



Archdiocese of Liverpool  
Education Department

## New Religious Education Subject Leader Handbook

## Subject Leader's prayer and liturgy

**"Always set a good example for others.  
Be sincere and serious when you teach."  
Titus 2:7**

### We gather together...

What image does that word 'servant' conjure up in your mind? Is it one of a person from a bygone era who purely by accident of birth has no other option in life than to wait on someone else hand and foot. Seen but not heard for little or no thanks. Or do you have an image of a person who willingly and humbly gives of themselves for others?



### We listen to God's Word...

Jesus rose from the table, took off his outer garment, and tied a towel around his waist. Then he poured some water into a washbasin and began to wash the disciples' feet and dry them with the towel around his waist.

He came to Simon Peter, who said to him, "Are you going to wash my feet, Lord?" Jesus answered him, "You do not understand now what I am doing, but you will understand later." Peter declared, "Never at any time will you wash my feet!"

"If I do not wash your feet," Jesus answered, "you will no longer be my disciple." Simon Peter answered, "Lord, do not wash only my feet, then! Wash my hands and head, too!"

After Jesus had washed their feet, he put his outer garment back on and returned to his place at the table.

*"Do you understand what I have just done to you?" he asked. "You call me Teacher and Lord, and it is right that you do so, because that is what I am. I, your Lord and Teacher, have just washed your feet. You, then, should wash one another's feet. I have set an example for you, so that you will do just what I have done for you."*

John 13: 4-15

### We make a personal response to God's Word...

How can I best serve my school community, share the Good News and follow the example of Christ?



In my new role, how can I enable others to have life to the full?

Whose feet have I washed today?

How has my service to others bore fruit?

Have I been an example to others?

Where have I made a difference?

Loving Father,  
You have entrusted me with a vocation that will impact on the spiritual development of so many precious lives.

Grant that I may be faithful to you and to those who I serve by handing on your truth.  
Inspire within me the strength, courage and wisdom to lead and to challenge for the good of all.

Fill me with your Spirit so that I may be creative in my approach so that everyone may hear your Word and live out our mission here in our school.

**Amen**



## **We go forth with the mission from God's Word...**

The Mission of the Church which "goes forth" is a community of missionary servant disciples who take the first step, who are involved and supportive, who bear fruit and rejoice. It gets involved by Word and deed in people's lives. It is supportive, standing by people at every step of the way, no matter how difficult or lengthy this may prove to be. It is patient and enduring and is filled with great joy; it knows how to rejoice always in the Lord. It celebrates every small victory confident in its outpouring of total self-giving. Go forth with confidence then because we know the Lord has taken the initiative - He loved us first.

*Abridged Evangelii Gaudium*

***"To wash your feet, this is a symbol, a sign that I am at your service.***

***But it also means that we have to help each other.***

***This sign is a caress from Jesus, because Jesus came exactly for this, to serve and to help us."***

**Pope Francis**

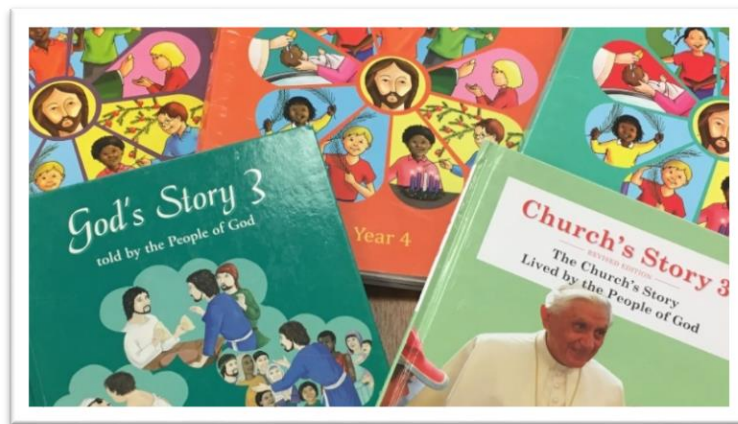


## Specific responsibilities for Religious Education

- Know, and live the school's mission daily. Contribute to and remind senior leaders of reviews and revisits to ensure it is current for the needs of the whole school community **at this time** in the life of the school.
- To have an **up-to-date knowledge** of your own **vision** (contained within the **mission** of the school) and **enthusiasm** for the subject.
- To lead the staff by good example and practice.
- **In consultation with Senior Management to ensure that the Mission Statement** and policies related to Religious Education are implemented and reviewed at regular intervals. This may include Collective Worship, Spiritual and Moral Development, Sacramental Preparation, PSHE / Citizenship, RSHE and Pastoral Care.
- Work closely with the RSHE/PSHE lead to ensure that all elements of **RSHE are compliant with Catholic Church teaching**.
- To be responsible to the Senior Management and colleagues for the **monitoring** and evaluation of timetables, teaching, learning, assessment and planning of Religious Education. This will involve scrutiny of planning, assessments and children's work and observation of teaching and learning and display and prayers spaces around the school.
- To **manage resources** and facilities for Religious Education and ensure resources are up to date.
- To liaise with the **Archdiocesan Education Department** particularly through attendance at the Co-ordinator's' meetings, and to **keep Senior Management and colleagues informed** of current standards and developments within Religious Education. Share the termly newsletter with all members of the school community including governors and your parish priest.
- To organise **regular school based in-service** activities and lead *Come and See for Yourself* sessions as appropriate.
- To **advise and support individual colleagues** and to induct new members of staff as required on the Religious Education programme, process and teaching methods and to promote the Catholic Certificate for Religious Studies (**CCRS**). This will include keeping the Religious Education Handbook up to date.



- To set up and maintain a **portfolio of samples of work and assessments** in order to monitor standards, progression and continuity. This should reflect the appropriate Religious Education Standards.
- In **consultation with Senior Management to communicate with parents, governors and the parish community** regarding issues associated with Religious Education.
- To **liaise with other primary** and secondary colleagues across the Key Stages in matters concerning Religious Education and Catholic Life and Mission.
- Working with the Senior Management and colleagues, to **complete the annual School Evaluation Document** and undertake a regular audit/review of Religious Education in line with the school development plan.
- To ensure the **effective planning and delivery of Collective Worship** throughout the school that complies with Archdiocesan guidelines.



# CONTENTS

## 1. The Mission Statement

*"Loving God in All We Do"*

St. Anne's is a Catholic Primary School in Ormskirk, 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 3 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:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church’s moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils’ awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.

*(Religious Education Curriculum Directory for Catholic Schools 2012)*

### 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

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



Come and See

### 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:

- Learning focus: the overall focus of the session.
- Content: some suggestions for input to develop the focus.
- 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.
- 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.

- Remember: here the children will be prompted by a variety of means to demonstrate what they wonder about and what they remember.
- 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.
- 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 Learning Objectives 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 it track for every child.

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

\*Please see the Assessment Cycle below.



Year	2021/22	2022/23	2023/24
Autumn	<b>Christian Living Theme</b> Advent/Christmas ~Loving	<b>Church Theme</b> Domestic Church ~Family	<b>Sacramental Theme</b> Baptism/Confirmation ~Belonging
Spring	<b>Church Theme</b> Local Church ~Community	<b>Sacramental Theme</b> Eucharist ~Relating	<b>Christian Living Theme</b> Lent/Easter ~Giving
Summer	<b>Sacramental Theme</b> Inter-relating ~Reconciliation	<b>Christian Living Theme</b> Pentecost ~Serving	<b>Church Theme</b> Universal Church ~World

## 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 Journal. 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

