



**St. Marie's Catholic Primary School**

**Handbook for  
Religious Education**

**2020**



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*Walking, hand in hand, with Jesus.*

Our Aims

*Nurturing our Gospel values on our journey of faith.*

*Sowing the seeds for lifelong learning.*

*Celebrate uniqueness and diversity by working within the global community.*



## Mission Statement

# *Walking, hand in hand, with Jesus.*

*Aim: Nurturing our Gospel values on our journey of faith.*

Christ/ Gospel Values

Objectives

We will do this by:

- To be positive role models in respecting and caring for all
- To support others through our charity work ( operation Christmas child)
- To celebrate , learn and respect other faith and cultures,( visits to church, synagogue, mosque)
- To celebrate our faith through prayer, collective worship and liturgy.
- Embrace our faith through the celebration of the sacraments.
- Create a spiritual environment in which everyone feels happy, safe and secure

*Aim: Sowing the seed for lifelong learning through*

Education

Objectives

We will do this by:

- A balanced, broad and engaging curriculum that is for all.( Talk4 writing, Mastery maths, links with secondary school))
- Provide opportunities to enable all to develop emotionally, morally, physically and emotionally.(Aspirations week, residential trips, sporting events)
- Through extra curricular activities provide children with further experiences.
- Developing every child's Personal, social and health education( NSPCC, Dogs trust)
- Promote the catholic faith through the teaching of RE.

*Aim: Celebrate uniqueness and diversity by working within the global community.*

Community

Objectives

We will do this by:

- Developing citizenship through are pupils as they support global and local charities : Cafod, Operation shoebox, Macmillan Coffee Morning, School Enterprise day, Fair trade week)
- Maintain positive links with the local community,( parents, governors, secondary school , parish)
- Encourage participation in school events: Family Friday, sports day, parental workshops, community day.
- To communicate and encourage parents and carers as the first educators( newsletters, parents evenings, workshops, website

## **The Aim of Religious Education**

The aim of Religious Education at St. Marie's Catholic Primary School is:

- to provide a relevant, sensitive and caring curriculum, which is broad and balanced, a curriculum appropriate for all of our children
- to acknowledge and support the children from supportive Catholic homes; the children for whom the school may be their first and perhaps only experience of Church; children from other Christian traditions and faith backgrounds.

Religious Education is for all. It is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence, and imagination – for the spiritual.

We want our Children to know that God loves them and that He is present in their lives every moment of the day.



## **The Objectives of Religious Education**

The objectives of curriculum Religious Education in St Marie' s Catholic Primary school are:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- To develop an awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour, and of the vital relationship between faith and life.
- To provide opportunities for celebration, prayer and reflection in implicit and explicit ways. Children will be helped to find meaning and importance, both in their own life experiences and those of others, and to value them.
- To encourage study, investigation and reflection by the pupils;
- To develop appropriate skills: for example, the ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively;
- To make informed judgements;
- To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.
- The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

We are sensitive to the pastoral needs of our Children, their families and the community. We aim to assist home and parish in a respectful way. We have an "open door" to our parents and they are very much involved in all aspects of school life, including assemblies, fund raising and end to topic celebrations.

At the beginning of each term, parents receive a Home Link sheet with suggestions of how to support their child's learning in Religious Education. We appreciate the varying experiences of our children and families, their individual needs, and we gently support them throughout school for the preparation of sacraments.

## **The Religious Education Programme**

To fulfil our aims 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.

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.

### Themes

Each term a question is explored about a mystery of life and the Christian belief, which answers it.

<b>Autumn Term</b>	Where did I come from?	Life - Creation
<b>Spring Term</b>	Who am I?	Dignity - Incarnation
<b>Summer Term</b>	Why am I here?	Purpose - Redemption

### Faith community - Church themes are:

<b>Autumn Term</b>	Family - Domestic Church
<b>Spring Term</b>	Community - Local Church
<b>Summer Term</b>	World – Universal Church

### The Celebration in ritual - Sacrament themes are:

<b>Autumn Term</b>	Belonging – Baptism, confirmation
<b>Spring Term</b>	Relating - Eucharist
<b>Summer Term</b>	Inter-relating – Reconciliation

### Way of Life – Christian living themes are:

<b>Autumn Term</b>	Loving - Advent, Christmas
<b>Spring Term</b>	Giving - Lent, Easter
<b>Summer Term</b>	Serving - Pentecost

## Process

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.

## Process/ Knowledge, Skills and Attitudes

Explore	<i>Our Subject</i>
Reveal	<i>Our experiences that enable our children to reflect , wonder share and question</i>
Respond	<i>Knowledge and understanding of the Catholic Faith is shared through scripture, art, doctrine, prayers, rites and Christian living</i>
Rejoice	<i>Evaluating and celebrating our learning</i>

The outcome of excellent religious education is to become religiously literate and fully engage young people.

Religious Education Curriculum Directory 2012

This is delivered through a process recognised in the Catechism of the Catholic Church:

- by exploring their life experience to discover value and significance: EXPLORE
- by hearing, understanding and reflecting on the Christian message: REVEAL
- by bringing it to mind, by celebrating and by applying it: 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 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 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 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.

**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 of Religious Education time to complete.

### **Revelation**

At the end of Reveal, pupils will have grown in knowledge, understanding and appreciation of Scripture, Tradition, Celebration, Christian living and prayer as the response of faith to these questions.

## Response

At the end of Respond (Remember, Rejoice and Renew) pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives. The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

## Approach Used

At St. Marie's School we have implemented 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics.

## Community Cohesion

"Catholic schools... will develop a range of attitudes and activities that promote and support the dignity and worth of everyone." (Bishops' Conference 2007).

In St Marie's School we take every opportunity to develop our children's life experiences through the richness and diversity of our school, parish, local and wider communities. We promote interfaith and universal dialogue by:

Welcoming visitors from different walks of life such as charity organizations, sport, the arts, science and the environment;

- Working with people from other faith backgrounds;
- Supporting different charities such as CAFOD, the Good Shepherd, Nugent Appeal, and MacMillan.
- Raising awareness of the Fairtrade campaign by visiting local supermarkets, displays and assemblies.
- Raising awareness and funds for our shoe box appeal;
- Singing in the local home for the elderly;
- Participating in sporting, musical and cultural events.
- Community events and celebrations with pupils from other schools;
- Links with St Josephs, St Laurence's, Knowsley cluster group, Rand and Oanob primary schools in Namibia.

## Time Allocation

Senior Management responsibilities:

- To allocate 10% of curriculum time 2 hrs 15 minutes for EYFS and KS1,
- To allocate 10% of curriculum time 2 hrs 30 minutes for KS2.
- To monitor timetables to ensure quality time for Religious Education.

## Planning

The R.E. Co-ordinator will provide teachers with a plan for each half term, with topic titles, starting dates and relevant information.(fundraising, mass, celebrations, feast days)  
Teachers can add class information as appropriate.

The Overview is the medium term plan and is found in the teacher's book at the start of each topic.

The co-ordinator will ensure that all teachers have the opportunity (collectively, in groups or individually) to reflect on the theme pages, "Come and See for Yourself", at the start of each topic.

It is recommended that, for each topic:

- a quarter of the time is devoted to Explore;
- half the time to Reveal; and
- a quarter to Respond.

### Long Term Planning

- This is the responsibility of the Senior Management Team:
- To allocate 10% of curriculum Time.
- To monitor timetables to ensure quality time for Religious Education.

### Medium Term Planning

The RE Coordinators responsibility

- Provide each teacher with a planner for each term's work:
- Allocating the starting date for each topic.
- Allocating time for each learning focus to be achieved - Delivery of the topic requires
- approximately ten hours.

It is recommended that:

- a quarter of the time is devoted to Explore;
- half the time to Reveal; and
- a quarter to Respond.

Allocating time for the exploration of another faith in the:

- Autumn Term and Summer Term.
- Indicating planning/teaching to be monitored

### Short- Term

- The class teacher's responsibilities:
- To plan each topic using the recommended planner for Reveal.
- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.
- To choose appropriate activities to explore this content.
- To state the days on which these activities are to take place and date the planning sheet.

- To indicate, at the Explore and Reveal stages of the process how the differing needs and abilities of the children are to be met.
- To indicate the children to be assessed i.e. the whole class, groups or individuals and the activities chosen for this exercise.
- To evaluate teaching

### **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.
- To challenge children beyond their comfort zone of knowledge, understanding and skills To enable children to recognise their achievements and celebrate these.
- In Come and See, differentiation is provided through a variety of activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to Play plans and child friendly IEPs of children on the Special Education Needs register.

## TEACHERS' NOTES

Each person is made in the image and likeness of God. To know ourselves and to appreciate that our value and uniqueness is central to our wellbeing.

**Scripture:** 1 Peter 2:9 *But you are a chosen race, the King's priests, the holy nation, God's own people, chosen to proclaim the wonderful acts of God, who called you out of darkness into his own marvellous light.*

**Catechism of the Catholic Church 225:** Knowing the unity and true dignity of all. Everyone is made in the image and likeness of God.

## ABOUT THE TOPIC

**Prior learning:** The family of God in Scripture

**This Topic: learning outcomes**

Know and understand:

- A deepening awareness of 'Who I am' – **Explore**
- Ourselves as made in the image and likeness of God – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

## SCRIPTURE

Genesis 1: 26–28 – *God's Story 3* page 10  
Colossians 3: 10–11 – *God's Story 3* page 147  
Colossians 3: 12–17 – *God's Story 3* page 147  
Philippians 4: 4–9 – *God's Story 3* page 146  
Hosea 11: 1–4 – *God's Story 3* page 67

## TRADITION

We are all created in the image of God

## SOME QUESTIONS OF MEANING & PURPOSE

Who am I?  
What makes me unique?  
Where do I come from?

## CORE VOCABULARY

qualities, talents, unique, gifts, challenge, joys, happiness responsibility, dignity, image, peacemaker

## RESOURCES

*God's Story 3*  
*Church's Story 3*  
*Stories, films photographs, songs, rhymes*  
*CAFOD*  
*The Stone Cutter* by Sean Taylor, Serena Curmi  
*It's Good To Be Me* by Louise Spilsbury  
*'Our deepest fear is not that we are inadequate...'* by Marianne Williamson

## CROSS CURRICULAR LINKS

Science, Dance, ICT, PSHE, Citizenship, Literacy, Poetry, Art, Music, RSE

## COME & SEE WEBSITE

*Footprints* Poem  
CAFOD sport and peace resources

## STANDARD INDICATOR

**Learning about religion**  
Beliefs, teaching & sources  
Celebration and ritual  
Social & moral practices & way of life  
**Learning from religion**  
Engagement with own & others' beliefs & values  
Engagement with questions of meaning

## RE CURRICULUM DIRECTORY

**Area of Study 1:** Knowing and loving God, the Scriptures, Creation, the Trinity, Jesus Christ, Son of God  
**Area of Study 2:** What is the Church? One and holy, Catholic, Mission  
**Area of Study 3:** Prayer  
**Area of Study 4:** The dignity of the human person, the human community, love of God, love of neighbour

## LITURGICAL PRAYERS LINKS

Litany

## SONGS/HYMNS TO SING

*See John Burland Grid*  
*God Beyond All Names*  
*You Have Called Us By Our Name*  
*You Are Mine*  
*Lord, You Are Near*  
*God Has Chosen Me*

## POINTS TO REMEMBER

We have all been gifted with different human qualities which can be developed. This is an opportunity to develop and affirm the uniqueness of all. Be aware of the different family groupings within the class.

## Come and See for Yourself

This resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Ideally the whole staff will use the material together. It offers an opportunity for reflection, sharing and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, teachers will read and reflect on the readings and questions posed in their own time.

## Other Faiths and Religions

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.

We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources to supplement this. Children are encouraged to participate in visits other places of worship, to enhance their understanding of our multi-faith society.

## 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 spirituality or the practice of faith.

In our school it involves:

- Informal/Ongoing Assessment
- Key Stage 1 and Key Stage 2

Class teachers will assess pupils' responses to questions, participation in a variety of activities including role play, contributions to discussions. Progress will be noted on individual records of attainment. This could include general observation of children engaged in classroom activities and observation of contributions made to classroom displays.

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

Evaluation of informal and formal 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 sheets should be kept to track the progress and achievement of each cohort.

## 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.

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 -
- Each child should be formally assessed at the end of a topic once each term. This topic is decided by the Archdiocese
- Themes to be assessed can be found in the three year planner
- Assessment tasks will be identified by the Archdiocese for each of these themes in Learning about Religion.
- Moderation meetings should be held after each assessed theme to agree levels and ensure they are consistent across the school. (Context sheets can be found in the RE assessment file)
- After moderation meetings, examples of HA/LA/AA levelled work should be given to the Coordinator to put into the school portfolio to build up a range of exemplars. These should be brought to Archdiocesan Moderation Meetings.
- Monitoring by RE Co-ordinator, Headteacher and governors.

## Recording

- Tracking sheets should be kept to track the progress and achievement of each cohort. For Foundation Stage Nursery/Reception, a portfolio of annotated work from each topic, including photographic evidence, is needed.
- The ARE grids should be updated at the end of each term. Information gained from formal 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.
- The assessment records need to go with the child's other records to the Junior School to enable them to progress from the appropriate starting point.
- 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, School Portfolio
- Curriculum Planning; including notes from observations and annotations.



The standards show the END OF PHASE and the END OF YEAR expected standards. From EYFS TO Y6

- 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.
- Exemplars will not dictate the evidence required but show only how that statement might be met.
- Teachers should refer to the exemplars for school, cluster, Archdiocesan and National moderation.

### 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.
- Adjusted P Levels are now available from the archdiocese and contain some considerations from the government's Rochford Review.
- 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, such as the SEN material from the Come and See website and the adjusted Archdiocesan P Scales, 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.
- Archdiocesan Formal Assessments will be readily available on the CED website for you to download. Schools are advised to use these suggested tasks for evidence of formal or informal assessments. This will enable schools to moderate; during staff meetings, cluster groups, Archdiocesan meetings, evidence for Section 48, monitoring visits and against any national exemplars.
- 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.
- Schools will be required to provide evidence of their moderation for monitoring visits and Section 48 Inspections. This validates judgements to ensure that they are consistent with local and national standards. It is a collaborative process between schools, Archdiocesan and National moderation.

### Planning

- To be of real use the Standards and use of adjusted P Scales 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 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; - formal and informal Archdiocesan suggested tasks.
- 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 )

## EYFS

- EYFS has a particularly important contribution to make to Religious Education through many of the Early Learning Goals. The Standards use these early goals to ensure that they are a part of the Early Years Curriculum and not separate from it.
- Religious Education in a Catholic school is the core subject throughout the school. Our Early Years providers ensure that all appropriate learning stems from the Come and See Programme themes.
- 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

## **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 Marie's reporting in R.E. is done on various levels:

- We report to year group colleagues in the form of evaluating topics as they progress and sharing achievements/concerns with each other.
- Reporting to parents and governors takes place in the form of an RE newsletter, displaying planning in school. Curriculum Committee and the Head's report to governors.
- In Reception and Nursery a written comment is given on the end of year report

## Attainment

In summer 2000, the National Board of Religious Inspectors and Advisers published *Levels of Attainment in RE for Catholic Schools*. The document identifies two attainment targets:

AT1 – Knowledge and Understanding of Religion (Learning *about* Religion – content)

AT2 – Reflection on Meaning (Learning *from* Religion – skills)

Curriculum documents;

- Termly letters to parents/carers outlining topics to be covered
- Head teacher's and co-ordinators report to governors;
- Sacramental meetings for parents;
- Religious Education celebrations and mass;
- Photographic 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 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.

## MONITORING

At St Marie's, we follow the guidelines set out in the Religious Education monitoring pack.

Aspects of RE which are monitored include:

- Timetables (termly)
- Planning (one topic each term)
- Children's work
- Teaching and learning (lesson observations)
- Assessment (formal assessments each term, moderation of levels, individual records of attainment up dated throughout the year)
- Displays
- Collective Worship (observations)

Key stage collective worship is timetabled.

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, along with other curriculum subjects, will be observed by the co-ordinator and the Head teacher on a rolling programme, according to the School Development Plan and RE Development Plan. 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 pupils' 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 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 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.

### Staff Development

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

St. Marie's sees the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and coordinator training, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within St. Marie's.

All teachers attend courses on relevant training. The RE co-ordinator attends meetings and courses on a regular basis and is part of a Knowsley area cluster group. RE is included in every staff meeting and staff are able to consult with the co-ordinator and other colleagues on an informal basis. INSET days focus on school RE priorities and have done so for many years.

Before staff begin a topic they are requested to read the "Before you begin" 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

All newly qualified staff attend the NQT days provided by the Christian Education Department.

New staff are given:

- A copy of the "Come and See" programme for Religious Education.
- Long term planning with topics, starting and finishing dates.
- A copy of the RE Handbook
- A copy of the Collective Worship Policy
- A copy of the policy for spiritual and moral development
- A copy of the behaviour policy

The RE Co-ordinator goes through the programme with new staff and is available for support as and when necessary.

The R.E. Coordinator is responsible for explaining the programme and delivery of the R.E. curriculum, underlying principles and the necessary time allocation. She is responsible for giving guidance and support to all newly appointed staff, in the teaching of 'Come and See.' The RE co-ordinator will give the initial overview of the scheme but support will then be given in individual year groups by year group leaders and fellow team members. All staff, following our own INSET day, have been given a copy of the Archdiocesan In-service power point presentation, for the introduction of Come and See, for reference.

The RE Co-ordinator will always be available for further advice and support if necessary.

Year group leaders have the responsibility of making available to any supply teacher or student teacher in their year group the relevant information and support for the curriculum Religious Education, which is to take place in the absence of a class teacher.

The R.E. Coordinator, and ultimately the Headteacher, is responsible for the overseeing of these procedures.

## RE and ICT

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, i-pads and other technologies as enhancing the learning and teaching within lessons.

## RE and 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 celebrations. Where the class does not take part in a whole school collective worship, the class teacher is responsible for Collective Worship in their own class. Collective worship should contain opportunities for prayer, scripture, quiet reflection and celebration, gathering together; listening and responding to scripture; reflecting; going forth and remembering.

Children are supported in planning and preparing class and whole school Collective Worship. Parents and Governors are invited to all Masses and Class Assemblies held in school. They are also invited to Christmas Plays and Carol Services. Sometimes Governors are invited to

class rejoice celebrations. Skills from other areas of the curriculum will contribute to RE. However, it is important to ensure that the main focus of teaching and learning is always the learning intentions of the Come and See topics.

The topics are taught, usually as whole class teaching sessions with individuals relating to their own 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.

### Sacramental Preparation

Children in Year 4 receive the sacraments of Reconciliation and Eucharist. Preparation is provided by St. Marie's parish catechists. School supports this process by encouraging participation and reminding families of dates and times of meetings. School also assists with rehearsals.

The Sacraments are also covered in Come and See Topics throughout the school year.

Prayers and scripture to be used from the Good News Bible, Come and See website, Church Story, God's Story and various suitable websites.



### Staff List

Headteacher	Miss S O'Keeffe	CCRS
Deputy Headteacher	Mrs J Harris	CCRS

SENCO/ Y5/6	Mrs J Smith	CCRS
KS1/ Y2 Maths Co-ordinator	Mrs M Barr	CCRS
EYFS Lead	Ms E Scott	

Nursery Teacher	Mrs S Wignall	
Reception	Ms KJ Pinnington	
Y1 Class Teacher	Mrs E Scott/ Mrs N Walker	

Y3 Class Teacher/PSHE	Mrs A Clarke	
Y3/4 Class Teacher/Science	Mrs K McKenzie	
Y4 Class Teacher/ NQT		

Y5/6 Class Teacher/ ART/ PE	Miss Farrelly -Treanor	
Y6 Class Teacher/ More Able	Miss H Rimmer	

PPA / RE Co-ordinator	Mrs C Harkin	
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### **Teaching Support Staff**

Learning Mentor	Mr S Watson	
HTLA	Mrs T Voce : KS2	
Nursery Support Staff	Mrs J Price	
Reception Support Staff	Mrs Irvine, Mrs Lacey	
KS1 Support Staff	Mrs McGanity	
KS2 Support Staff	Miss Bennett, Ms Frohweia, Mrs Fagan	

Administrative Staff.	Mrs D Smith	
	Mrs C Cochrane	
Site Manager:	Mr Wilson	

## SCHOOL RESOURCES AND BOOKS

Each class has a Good News bible, cross, candles, materials, church story, God's story, Come and See website links,

- Story books and information books linked to their year topics.
- Lent and Easter artefact box.
- Collective worship artefacts linked to themes.
- Come and See topic artefacts.
- Music (John Burland )
- Class set of Good News Bibles
- Topic boxes linked to Come and See topics.
- Christian artefact box.
- Judaism artefact box.
- Sikh artefact box.
- Muslim artefact box.
- India artefact box.
- Hindu artefact box.
- African artefact box linked to schools visited.
- Books multicultural topics.
- Artefacts and photographs from visit to Namibia.
- CAFOD website.

### Religious Education Action Plan

A copy of the RE Action Plan is held by the Head teacher and may be inspected on request.

The RE School Self Evaluation Document is held by the Head teacher and may be inspected on request.

The Handbook is to be reviewed every two years.

Reviewed by Governors : January 2020

Review date: February 2022