



St. Anne's Catholic Primary School

Religious Education Handbook

1. *The Mission Statement*

"Loving God in All We Do"

St. Anne's is a Catholic Primary School in Ormskirk, under the trusteeship of Douai Abbey, serving the parishes of St. Mary's, Aughton and St. Anne's, Ormskirk. We work in partnership with parishes and parents to provide the best possible education for our young people aged between 4 and 11, building on the foundations laid in Pre – School and local nurseries and preparing for their future development at the Catholic High School (or other Secondary School establishments.)

We believe that the ethos of the school must in all its spiritual, moral and cultural aspects reflect the teachings of Christ in the Gospels, in accordance with the rites, practices and teachings of the Catholic Church.

Aim:

Our aim is to provide a high quality Christian Education based upon the teachings of Christ in the gospels, recognising the uniqueness of each member of our school, enabling every one of them to develop his or her gifts and talents to the full. In order to achieve this, we will work in partnership with parents, carers, the parish and the wider community.

Objectives:

- Promote a welcoming, happy, lively and caring environment within which each individual can develop his or her own physical, intellectual, emotional and spiritual potential to the full.
- Nurture and develop the special nature of our Catholic school.
- Foster a caring partnership between home and school.
- Develop each person as a unique individual, and to respect the dignity of each individual irrespective of circumstance, gender, race or creed.
- Provide opportunities for each individual to develop his/ her talents to their fullest potential, ensuring that success and achievement are promoted and all our children are supported to work hard and set high standards for themselves.
- Develop and maintain an active partnership with the parish, the home, the school governors, as well as offering support to organisations and groups in the wider community at large.

2. The Aims of Religious Education

“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.”
(Religious Education Curriculum Directory for Catholic Schools 2012)

The aims of Religious Education in St. Anne’s Catholic Primary school:

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

3. Objectives

The objectives of Religious Education in St. Anne’s Catholic Primary School:

- 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 awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, 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.

4. The Religious Education Programme

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

(Religious Education Curriculum Directory for Catholic Schools 2012)

The whole curriculum in our school is based on the values of the Gospel, and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in our school:-

- Implicit, or unstructured Religious Education – those opportunities which arise in the course of the school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- Explicit, or structured Religious Education – those opportunities timetabled and planned periods of time given to an explicit delivery of Religious Education in the classroom. It is the policy of the school to give 10% of the timetable at Key Stage 1 and 2.

To fulfill our aims and objectives we use the '*Come and See*' programme of Religious Education recommended by the Archdiocese of Liverpool.

Overview of Content

Each theme is explored through different topics in each age group.

Autumn

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

- Family: Domestic Church focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.
- Belonging: Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship.
- Loving: Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

Spring

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

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

Summer

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

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

The Process

Knowledge/Understanding/Skills/Attitudes

The process for delivering the topics in *'Come and See'* has three stages – *Explore, Reveal* and *Respond* which enable pupils to develop knowledge, understanding, skills and attitudes. The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

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 for Catholic Schools 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. The planning grid offers guidance as to the content of the celebration. The children will decide how they will *Gather*, their chosen *Word*, how to make a *Response* to the Word, and how they will take the message away when *Going Forth*.

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.

Respond will take **one week** of Religious Education time to complete

5. The Approach Chosen

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

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5. In the foundation phase religious education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy

- Understanding the world
- Expressive arts and design

Throughout 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).

For years 1 and 2 there will be a choice of two formats, foundation stage or as below for years 1 to 6.

In years 1 to 6

The structure within both Explore and Reveal from years 1 to 6 comprises of the following sections:

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

The Respond structure is the same for Foundation stage as well as Key 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 and what they remember.
2. Rejoice: is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. Renew: this where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

Planning

The Planning of Religious Education at St Anne's follows recommendations from Liverpool Archdiocese.

Time Allocation Curriculum

In each class 10% of teaching time is specifically for Religious Education.

Collective Worship and Assemblies are in addition to this throughout the week.

Long Term Planning

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

Medium and Short Term Planning

All members of staff use the new Archdiocesan suggested planning format for their Come and See planning.

Differentiation

Staff provide differentiated opportunities for all children in their classes. The use of driver words in planning, and differentiated tasks has been developed.

6. Assessment

Assessment is focused by the overall aims and objectives of Religious Education 'Come and See' and 'The Religious Education Curriculum Directory for Catholic Schools and Colleges' (P65-66)

In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess spirituality or the practice of faith. Assessment in 'Come and See' emphasises a wide range of achievement.

In our school it involves:

Informal Assessment – The children are assessed during whole class and group activities, Collective Worship and meditation by the comments that they make and contributions to discussions. Marking reflects the level descriptors and uses driver words where possible.

Formal Assessment – St Anne's follows the guidelines provided by Liverpool Archdiocese for the Assessment, Recording and Reporting of Religious Education. Formal assessment activities take place once per term and teachers level this piece of work according to standard indicators completing the Context sheet for each level and itrack for every child.

***Please See the Assessment Cycle below.**

Year	2018/19	2019/20	2020/21
Autumn	Christian Living Theme Advent/Christmas ~Loving	Church Theme Domestic Church ~Family	Sacramental Theme Baptism/Confirmation ~Belonging
Spring	Church Theme Local Church ~Community	Sacramental Theme Eucharist ~Relating	Christian Living Theme Lent/Easter ~Giving
Summer	Sacramental Theme Inter-relating ~Reconciliation	Christian Living Theme Pentecost ~Serving	Church Theme Universal Church ~World

Following moderation, the outcomes are added to a class tracker that identifies each individual's progress over time.

7. Recording

Religious Education evidence is recorded in the form of RE Books in Key Stage 1 and 2 and evidence based for children in Foundation Stage in their Learning Journeys. Supporting photographic and video evidence is also encouraged.

All activities have a lesson objective and this is given in the form of a LO at the beginning of the lesson. Comments in marking reflect upon the achievement of this lesson objective and next steps are given when possible to help with progression towards it. We have a high expectation of presentation in all subject areas.

8. Reporting

Our reporting is in line with Liverpool Archdiocese recommendations, that Religious Education is reported first in the children's termly and end of year report.

9. Evaluation of Teaching

Monitoring and Evaluation contribute greatly to the development of Religious Education at St. Anne's. We have a yearly planner that indicates when areas are to be assessed and monitored. Evidence is subsequently gathered, analysed and acted upon.

10. Evaluation of Learning

Children take part in planning and celebration of each topic by evaluating their learning through the 'Remember' and 'Renew' stages of the 'Respond' section.

11. Staff Development

The Religious Education co-ordinator provides regular in-service training in response to courses that she has attended. Information is disseminated and new ideas shared.

12. Staff Induction

All staff are invited to join INSET training for staff. Newly Qualified Teachers attend the NQT induction meetings provided by Liverpool Archdiocese.

13. Staff Communication

Weekly staff briefings and staff meetings provide opportunities for discussion and any issues to be shared.

14. Resources – Staff Members

Name	Year Group	Qualification	Staff with CCRS	Responsibility
Mr Bates			CCRS	Headteacher
Mrs J. Seddon	EYFS/ Y1			
Mrs A. Birmingham & Mrs K. Avington	EYFS/ Y1		CCRS	Deputy Head teacher
Miss A. Daly	EYFS/ Y1			
Mrs L. Scott	EYFS/ Y1	HLTA		
Mrs N. Rawlinson	Year 1/ 2			
Mrs J. Preston	Year 1/ 2	BEd	CTC	RE Co-ordinator
Mrs A. Walsh		HLTA		
Mrs J. Ellis	Year 3			
Miss K. Williams	Year 3		CCRS	
Mrs Y. Dunn				SEN Teaching Assistant
Mrs R Brookfield	Year 4			
Miss J Rawlinson	Year 4			
Mr C. Knowles	Year 5		CCRS	
Miss A. Disley	Year 5			
Miss H. Hewitson	Year 6			
Mrs J Walker	Year 6			
Mrs G. Cleary	Year 6		CTC	Deputy Head teacher
Mrs L. Foulds	Year 6	HLTA		

15. Resources – Teaching

Each Classroom has:

- internet access to the '*Come and See*' website
- God's Story 1, 2 and 3
- Church's Story 1, 2 and 3 are available in hard copies and electronically
- a wide selection of books connected to the different topics are available.
- Good News bibles
- Access to the John Burland music
- a '*Collective Worship*' box which contains a range of resources that are used for daily class Collective Worship.

There is also a cupboard of central resources available to staff to support the teaching of other faiths etc. Many resources (such as documents, CPD, music, school masses etc) are kept electronically on the staff shared drive.

16. Relationship of R.E to the whole curriculum

Additional opportunities and links with whole curriculum include examples such as:

Spiritual Development:

In the form of our 'Journey of the Cross' at Easter time, when the children travel through school experiencing the emotions of Jesus' journey to crucifixion.

Moral Development:

Developing rules and expectations for classes, whole school assemblies and Collective Worships.

Parents, Parish and Local Community:

As we respond to Pope Francis' message to bring the 'Joy of the Gospel' to others, parents are invited to participate in a number of Home/School projects such as, regular invitations to join their children at the whole school masses (such as the Welcome mass, Advent mass, Whole School Lent mass).

St. Anne's parish has strong links with school. Father Boniface makes termly visits to meet with the Head Teacher and Religious Education Leader to discuss events and actions needed. In the interim he visits the school to celebrate class masses, lead reflections and attend Collective Worship.

We work closely with the parish to ensure the '*With You Always*' program runs as smooth as possible for our Year 4 children and parents. A meeting is held in school at the beginning of Year 4 to introduce parents to the process, share experiences and ensure they feel prepared to embark upon this spiritual journey.

There are strong links between Religious Education and the school's policies for Relationships and Sex Education, Equal Opportunities and Special Educational Needs, with our Mission Statement permeating throughout all areas.

17. Self Evaluation Document

Please see updated SED

18. Religious Education Development Plan

There is an annual action plan produced as a response to the whole school development plan in the Autumn Term.

19. Evaluation of Religious Education Handbook

The Religious Education Handbook is constantly being updated in response to new guidelines and initiatives given by the Liverpool Archdiocese. The Religious Education Subject Leader has this responsibility and ensures that updates are added regularly.