

RELIGIOUS EDUCATION HANDBOOK

1. OUR MISSION STATEMENT

Succeeding Together in Faith and Love

2. THE AIMS OF RELIGIOUS EDUCATION

The aim of Religious Education in St. Andrew the Apostle Catholic Primary School is to promote the Catholic vision of the dignity and freedom of every person, as created in the image and likeness of God. This vision inspires and encourages the beliefs and values, which are lived out in the daily life of our Catholic school. Within this vision, religious education is a journey of formation involving every member of the school community, together with a pupil's family and parish community. Religious Education is the foundation of the entire educational process. For all children Religious Education is a proper subject in the school's curriculum. It is a rigorous, academic discipline, taught, developed and resourced with the same commitment as any other subject.

The Religious Education curriculum in St. Andrew the Apostle Catholic Primary School aims to promote:

- Knowledge and understanding of the Catholic faith and life
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- The skills required to engage in an examination of and reflection upon religious belief and practice.

3. OBJECTIVES

The objectives of Religious Education in St Andrew the Apostle Catholic Primary school are:

- Religious education is taught discretely and developmentally engaging with children's own beliefs and values which will develop good attitudes and dispositions so that they are instilled with a love of learning and a desire to go on learning
- 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 children. Opportunities are offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively
- 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
- To engage with difficult questions of meaning and purpose which everyone has to face, this enables children to think critically about their own questions of meaning and purpose
- To offer our children a sense of self-worth through their experience of belonging to our caring community and an awareness of the demands of religious commitment in everyday life

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

4. 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. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

CONTENT

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

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

The question is explored through three areas. A different dimension explored each term.

AREA: Faith community - The Church

| | |
|-------------|--------------------------|
| Autumn Term | Family - Domestic Church |
| Spring Term | Community - Local Church |
| Summer Term | World - Universal Church |

AREA: The Celebration in ritual - The Sacraments

| | |
|-------------|-----------------------------------|
| Autumn Term | Belonging - Baptism, Confirmation |
| Spring Term | Relating - Eucharist |
| Summer Term | Inter-relating - Reconciliation |

AREA: Way of Life - Christian living

| | |
|-------------|----------------------------|
| Autumn Term | Loving - Advent, Christmas |
| Spring Term | Giving - Lent, Easter |
| Summer Term | Serving - Pentecost |

RELATING THE TOPICS TO THE THEMES

Community of Faith - Church Themes
Celebration of Ritual - Sacramental Themes
Way of Living - Christian Living Themes

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The outcome of excellent religious education is religiously literate and engaged young

people.

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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.

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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.

RESPOND will take one week of Religious Education time to complete

Search

At the end of Explore, pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

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.

5. THE APPROACH CHOSEN

At St. Andrew the Apostle Catholic Primary School we have decided to implement 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key Stage 2, two and a quarter hours for Key Stage 1 and reception and one and a half hours for Nursery.

PLANNING

LONG - TERM

Senior Leadership Team responsibilities:

- To allocate 10% of curriculum time
- To Monitor timetables to ensure quality time for Religious Education
- Long-term planning - 'Come and See' (b) page 23 plus pointers for long-term planning*

MEDIUM TERM PLANNING

The RE Lead responsibilities:

- 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:

- Autumn Term and in either the Spring or Summer Term (whichever is the longer)
- Indicating planning/teaching to be monitored

Provide a topic page for each topic to note:

- Knowledge and understanding, skill and attitude to be developed and key words
- Link to theme and prior learning
- Progression for the learning outcomes through the years

Come and See for Yourself

This resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Our 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

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.

Hinduism Judaism
Islam Judaism
Sikhism Judaism

SHORT - TERM

The class teacher's responsibilities:

- 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 PPPs of children on the Special Education Needs (inclusion) register.

6. **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 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.

In St Andrew the Apostle Catholic Primary School it involves:

Informal assessment - Key Stage 1 and Key Stage 2

Class teachers note on their short term planning the tasks, groups or individuals they are going to assess informally as the topic is progressing (marking, discussions, observations, plenary). Through general observations of children engaged in classroom activities and observations of contributions made to classroom displays.

EYFS

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

Formal assessment:

- Each child is assessed once a term by the class teacher (as advised by the Archdiocese). The Archdiocese information informs our school which topic and which section of the topic to assess to gain a wide range of assessments throughout children's school life. Children evaluate their work at the end of every topic
- RE books, planning and lessons are monitored as per our school monitoring cycle
- Learning is continuously assessed through each topic and children above and below expectations are noted

Expectations

In each topic, teachers are sent brief summaries of what children can be expected to know, understand and be able to do. They provide support for the tasks of differentiation, assessment, recording and reporting. Children's levels are recorded and given to the Headteacher and Lead.

- We follow the Archdiocesan model and formally assess one topic per term, on a rotational basis of themes, to ensure coverage of:

THE CHURCH
THE SACRAMENTS
CHRISTIAN LIVING

- To formally assess, we use the tasks/activities identified within the learning focus chosen by the Department for Christian Education each term. Each termly assessed piece of work is levelled, and recorded on each pupils 'Religious Education Record of Achievement' sheet, which is then passed on to each subsequent year group, to track

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 progress and attainment. Levels of Attainment are moderated at Termly Staff Meetings.

At St. Andrew the Apostle Catholic Primary School we follow the attainment targets and levels of attainment as outlined by the Bishop's Conference

Attainment Targets and Levels of Attainment

- AT1 – Knowledge and Understanding of Religion (Learning *about* Religion – content)
- AT2 – Reflection on Meaning (Learning *from* Religion – skills)
- As in other subjects, progression in religious education is not always predictable and pupils of the same age will be at different levels of attainment.

AT1

AT2

| | i) beliefs, teachings and sources | ii) celebration and ritual | iii) social and moral practices and way of life | i) engagement with own and others' beliefs and values | ii) engagement with questions of meaning and purpose |
|---|---|---|--|---|--|
| | Pupils: | Pupils: | Pupils: | Pupils: | Pupils: |
| 1 | Recognise some religious stories | Recognise some religious signs and symbols and use some religious words and phrases | Recognise that people because of their religion act in a particular way | Talk about their own experiences and feelings | Say what they wonder about |
| 2 | Retell some special stories about religious events and people | Use religious words and phrases to describe some religious actions and symbols | Describe some ways in which religion is lived out by believers | Ask and respond to questions about their own and others' experiences and feelings | Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer |
| 3 | Make links between religious stories and beliefs | Use a developing religious vocabulary to give reasons for religious actions and symbols | Give reasons for certain actions by believers | Make links to show how feelings and beliefs affect their behaviour and that of others | Compare their own and other people's ideas about questions that are difficult to answer |
| 4 | Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them | Use religious terms to show an understanding of different liturgies | Show understanding of how religious belief shapes life | Show how own and others' decisions are informed by beliefs and values | Engage with and respond to questions of life in the light of religious teaching |
| 5 | Identify sources of religious belief and explain how distinctive religious beliefs arise | Describe and explain the meaning and purpose of a variety of forms of worship | Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs | Explain what beliefs and values inspire and influence them and others | Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life |

Expectations

In each topic, teachers use Religious Education attainment targets to level children's knowledge and understanding in each topic. They provide support for the tasks of differentiation, assessment, recording and reporting.

7. RECORDING

At St. Andrew the Apostle Catholic Primary School we record achievement in several ways:

- All children in Key Stage 1 and 2 have a Religious Education book where all their written work is recorded. Books are marked by the class teacher and commented upon as

appropriate in accordance with our marking policy. These books are monitored in accordance with our monitoring cycle

- Children's work is also put on display in class and celebrated
- Nursery and Reception classes have portfolios of work for each topic. Examples of recording in these books may be photographs of role play, group work, drawings or annotated work
- Photographs are taken throughout topics and may be used on display or collated in individual class portfolios

8. REPORTING

At St. Andrew the Apostle Catholic Primary School, reporting is completed in a variety of ways:

- Discussion with the children about their work is completed by the class teacher and provides positive comments on their achievement and progress
- Termly assessment. Our assessment procedures inform other teachers of the achievement of individual pupils
- Annual report to parents/carers allows for teachers to comment on the progress, strengths and achievements of children
- The RE lead submits an RE action plan to the Headteacher annually
- The RE lead meets with SLT to discuss, review and monitor the implementation of the action plan
- The RE lead collates (for parents/carers) the RE topics and content for each year group each term in the RE newsletter
- After the monitoring process, the RE lead feeds back to governors where s/he reports on relevant information, recent successes and achievements within the subject
- Parents/Carers are given the opportunity to come and view their children's RE books and discuss any concerns with teachers at review day
- RE lead records and displays RE life on our school website

9. EVALUATION OF TEACHING

At St. Andrew the Apostle Catholic Primary School, teaching is reviewed and evaluated by teachers at the end of each lesson. RE is monitored in accordance with our monitoring cycle.

The RE lead observes RE lessons as part of our monitoring cycle. Individual written and verbal feedback is given to each teacher and generic feedback is given. An overall evaluation report is compiled identifying key areas of strength and development to further support the development of Religious Education Teaching

- The RE lead also monitors short term planning, pupil books, reviews RE displays, interviews pupils and staff, all as part of the monitoring cycle
- Teachers update their individual pupil profiles during the formal assessment process and all teaching staff take part in reviewing and moderating samples of work

10. EVALUATION OF LEARNING

Children are encouraged to evaluate every lesson verbally in a plenary. This encourages children to recall points of interest and retain new information. During the Remember sessions, the teacher enables the children to recall and review the work covered in the topic. Teachers help children to hold on to, and make their own, what they have understood

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of their own experience and of the experience of the Church community during the Renew sessions. This may be in the form of home learning, telling family about a topic.

Teachers use a variety of methods during Renew sessions to enable children to hold onto new learning, this may be through pair and share activities, where the children tell each other 3 things they now know. The children may be encouraged to make up questions for each other to be used in a quiz. Children are encouraged to create their own prayers and keep in our class prayer books.