



Love, Learn, Follow, Jesus

MISSION STATEMENT

*At St Joseph's Catholic Primary School,
Through an open and generous heart,
we learn together as a family in faith,
following the gospel values of love;*

St Joseph's Catholic Primary School Religious Education Policy

Written by: M. Ward, Headteacher

Adopted by the Governing Body: September 2018

To be reviewed: Every two years

Next review: September 2020

Aims:

The programme "Come and See" will form the basis of Religious Education within St Joseph's Catholic Primary School.

"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

- To live, learn and grow through our Catholic Faith, following Jesus in all we do.
- To enable pupils continually to deepen their religious understanding and be able to communicate this effectively
- To create (or build) positive and close links between school, home, parish and the wider community learning together.
- To make our school a place where all are warmly welcomed, valued and fulfil their true potential.
- To promote skills needed to create a love of learning through outstanding teaching, care and support.
- To enable all to develop self-confidence and esteem so that they can make informed and responsible choices.
- To raise awareness of the faith and traditions of other religious communities in order to respect and understand them.

Rationale of Religious Education:

- We believe Religious Education is central to the educative mission of the Church.
- That the subject of RE will be planned, taught, assessed and monitored with the same rigour as the other core curriculum subjects.
- We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the



core subject in a Catholic school.’ (Statement on Religious Education in Catholic Schools – Bishops’ Conference 2000)

At St Joseph’s School we believe that the Catholic Religious Education provided by our staff is not merely an added extra that we offer to pupils. It permeates the whole life of our school -in all aspects of the curriculum and extra-curricular activities. It is conveyed in the values and attitudes incorporated into the way the school is structured and managed.

Objectives.

1. Our R.E programme will include learning intentions which take into account the religious and educational needs of our children:
 - Those from supportive Catholic homes.
 - Those for whom the school may be the first and perhaps only experience of church.
 - Those from all other Christian backgrounds.
 - Those from all other faith backgrounds.
2. Our R.E programme will provide many opportunities for celebrating joyfully and prayerfully through music and in quiet times of reflection.
3. Our R.E programme will provide our children with knowledge and understanding of simple religious language. This will then facilitate a deepening of their experiences and awareness of religious activities, places, stories, symbols, rituals, people and objects.
4. Our R.E. programme will be appropriate to the age and developmental stage of each child. It will also be structured to present the Christian message and beliefs in a clear and systematic way.
5. Appropriate materials about other faiths will be included, in two discreet units of work each year. One unit each year on Judaism and one on another world faith: Islam, Hinduism or Sikhism.
6. Our R.E programme is considered to be as academically important as other core curricular areas. The children's work and the programme will be assessed and evaluated in a structured way. Appropriate curriculum time and budget costs are given to R.E INSET for the R.E Subject Leader is provided by the Department for Christian Education and other appropriate courses will be attended. The R.E. subject leader provides INSET for the other teaching staff as and when appropriate.



Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Collective Worship.

Programme of Study:

To fulfil our aims and objectives we use the "Come and See" Programme of Religious Education as recommended by the Archdiocese of Liverpool. Links are made with the pupils' own experiences and with universal experience of other faith traditions. The programme is therefore 'objective' and 'subjective.'

For all children, the programme will raise questions and provide material 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. For those from committed families, it will deepen and enrich their understanding and living of their faith.

Methodology

A variety of teaching and learning strategies will be used from across the curriculum, adapted appropriately to the needs and learning styles of pupils.

"Come and See" Content

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depths. These 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

Themes

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

<u>Community of Faith</u>	<u>Church Themes</u>
Autumn: Family	Domestic Church
Spring: Community	Local Church
Summer: World	Universal Church

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

Celebration in Ritual

Autumn: Belonging

Spring: Relating

Summer: Inter-relating

Sacramental Themes

Baptism/Confirmation

Eucharist

Reconciliation/Anointing of the Sick

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

Way of Life

Autumn: Loving

Spring: Giving

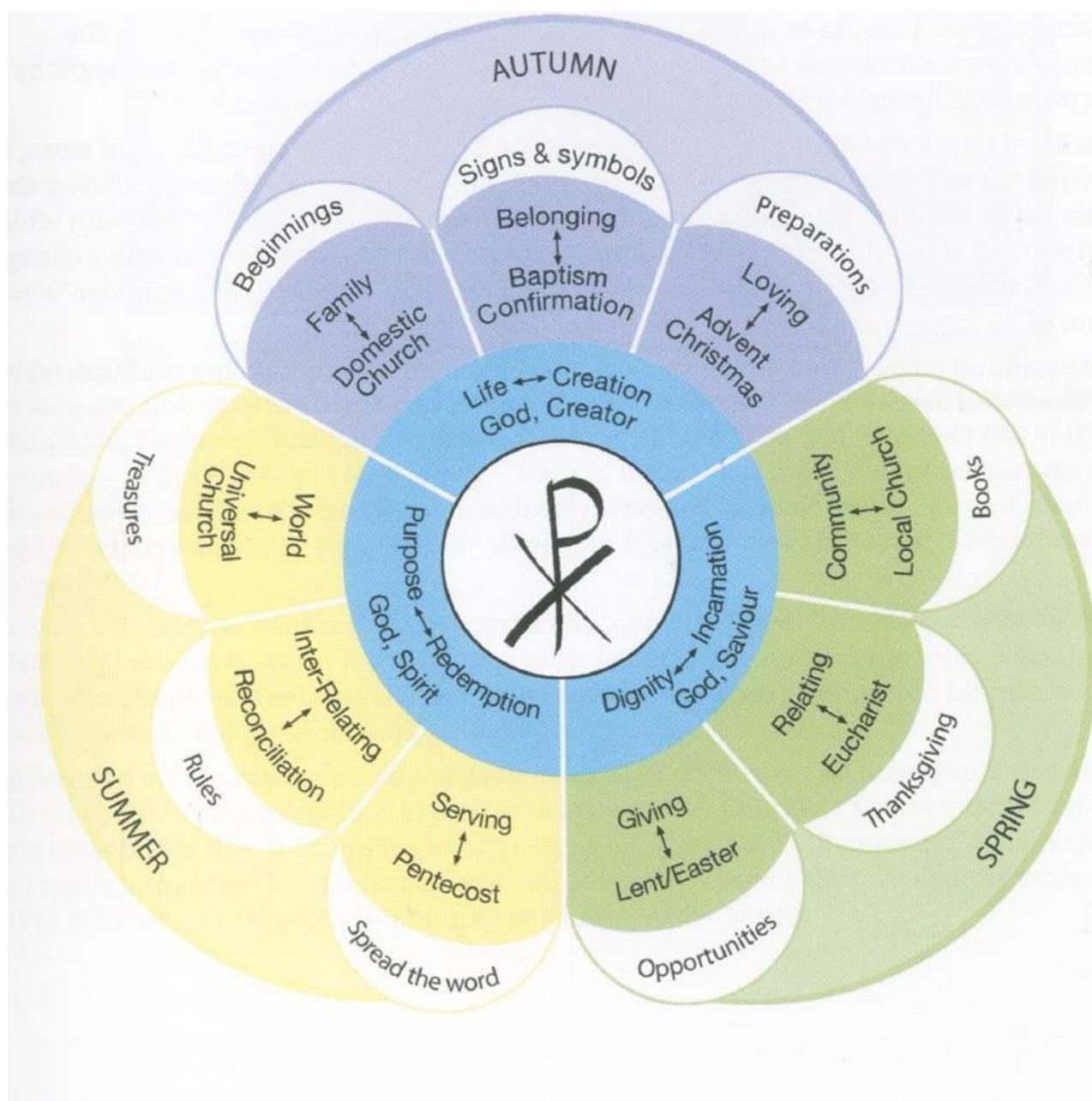
Summer: Serving

Christian Living Themes

Advent/Christmas

Lent/Easter

Pentecost



The 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.

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.

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. 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 of Religious Education time to complete.

The Approach

Foundation Stage (F.S)

In the Foundation Stage, R.E underpins 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. R.E. 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
- Personal, Social and Emotional Development

- Literacy
- Understanding the World
- Expressive Arts and Design

Throughout the programme for Reception 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).

Key Stages 1 and 2

The structure within both Explore and Reveal from years 1 to 6 comprises:

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 with SEND, using symbol supported text.

The Respond structure is the same for Foundation Stage, as well as Key Stages 1 and 2. This is the opportunity for children to respond to what they know and understand.

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. (see below for details).
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.

The Themes and Topics framework sets out the programme for the year.

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community; ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

Planning

Long and medium term planning is the responsibility of the R.E subject leader. Each term she will:

- Set the dates for start and end of each unit.
- Inform staff of the formally assessed units and provide the relevant documentation..
- Inform the parents and carers through the newsletter of wht the topics are for each class.

Short term planning is the responsibility of the class teachers. Under the direction of the R.E Subject Leader, teachers use the planning model set by the Archdiocese.

Through their planning teachers:

- Plan the topic to ensure achievement of the learning outcomes.
- Select appropriately differentiated activities for the whole class, groups or individuals.
- Indicate opportunities for assessment using the agreed Diocesan assessment model.

Wherever possible, cross curricular links are made between R.E and other areas of the curriculum for example: English, Music, Computing etc.

Classroom Displays

Prayer Table and Focus Displays

A special area is set-aside in each classroom. A prayer table or prayer area is intended to act as a focus for pupils during times of worship. A special focus may be displayed for the week's

theme, or a crucifix, candle or other artefact may be used as a centring object during prayer. Often a focal display is prepared by the children on the carpet, in the middle of the circle, where the children can gather to worship.

Display

In accordance with our school policy on display, R.E. is displayed within every classroom. Displays should feature a topic title, core vocabulary and children's work appropriate to the age and needs of the children. Teaching aids may be featured and children's achievements should be celebrated through display.

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 attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity.

Assessment, Monitoring, Recording and Reporting

"In accordance with the Catholic Schools' belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual's worth." (EDN:24)

Assessment is focused by the overall aims and objectives of R.E. as previously mentioned in this document. 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.

Informal Assessment

In 'Come and See' informal assessment bears the title 'Renew'. It involves looking back, holding on to and looking forward.

- looking back in order to recognise and value what has gone before.
- holding on to the discovery of the 'now' and owning it.
- looking forward in the light of the past and the now to shape and make the future.

Formal Assessment

In Reception the children begin to record some of their learning experiences in their individual RE books as well group/class recorded activities.

From Years 1-6 formal assessment is undertaken using expectations and attainment levels on a three year cycle so that each theme is assessed formally throughout Key Stages 1 and 2.

In accordance with Archdiocesan guidance the current formal assessment opportunities are taken from the REVEAL stage of the programme once per term. An activity is chosen by individual class teachers, which enables children to show how they have met the Learning Outcomes. Teachers may and often use the tasks provided by the Archdiocese. These are marked and levelled and three examples of these per class are kept for portfolio by the R.E. Subject Leader Manager. An individual assessment record sheet is kept for each child which shows the level at which they are working in R.E. These 'Record of Attainment in R.E. sheets are passed to the next teacher the following year. This information is also provided on a tracking grid for the whole school and on a class basis. These are individually completed by class teachers to ensure that planning and target setting matches children abilities

Expectations

In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As with other curriculum subjects, these are expressed in terms of what 'most children' and 'some children' can and cannot do. They provide support for the tasks of differentiation, assessment, recording and reporting. These will be referred to in the end of year report to parents, informing on the formally assessed unit.

Attainment Targets and Levels of Attainment

The National Board of Religious Inspectors and Advisers published Levels of Attainment in R.E. 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)

As in other subjects, progression in R.E. is not always predictable and pupils of the same age will be at different levels of attainment.

Level Descriptions

The Level descriptions for Attainment Target 1: Learning about religion refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources.
- practices and ways of life.
- forms of expression.

These skills are assessed through the topics other than the formally assessed units and are recorded on each child's Record of Attainment.

The level descriptions for Attainment Target 2: Learning from religion refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about. These are assessed and recorded in the three formally assessed units and also recorded on the individual child's Record of Attainment. These skills relate to the ability to

- recognise social and moral practices.
- engage with questions of meaning, purpose and truth.
- engage with others' beliefs values and commitments.

Recording

Children's Work

Recording children's work provides evidence of their achievement. The school's R.E. marking policy ensures that children receive a positive, constructive comment, which can challenge and encourage high standards. Pupils are often involved in self- assessment and dialogue with the class teacher regarding their work.

Following the whole school approach to recording work each child in Reception to Year 6 has an RE book. All work relating to 'Come and See' is kept here other than that chosen for portfolio or display in classrooms or elsewhere in the school.

All classes choose to record some of their work in a variety of ways in addition to recording in books including whole class books, photographs and video clips.

Evaluation of Teaching

The procedures for reviewing and evaluating the teaching of 'Come and See' and the monitoring of teaching are as follows:-

- scrutiny of R.E work in children's class work books and portfolios by R.E Subject Leader and S.L.T.
- allocated staff meeting time to observe children's work across the Key Stages and share good practice.
- monitoring of planning and teacher evaluations at the end of each topic.
- informal and positive observations of each others classroom teaching, undertaken by S.L.T and the R.E Subject Leader. Individual and whole school feedback is provided.
- ensuring that each class has a 'prayer table' in class and a small 'Come and See' display area.

Evaluation of Learning

We constantly strive to ensure that the children acquire the knowledge and understanding of the material covered in each topic.

Ongoing informal assessments of both written and oral work give the class teacher an indication of each child's development. The Remember section of the programme provides the children with the opportunity to recall, review and celebrate the work done in each

topic. The Rejoice section allows the opportunity for the children to plan a celebration for the class to undertake at the end of their learning. The Renew section helps children to hold on to, and make their own of what they have understood of their own experience and the experience of the Church community.

The statements in 'The Broad Areas of Attainment in R.E' gives an objective indicator of what each child should know by the end of each key stage. The expectations at the end of each topic also aid an evaluation of the children's learning.

Staff Induction

The R.E Subject Leader meets with all newly qualified staff to introduce the 'Come and See' scheme and how it is implemented in St Joseph's Catholic Primary School. Depending on the previous experience or newly qualified status of staff the following points will be included:-

- finding your way through the Come and See file
- time allocated to 'Come and See'. i.e. 10% of curriculum time
- planning/evaluation procedures
- display
- explanation (over several weeks) of how the scheme works
- provide support in planning/teaching of initial topics when required
- assessment in R.E.

Where possible all new staff will attend the new teachers' induction day provided by the Department for Christian Education.

Building on Achievements

We have a great capacity to build on school achievements in RE through our recognition of the importance of the following tasks and the fact we plan for them to happen.

- using information gleaned through analysis of assessment data to inform planning and track pupil progress.
- embedding the language of the level descriptors and driver words into planning ensuring differentiation is by both task and outcome;
- providing a range of 'open-ended' tasks to challenge the more able pupils;
- incorporating 'next steps' into marking to inform pupils' learning;
- ensuring 'plenary sessions' draw together pupils' learning, challenge their thinking and move them on.

We will improve the quality of provision and outcomes for Collective Worship by:

1. Providing In-service to ensure planning and delivery of Collective Worship are undertaken consistently throughout the school using the guidance provided by the Archdiocese
2. Enabling pupils to plan, prepare and lead Collective Worship from their earliest years.

APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with: Parish Priest, Governors, parents and the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.