

# **St. Mary's Catholic Primary School Chorley**



## **Staff Handbook**

for

## **Religious Education**

**Document approved: April 2017  
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## **MISSION STATEMENT**

**St. Mary's is a welcoming community who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.**

**'With Christ, we live, love, learn and grow.'**

## **INTRODUCTION**

As our mission statement says, we believe our school exists to support and promote Catholic ideals and the example of Christ, which we all strive to follow.

We try in school to build a caring community, which is based on the Gospel values of respect and equality. We hope that these beliefs and values will permeate every aspect of our school life, the work we do, the relationships we form and the spiritual and moral development of our children.

We believe that all our pupils have a right, through their Baptism, to a Catholic education, which will proclaim and reveal the life of Christ to them and give true purpose and meaning to their own lives.

The religious education offered in school is centred on "Come and See", the recommended scheme of the Liverpool Archdiocese. Our purpose is to help our children to recognise and appreciate the religious and spiritual dimensions of life, appropriate to their age and maturity, and to deepen their knowledge, appreciation and understanding of the Catholic faith.

St Mary's Catholic Primary School is an integral part of the life of St Mary's parish, supporting and promoting Catholic ideals and the example of Christ, to be followed in all aspects of daily life.

## **AIMS OF OUR SCHOOL**

**To be a loving Christian family upholding the values of tolerance, justice and respect:**

- by promoting each child's spiritual growth;
- by celebrating the awe and wonder of life;
- by developing the children's knowledge and understanding of the Catholic faith through the Come and See programme;
- by being positive role models who treat each other with respect, fairness and who demonstrate forgiveness to one another,
- by engaging in high quality Collective Worship together;
- by celebrating together as a school family;
- and by developing children's self-confidence, self-esteem and

resilience.

**To educate and develop the whole person enabling learners to achieve their full potential through an inclusive curriculum with memorable experiences:**

- by planning and delivering an inspiring curriculum with extra-curricular activities to ensure provision of a rich, inclusive learning opportunities;
- by providing work with challenge, support and differentiation to meet the needs of all individual learners;
- by using assessment, marking, feedback and evaluation, to inform and enrich future teaching and learning, and to track individual progress;
- by providing opportunities for all staff to develop professionally;
- by having high expectations of achievement and behaviour.

**To nurture a sense of belonging, to welcome and work in partnership with families, the parish and our wider and global community:**

- by developing our responsibilities as citizens in the diverse local, national and global community;
- by helping children to develop understanding, respect and tolerance of other religions and cultures including their own,
- by developing strong and positive links between home, school, parish and the community;
- by supporting parents in their role as first educators;
- by working in partnership with the staff and pupils of the schools that our pupils will move on to;
- by working in collaboration with local schools to share best practice and to provide the best possible outcomes for our pupils,
- by working in close partnership with other agencies involved in supporting children's journeys through school;
- by communicating and consulting with all stakeholders.

***With Christ, we live, love, learn and grow.***

***These mission statement aims are championed each week through our 'Value of the Week' Reward System. Each class chooses a person who has demonstrated that week's value. Sometimes these values are linked to a cohort's Class Collective Worship Focuses.***

## **THE AIM OF RELIGIOUS EDUCATION**

The aim of Religious Education in St Mary's school is to include objectives/learning intentions which take into account the religious and educational needs of our children:-

- a) those from supportive Catholic homes,
- b) those for whom the school may be their first and perhaps only experience of church,
- c) those from other Christian traditions,
- d) those from other faith backgrounds.

Religious Education is for all. It is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence, imagination – for the 'spiritual'. (Criteria for and RE programme No. 1)

See the Religious Education Curriculum Directory for Catholic Schools and Colleges Page 6.

## **OBJECTIVES**

The objectives of the Religious Education teaching in St Mary's School are as follows:-

- a) to provide opportunities for the celebration, prayer and reflection in implicit and explicit ways,
- b) to provide children with the language of religious experience,
- c) to present a 'systematic presentation of the Christian event, message and way of life' in ways appropriate to the age and stage of the development of the child,
- d) that appropriate materials about other faiths will be included in the Religious Education teaching.

## **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. 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.

Central to the programme are the three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from?	Life --- Creation
Who am I?	Dignity --- Incarnation
Why am I here?	Purpose --- Redemption

These three doctrines of Christianity express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (creation); who makes all holy (incarnation) and those whose purpose is to draw all men and women into one, universal family of God (redemption).

### **FOUNDATION**

“Meanwhile each individual remains to himself or herself an unsolved question which is dimly perceived. For nobody can entirely escape such questioning at sometime, particularly in the major events of life. To this question only God, who calls us to higher level of thought and humbler search, can provide the answer completely and with full certainty.” (GS:21).

## **OVERVIEW OF CONTENTS**

### **THEMES & TOPICS**

The basic question – belief for each term is explored through three kinds of themes. Each theme relates to one of the key dimensions of religious and Christian faith:

- Community of Faith -- Church
- Celebration of the ritual -- Sacraments
- Way of life -- Christian living

For a breakdown of Themes/Topics in Come and See please look at the Come and See website.

## **PROCESS**

To develop knowledge, understanding, skills and attitudes the process for delivering the Come and See programme has three stages – Explore, Reveal and Respond.

## **APPROACH**

St Mary's school follows planning advice from the Liverpool Archdiocese website and co-ordinator meetings which is disseminated by the RE co-ordinator to the staff.

# PLANNING

Long-term planning – The chosen approach is as listed above from the Liverpool Archdiocese advice and Come and See programme. The allocated time for Religious Education is 10% of the curriculum time each week and is as follows:

Foundation and Key Stage1 - 2hours 15 minutes.

Key Stage 2 - 2 hours 30 minutes.

The timetable is monitored on a yearly basis to ensure quality for Religious Education

Medium-term planning – This is the responsibility of the RE Co-ordinator. A planner for each topic's work is provided by the Archdiocese of Liverpool and this information is given to staff as a print out OR on the RE staff notice board in the staffroom. This plan includes:

- key question / belief
- themes
- links to Curriculum Directory
- attainment targets
- key concepts / skills / attitudes for each theme

The Co-ordinator is responsible for providing each teacher with:

- co-ordinator meeting feedback and updates
- the starting date for each topic
- the allocation of time for the exploration of another faith in the Autumn term, and in the spring and Summer term (whichever is the longer)
- the provision of short term planners

Short-term planning – This is the responsibility of the class teacher who should:

- select appropriate content to ensure the achievement of the learning objectives – thus ensuring the achievement of the learning outcomes
- choose appropriate activities to explore the content
- state when these activities take place

Each teacher completes a school designed unit plan that identifies content and duration of RE taught, which is overseen by the RE Co-ordinator and Headteacher. At the conclusion of each topic, teachers evaluate teaching and learning against each of the seven processes.

In assessed topic (defined by the Liverpool Archdiocese) the Subject Co-ordinator collects and monitors planning and, where necessary, gives feedback.

## **DIFFERENTIATION**

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 the Come and See programme differentiation is provided through a variety of activities. For more detail about differentiation look at Page 26 of any Come and See Teachersguide.

## **ASSESSMENT**

***“Assessment is an integral aspect of all teaching and learning”***

*The Independent Review of the Primary Curriculum 2009: 1.22*

This is focused by the overall aims and objectives of the Come and See programme (see any Teachersguide Page 27) and the Religious Education Curriculum Directory for Catholic Schools and Colleges (Pages 65-66). In Come and See, assessment is related to the concepts, skills and attitudes to be developed through the exploration of the themes and 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.

Assessment consists of:

1. informal ongoing assessment of all topics
2. termly formal class assessment

Informal ongoing assessment takes place as:

- general observation of children engaged in classroom tasks and activities on a daily basis
- observation of contributions made to classroom displays
- review: end of task, activity, lesson, topic
- marking of more formal written work
- initialling ‘Some children will not have made so much progress’ and ‘Some children will progressed further’ statements.

Formal assessment takes place each term:

- on a topic directed by the Archdiocesan CES (their guidelines for the Assessment, Recording and Reporting of Religious Education).
- assessment tasks for AT1 are provided by the Archdiocesan CES
- in each year a Sacramental, Church and Christian Living Theme are covered
- Each teacher keeps evidence of 3 samples of work from each topic –

- HA, AA, LA.
- We moderate using learning outcomes, expectations, attainment targets and level descriptors.
  - Copies of these are collected by the Subject Co-ordinator and retained in the school portfolio.
  - Pupil progress is tracked on the school 'Pupil Tracker' (start Dec 2019).

## **EXPECTATIONS**

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

## **STANDARDS OF ATTAINMENT**

At the end of each term, staff will use their knowledge of the children and the standards to make a judgment about where they believe the pupils progress/attainment has reached over the term. They will consider a range of sources to make this judgement (informal assessment, formal assessment, internal moderation, external moderation (if appropriate), advice from the RE coordinator, etc). This is recorded on the school 'pupil tracker' (from Dec 2019). The RE coordinator analyses this data and informs the head of progress, issues, vulnerable groups etc.



## **RECORDING**

Each pupil's achievement, approach and attitude in RE is recorded in the RE coordinator file.

Visual evidence of displays are retained on video or as photographs in the RE Subject Co-ordinators file on 'teachershare'.

Pupils also record their evaluations at the end of each theme on a concept map, started at the beginning of the topic and completed at the end showing what they have learned. This is also evidence for levelling their standard.

## **REPORTING**

This consists of four dimensions:-

### 1 Feedback to pupils

At the conclusion of a piece of work feedback is given orally, or as a written comment

### 2 Feedback to colleagues

This is at the staff moderation meeting to assess topics and agree levels. Records of Attainment are passed on with the class at the end of the year.

### 3 End of year individual reports

End of year reports include Religious Education and parents are informed of the progress and achievement of their children in the assessed topics covered during the year.

### 4 Governors and The Parish

Governors are informed of the content and quality of Religious Education through the medium of the Head teachers report. The parish is kept informed and invited to relevant celebrations in the school and church and of the outcomes of relevant activities.

## **EVALUATION OF TEACHING**

As practising professionals all teachers continually evaluate and review their teaching of Come and See, and discuss any difficulties with the RE Subject Co-ordinator and or Head teacher. Each class teacher ensures that there is a classroom display reflecting the current theme. Celebration assemblies are enjoyed and shared by the whole school and parents of that class are invited along with the class governor.

Each year there is a book scrutiny of a selection of books and some lesson observations (formal and informal), which allow the Subject Co-ordinator and or Headteacher to monitor and assess the levels throughout the school.

## **EVALUATION OF TEACHING**

Children evaluate their own learning by self-reflecting in the respond section of each unit (when at the remember and renew stage). This will also happen in Class Collective Worship.

## STAFF DEVELOPMENT

The information for LEA and CES courses is received and considered by the RE Subject Co-ordinator. With oversight of the teaching and learning of the RE curriculum he matches individual teachers and whole school needs to ensure best use of available INSET. This normally follows the feedback from previous inspection but can meet individual needs if necessary.

(See most recent action plan for inspection action points in reference to staff development).

## STAFF INDUCTION

The RE Subject Co-ordinator assists new and supply staff with the planning and delivery of Come and See. A copy of the **Religious Education Handbook** is given to all staff and a copy made available to supply staff.

The RE Subject Co-ordinator will aim to be an example of good practice. All staff are encouraged to develop their personal knowledge, understanding and skill through reading and study (for example, the Catholic Teachers Certificate).

## STAFF

Before embarking on each Come and See theme, teachers are asked to individually reflect at their own level before beginning to work with the children. Where two classes share the same level, teachers may reflect together. At the same time teachers are also asked to consider the theme prayers, which outline background, key concepts, key skills and key attitudes for each topic.

The RE Subject Co-ordinator attends termly CEC meetings and information from these and other INSET is disseminated to all staff.

A breakdown of those members of staff teaching Religious Education, their year group, their qualifications, teacher status and any area in which they have a responsibility in Religious Education can be obtained from the Subject Co-ordinator or headteacher.

## SACRAMENTAL PREPARATION

St.Mary's school assists the local parish with its 'With You Always' Family Catechesis scheme by providing a link between the parish and families.

## PARISH LINKS

St Mary's has very strong links with the parish and parents, friends, relatives, and parishioners are invited to join in celebrations with the children in school or in church.

Our parish priest, Father Marsden, visits regularly and it part of our governing body.

# RESOURCES

## TEACHING

Each class teacher has access via a username and password to the Come and See website.

The RE Resources are in the quad (see *appendix 1*) and are always available for each member of staff, as required. The RE Subject Co-ordinator is responsible for ordering and updating these resources.

## STOCK

Religious Education books and artefacts are kept in the Quad.

### Religious Education Books

20 copies of Good News Bible  
A Child's Bible  
New World  
Moses  
Jacob and Esau  
Young Moses  
Elijah  
Jesus the healer  
Jesus calls  
The Childhood of Jesus  
The Lion Book of Children's Prayers  
God's Story Book 1  
God's Story Book 2  
God's Story Book 3  
Experience Jesus Today  
Festivals  
Church's Story Big Book  
Church's Story Book 1  
Church's Story Book 2  
Church's Story Book 3  
CD Rom - God's Story/Church's Story  
From Paul with love

### Mass

Parish Mass Books  
Family Mass Themes  
More Family Mass Themes

### Videos

Moses  
Judaism  
Hinduism

### Collective Worship

Pebbles  
Selection of Cloths  
Thought cards  
Easels  
Candles  
Shells  
Wooden statues  
Boxes  
Altar Artefacts

### Assembly

Assemblies  
Together Tapes 1997 - 2003

### Other Faiths

CAFOD resources  
Religions of the World – Lynn Underwood  
Religions of the World – Sainsbury's  
Religions – poster of world religions  
Kurgandongo Refugee Uganda Pack  
Faith Packs

**Folders:** Buddhism, Hinduism, Sikhism,  
Islam/Muslim, Christianity, Judaism.

### Artefacts

Mass Box

## **CLASS PRAYERS**

All prayers begin and end with the Sign of the Cross and are differentiated across the school. They are said in a morning before register, before dinner, after dinner and at home time. The prayers are displayed in each classroom.

## **RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM**

Each school policy begins with the school mission statement, which underpins everything we do and what we aim to do.

## **SELF-EVALUATION DOCUMENT (SED)**

This is updated annually by the headteacher in collaboration with the subject co-ordinator (who liaises with staff). A copy can be obtained from the head teacher or subject co-ordinator.

## **RELIGIOUS EDUCATION DEVELOPMENT/IMPROVEMENT PLAN**

Both the headteacher (whole-school) and the subject co-ordinator (subject) keep these. They can be obtained from either person.

## **EVALUATION OF RELIGIOUS EDUCATION POLICY**

This takes place at an allocated staff meeting each year. All staff are involved and the reviewed policy is then forwarded to the governors.

Policy Updated by Mr Hodge – RE Coordinator – September 2019