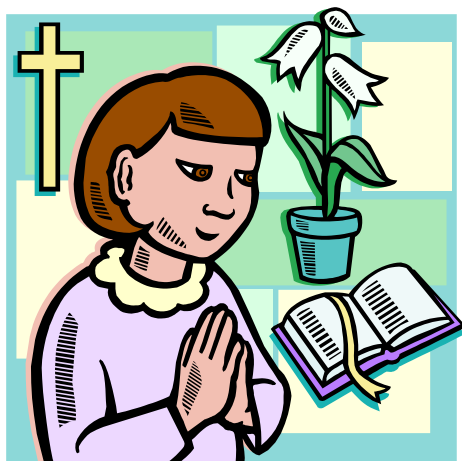


St. Mary's
Catholic Primary School
Chorley



Staff Handbook

for

Religious Education

Document approved: September 2022

Document updated: September 2023

MISSION STATEMENT

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

Please see a full copy of the School Mission statement for all of the contents.

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).

The head, SLT and subject leader are fully aware that the year of 2023/24 is a period of transition, whereby the new Religious Education Directory (RED) will form the basis for delivery of Religious Education in the years to come. In 2023/24, school is committed to planning for releasing staff to attend the relevant CPD towards teaching from RED based planning (away from ‘Come and See’).

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 subject leader meetings which is disseminated by the RE subject leader 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 subject leader. A planner for each topic's work is provided by the Archdiocese of Liverpool and this information is signposted and referred to by the RE SL. This plan includes:

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

The subject leader is responsible for providing each teacher with:

- SL 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 SL and Headteacher. At the conclusion of each topic, teachers evaluate teaching and learning against each of the seven processes.

In assessed topics (defined by the Liverpool Archdiocese) the subject leader collects and monitors work and, where necessary, gives feedback based upon findings in book/work scrutiny sessions and discussion with pupils (pupil interviews).

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 school 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 (and an SEN piece if the SENDco requires it).
 - We moderate using learning outcomes, expectations, attainment targets and level descriptors.
 - Copies of these are collected by the subject leader and retained in the school portfolio.
 - Pupil progress is tracker on the school 'Pupil Tracker' (started in 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 judgement 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 SL, etc). This is recorded on the school 'pupil tracker'. The RE SL analyses this data and informs the head and governors of progress, issues, vulnerable groups etc.

RECORDING

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

Visual evidence of displays are retained on video or as photographs in the RE SL file on 'SeeSaw' in the electronic SL file.

Pupils also record their evaluations at the end of each theme (using a variety of methods), using a concept map that they started at the beginning of the topic to support their work in the respond section of the unit. This shows 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 SL 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 SL 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 SL. With oversight of the teaching and learning of the RE curriculum they match 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.

STAFF INDUCTION

The RE SL 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 SL 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 SL attends termly CEC meetings and information from these and other INSET is disseminated to all staff. They also attend local cluster meetings where good practice and RE updates are shared. This information is always fed back to 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 SL 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. We support communication, provide a base for meetings and give curriculum time to the delivery of the sacramental preparation.

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 is 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 SL 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

Various books and guides
Statues
Posters
Candles (various)

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

Pupils in KS2 receive their own bible (started in Sept 2021) and will use it to aid their development in RE, spiritual and moral development. They will take this with them when they leave in Year 6. School signs up to a rolling programme to ensure new Bibles are ordered for the Year 3 class each academic year.

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 SL (who liaises with staff). A copy can be obtained from the head teacher or SL.

RELIGIOUS EDUCATION DEVELOPMENT/IMPROVEMENT PLAN

Both the headteacher (whole-school) and the subject leader (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 SL – September 2023