actions that they know what constitutes appropriate behaviour and understand what is expected of them both by the school and by the gospel values, which they are taught;
- Have confidence and self-esteem.

Attainment and Progress

- Pupils know and understand the teachings, beliefs, values and way of life of Catholic Christianity and, where appropriate, of other faith or religious traditions;
- Pupils show understanding of religious concepts and ability to communicate their knowledge and understanding in appropriate forms including different forms of extended writing;
- Pupils understand the human search for meaning and purpose and are able to identify some of the questions it raises and of the answers which the church has given to those questions;
- Pupils with additional educational needs make good progress in RE;
- Pupils are developing learning skills and personal qualities e.g. the ability to think systematically, manage information, learn from and help others learn.
- The needs of pupils with special educational requirements are fully met.

