



ST CHARLES'
CATHOLIC PRIMARY
SCHOOL

RELIGIOUS
EDUCATION
HANDBOOK

<u>RE HANDBOOK</u>	
<u>AGREED: OCTOBER 2018</u>	<u>NEXT REVIEW: OCTOBER 2020</u>

Our Mission at St Charles' Catholic Primary School is to...
LOVE, LEARN, GROW TOGETHER

St Charles' Catholic Primary School
Religious Education Policy

The Aims of a Religious Education

- To guide the children to follow Christ's teaching - 'Love God - Love one another'.
- To develop an understanding that Christianity is a way of life, highlighting the relevance of Christ's teaching in our daily lives as a Catholic community through all aspects of the curriculum and school life.
- To develop a caring attitude to people less fortunate than ourselves, involving us in various charitable activities.

Objectives

In order to achieve our aims we will:

- Provide an experience of a living and worshipping community with opportunities for celebration, prayer and reflection, in ways appropriate to the age and stage of development of our children.
- Have a systematic programme of religious teaching which is at the heart of the whole curriculum and which will enhance the Catholic identity of our school.
- Provide opportunities for our children to grow, develop their gifts, realise their potential and to celebrate their achievements.
- Foster in our children a respect and love of their own Catholic Faith and a tolerance and respect for those of other races and religions.
- Provide our children with the language of religious experience 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- Adapt the RE programme to the unique needs of our school and include supportive and supplementary materials for sacramental preparation.
- Seek to help our children to integrate all life's experiences and all learning into an ever-deepening appreciation of faith in Jesus Christ.

The Religious Education Programme

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education prescribed by the Archdiocese of Liverpool.

“‘Come and See’ is an invitation to exploration and a promise of life for everyone.” (‘Come and See’ p9)

Links are made with the pupils' experience and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and

'subjective'. For all children, the programme will raise questions and provide material for reflecting on their own experience, helping them to explore the beliefs, values and way of life of the Catholic tradition.

For Christians, life and faith belong together, so, in 'Come and See', universal and Christian language go hand in hand. For those children from committed families it will deepen and enrich their understanding and living of their faith.

For those children who come from a background where commitment is tenuous, religious education will be an evangelizing experience.

Overview Of Content - Concepts

The 'Come and See' Programme

Foundation And Focus

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

Implementation

Themes

The basic question of belief for each item is explored through three kinds of themes. Each theme relates to one key dimension of religious and Christian faith. They are Church, Sacrament and Christian living.

A Community of Faith

Church themes are:

Autumn	My story	Family	Domestic Church
Spring	Our story	Community	Local Church
Summer	The story	World	Universal Church

B Celebration in Ritual

Sacramental themes are:

Autumn	Belonging	Baptism/Confirmation/Ordination/Marriage
Spring	Relating	Eucharist
Summer	Inter-relating	Reconciliation/Anointing of the Sick

C The Way of Life

Christian Living themes are:

Autumn	Loving	celebrating life	Advent/ Christmas
Spring	Giving	the cost of life	Lent/Easter

Summer

Serving feasts to celebrate

Pentecost

THE PROCESS

1. Explore

The teacher helps children begin to look at and focus on an aspect of life experience about themselves so that they acknowledge and become aware of it. This may be done by: -

- Telling a story
- Looking at photographs
- Listening to poems or music
- Sharing a personal experience

To explore life experiences: -

- By meditation
- Ponder it from different angles
- To realise and raise questions
- To discover some of the answers

The teacher leads children to deeper understanding:

- By opening new horizons
- By working with problems
- By being in touch with the mystery of life
- By discovering the real meaning and value of life.

2. Reveal

This is at the heart of the process. Here links are made with the Christian understanding of the mystery of God and human life as expressed in the person of Jesus Christ. It involves learning about Scripture, the teachings of the Church, prayers, rites, psalms, hymns and other ways to express our faith.

3. Respond

Remember is the first part of this phase. Children will respond by remembering what they have learnt and celebrate it. They are helped to hold on to and make their own, what they have understood of their own experience of the wider Christian community.

Rejoice is the second phase. Children will be able to plan and take part in a celebrate of the aspect of life experience that has been recognised, reflected upon, respected and related to the experience of the Christian community.

Renew enables both children and teacher to respond to their learning, make it their own and think about how they can apply their learning to their own lives.

Planning

Each year nine topics will be taught, three each term. With 2½ hours of RE per week, a topic should last about four weeks.

Allocation of time should be:

Explore	25% of time
Reveal	50% of time
Respond	25% of time

Long Term Planning

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

Medium Term Planning

The RE coordinator provides a planner (provided by CED dept) for each term's work.

Indicated on this:

- The basic question - Christian doctrine for the term.
- The themes and topics change which these will be explored.
- The starting dates for each topic.

The allocation of time is shown to ensure that the learning outcomes for each topic will be achieved.

Short Term Planning

Short term planning is the responsibility of the class teacher who uses the agreed CED planning model.

The class teacher will: -

- Allocate time for each learning focus to be taught.
- Plan the topic to ensure achievement of the learning outcomes.
- Select appropriate activities for the whole class or groups of children.
- Ensure coverage of all six learning focuses
- Indicate if and when the children will be assessed in that topic and, if so, the activities to be assessed.

Foundation Stage planning

RE makes an active contribution to all the areas of learning outlines in the foundation stage curriculum, but in particular to:

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

Differentiation

Purposes for differentiation in RE:

- To enable children to succeed in the set task or activity.
- To challenge children to succeed in the set task or activity
- To enable children to recognise their achievements and celebrate these.

In 'Come and See', differentiation is provided through a range of activities. It is essential to refer to the One Page Profiles of the children on the Special Educational Needs register. The level of adult support should be indicated if applicable as a strategy to assist differentiation.

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 these themes and the learning outcomes for each topic.

Assessment establishes what children know, understand and can do. It does not assess faith or the practice of faith.

Assessment in 'Come and See' emphasizes a wide range of achievement.

Assessment is a continuous process involving the co-operation of the teacher and child.

Informal Assessment

Teachers are continually making informal professional assessments of individual pupils. They become aware of a pupil's level of understanding and growth in skills, by observing their ability to:

- Listen
- Ask relevant questions
- Respond to questions
- Interact with others
- Work with others
- Be still
- Understand
- Remember

At St Charles', this informal assessment is achieved by teachers observing classroom tasks, which demonstrate the extent to which pupils are achieving the intended learning outcome.

These observations will include:

- Engaging in creative play
- Planning and completing a piece of written work
- Planning, creating or mounting a display
- Creating and performing drama or 'play'.
- Discussing an issue and drawing conclusions
- Engaging in role play
- Composing a hymn, song or poem
- Planning and completing a piece of art or craft.

Informal assessment is also achieved by asking the children to assess the work they have done:

- At the end of a task
- At the end of a lesson
- At the end of a topic

Criteria for this type of assessment is agreed with the children and should include such questions as:

- Do we understand the task?
- How far have we got?
- What do we know and understand now?
- How well have we worked together?

Children are also encouraged to reflect on and share what they have learned during the lesson, either as individuals or as part of a group.

Formal Assessment

Regular informed judgments are made on a wide variety of evidence against broad criteria, which allow pupils to respond at different levels.

At St Charles', systematic planning ensures that every pupil is assessed formally during the relevant topic once per term. We use CED model to assess and record tasks and activities.

Teachers do this by: -

- Identifying when and where topic is to be assessed
- Using learning outcomes and expectations to assess learning and understanding
- Setting assessment tasks according to the Archdiocesan model for each year group
- Moderating results using attainment targets and level descriptors
- Completing Pupil Records of Attainment in RE termly

Expectations

In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for most other curriculum subjects, these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting.

Recording

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

Assessments are made and the consequent records kept will:

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

At St Charles' we keep a record of the experiences offered to pupils in order to ensure continuity and progression within and across Key Stages.

This information will be found:

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

In addition, RE Records of Attainment will be completed after the assessment during the relevant topic each term, by noting when each aspect of each level has begun to be met, and highlighting when the level has been securely attained.

In each class, the teacher will record the pupils' levels on a class tracking sheet and these levels will then be transferred to a whole school tracking system by the RE coordinator. Thus progress will be monitored across the whole school.

All assessment and tracking records will be filed and kept by the RE Coordinator.

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

This is done by:

- Making notes from observations
- Comments written on pupils' work
- Outcomes of tasks
- Portfolios containing a selection of work and achievements by pupils

At specific times in the pupil's school career, there is a need to summarise the evidence gathered from assessments in order to inform pupils, parents and teachers of progress in Religious Education. This summary is produced by dating evidence or by writing a few sentences describing the pupil's achievements during the time covered.

Reporting

Reporting provides feedback to pupils in their achievements and progress through:

- Informal discussion with the children
- Regular and constructive marking of the children's work
- Compilation of pupil profiles

Reporting also informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and a year group through sharing and passing on:

- Summative records
- Pupil profiles
- Pupil Records of Attainment in RE
- Summary records of work covered

Reporting informs the parents of the progress and achievement of their children through:

- Parent and teacher discussion;
- Written reports
- Religious education assemblies
- Displays of work
- Photographic records of dance, drama and musical presentations.

Reporting informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievement of the pupils through:

- Curriculum documents;
- Head Teacher's report to Governors.
- Curriculum meetings.
- Assemblies, photographic records and displays of work.

Evaluation of Teaching

At St Charles' we endeavour to incorporate an interesting variety of tasks such as using prayer, story, mime, writing and art activities.

Children are also given opportunities to discuss the topics in groups, pairs or one to one. This is an excellent opportunity for us to allow the children to speak and be listened to.

We encourage active learning techniques such as artwork, creative writing, role-play, discussion groups, drama and music. The children are also encouraged to use the Internet to collect more

information for their topics.

Timetables and planning are monitored. At the beginning of each topic, each teacher / year group submits a copy of planning documents to the RE Coordinator.

For each topic, every class teacher builds up a display and contributes to central displays when necessary.

Teaching and learning is monitored continually on an informal basis by:

- Observation of class assemblies.
- Observation of displays.
- Children's work

Teaching and learning is monitored formally by

- Observations of lessons
- Scrutiny of planning
- Scrutiny of work, including children's books

There is a yearly timetable of formal observations. (see RE coordinator's yearly Action Plan).

Evaluation of Learning

All children are being assessed by their class teachers in their contribution to discussions, attitudes to others, activities, picture and written work.

At the end of each topic, children will be given an opportunity to identify what they have learned, which is the culmination of a topic and a chance to reflect on their learning.

Children record their work in a specific RE exercise book.

Relationship of RE to Whole School

Time allocation for the teaching of RE:

KS1 - 2 hours 10 minutes per week

KS2 - 2 hours 30 minutes per week

Resources – Staff members 2019-20

Head Teacher	Mrs Rebecca Dean	Catholic Teachers' Certificate
Deputy Head	Mrs Mary Walker (RE coordinator)	Catholic Teachers' Certificate
Reception	Miss Emily Cullen	undertaking CCRS
Year 1	Miss Cara Monaghan	
Year 2	Miss Kirsty Ehlen	
Year 3	Mr Kieran Cross	undertaking CCRS
Year 4	Mrs Jennifer Redfern	
Year 5	Mrs Rebecca Battersby	undertaking CCRS

Year 6

Mrs Jane McKinstry

undertaking CCRS

Each teacher is responsible for the teaching of RE in their own class, or liaising with PPA teacher when she delivers RE.

Resources - Teaching

As a general principal, money from the budget each year is available for whatever needs are identified in RE, in line with other core subjects.

We recognise the necessity to build up RE resources with essential books, CDs, visual arts, music etc., and extra money is always made available where necessary.

General classroom resources include God's Story 1, 2 or 3, (including God's Story 1 big book), Church's Story 1 or 2, The Four Gospels, Journey in Love, The Bible, Come and See and Come and See Music CDs.

Assembly books, liturgies, other faith materials, DVDs, CDs, etc., are stored centrally.

All resources are freely available to staff.

Staff Development

The RE coordinator attends INSET days and Coordinator meetings organised by the Christian Education Department.

The RE coordinator reports back to the staff after INSET days.

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

Courses at LACE are open to all staff, who ask the RE Coordinator or Head Teacher if they wish to attend.

Whole staff INSET meetings/days are organised by the Head Teacher. At least part of one INSET day per year is dedicated to RE.

Whole staff discussion and planning/preparation take place at the start of new topics.

Staff Communications

At the start of each term all staff are given a copy of the planner for the term ahead, and the dates for each topic.

These are kept by each class teacher who puts one copy of topic planning into the RE Subject Leader file. One copy of the termly overview is filled in and displayed in the staffroom for reference.

Time is always available at briefings and staff meetings for information throughout the year, and staff are able to speak to the RE coordinator whenever necessary. It is school policy that all staff make themselves available to support colleagues and this is often done either on a one-to-one basis during the year or at staff meetings.

The Head Teacher passes on any information from the Christian Education Department or other relevant parties to the RE coordinator, or the whole staff if necessary.

Information notes are photocopied after INSET meetings attended by the RE coordinator and distributed to class teachers.

Class masses and assemblies are listed on the staff room notice board.

Mass dates and Sacramental dates are given to staff during staff meetings and displayed on termly planner.

Staff Induction

All new staff members are given the schools' policies on RE, Collective Worship, Spiritual and Moral Development, Relationships and Sex Education, as well as a 'Come and See' file.

The RE coordinator is responsible for explaining the delivery of the RE curriculum to all newly appointed staff.

The RE coordinator will give a brief overview of the scheme and explain the structure of teaching for each topic. She will be available for further advice and support if necessary

Collective Worship (see separate Collective Worship policy)

Liturgy and Celebration

Autumn Term:	<p>Welcome Assembly Class-led Collective Worships Mass for the start of the new school year Cafod Family Fast Day St Charles' feast day Mass for the feast of All Saints Advent Wreath Collective Worship Christmas Nativity Plays and Concerts Archdiocesan Carol Service Advent Carol Service in Church Christmas Collective Worship</p>
Spring Term	<p>Class-led Collective Worships Receiving of Holy Ashes on Ash Wednesday Weekly Mass in school during Lent Holy Week Collective Worship Service of Sorrow Stations of the Cross Good Shepherd/ Nugent Care/Cafod Activities.</p>
Summer Term	<p>Class-led Collective Worships Celebration assembly for Y4 pupils who have received Sacraments of Confirmation and Holy Eucharist (feast of St Peter and St Paul) Leavers' Mass End of Year Assembly.</p>

Prayer

Some of our children will come to school having experienced prayer and worship at home. Others may have no experience of prayer at all.

As Catholic teachers, we have the responsibility and opportunity to introduce and encourage right attitudes of prayer, building upon the children's natural response of wonder and awe at the beauty of God's creation all around them.

The development of the children's prayer should grow from these early and natural responses, so that many prayers used in school will be informal and spontaneous. The children are encouraged in this type of prayer throughout their school life.

Children also become familiar with the more formal traditional prayers used in St Charles' worship.

Prayers that are taught: -

FS and KS1: Sign Of The Cross
 Our Father
 Hail Mary
 Glory be To The Father
 Infant Grace Before Meals
 Morning prayer
 Reflection at the end of the day
 & some of the more simple Mass responses (Lord have mercy)

KS2: Our Father
 Hail Mary
 Glory be To The Father
 Sign Of The Cross (to include meaning of 'Amen')
 I Confess & all simpler people's responses at Mass
 Act Of Contrition
 Grace Before Meals
 Reflection at the end of the day

Spiritual & Moral Development (see separate Spiritual & Moral Development policies)

Relationships and Sex Education (see separate RSE policy)

Links With Parents & Parish

'Any worthwhile programme for Religious Education ... must aim at bringing together, home, parish and school, into a partnership of mutual understanding and co-operation'.

The school's contribution to the religious education of the children must not be seen in isolation. Religious Education Newsletters, 'Come and See At Home', are sent home to all parents at the start of each term, sharing information about the RE curriculum in the term ahead, and also information about Liturgies, feasts and celebrations

Throughout the year, opportunities are taken to support the religious education of the children by close co-operation with the parents and with the Parish.

All staff are committed to fostering this partnership by:

- Making parents welcome
- Being available to talk to parents about their children
- Providing opportunities for parents to share in a wide variety of school activities
- Inviting parents to special assemblies and Masses.
- Supporting parents whose children are being prepared to receive Sacraments of Initiation
- Encouraging the children to attend Parish Masses / liturgical celebrations.
- Preparing a liturgy for special feasts.
- Visiting the community i.e. nursing homes to sing Christmas Carols.
- Supporting Archdiocesan and other charities.

Preparation For The Sacraments

The school supports the Parish Priest and parish catechists as needed in preparing our pupils to receive the Sacraments of Initiation. This can include liaison with parents, passing on information, ensuring children learn any prayers, hymns required, providing opportunities for the celebration of the children's achievements.

Equal Opportunities

At St Charles' Catholic School we aim to provide a breadth of education encompassing the National Curriculum in such a manner as to meet the needs of each individual. We ensure that the curriculum and school organisation express equal respect for boys and girls, offering them equal access to the full range of learning opportunities.

We believe the whole essence of RE is to liberate the individual and to allow them to achieve their potential as one of God's children.

We aim to equip our children with the knowledge, skills and values necessary for participation in our modern multi - cultural society.

Special Educational Needs

We treat every individual child with dignity and respect.

We allow for the children being at different levels and encourage them to grow as individuals at their own rate and relative to their own ability.

Displays

Every classroom has a display board linked to the current topic from 'Come and See', celebrating pupils' work and their learning across the topic.

Each class also contributes to an RE themed displays in the School Hall when appropriate.

The school's Mission is displayed in the foyer.

A whole school display in a communal area celebrates all aspects of the Catholic life of the school.

Cross Curricular Links

'Come and See' has a thematic approach, which inter-relates with all subject areas.

Cross Phase Links

Cross phase links are encouraged.

The transition from KS1 to KS2 is a natural progression for the children within our school as we are a Catholic Primary School.

Links are maintained across the Key Stages, for example, altar servers from KS2 are involved in the class or whole school Masses, KS1 Advent service etc.

The children progress to many different secondary schools and relevant contact is made to ensure a smooth transition. Pupil Records of Attainment are transferred to all relevant Catholic schools.