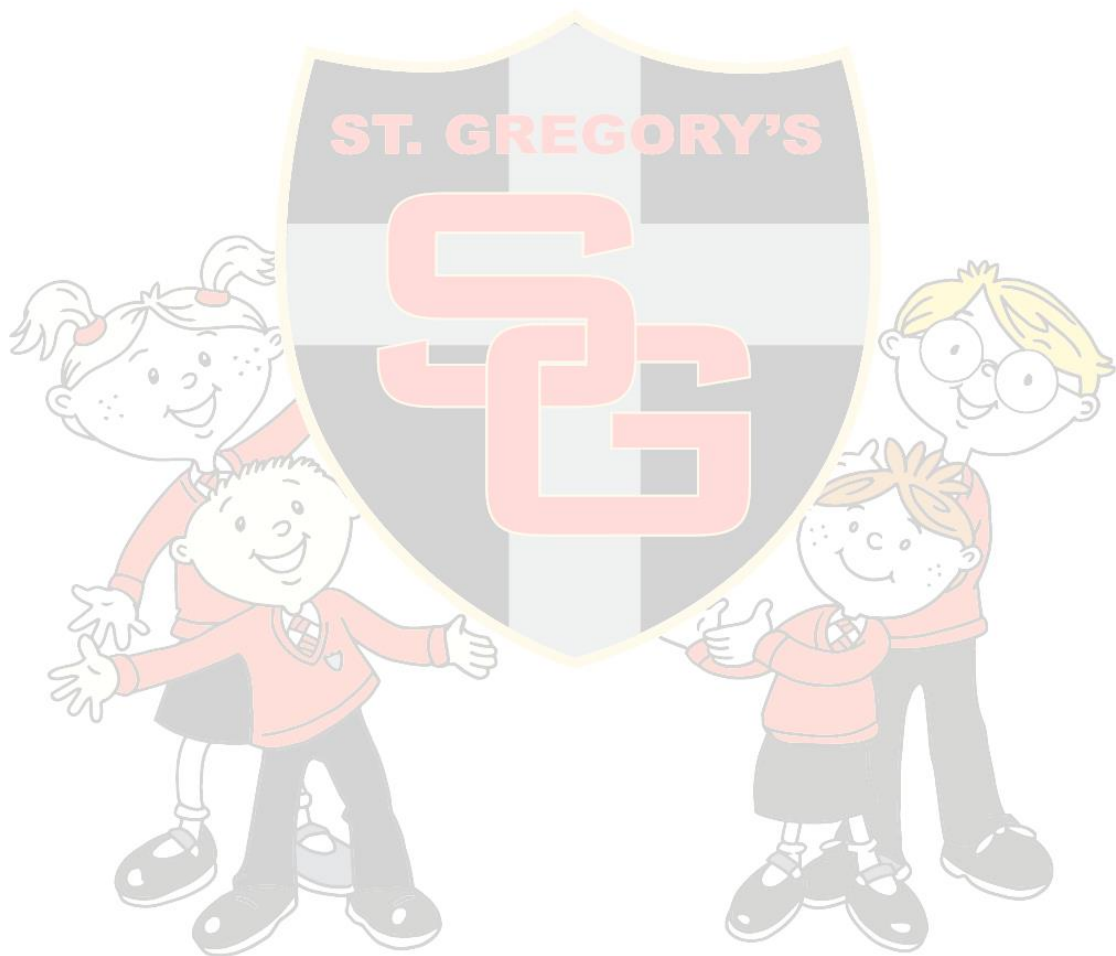


# St. Gregory's Catholic Primary School



## Religious Education Handbook

## 1. The Mission Statement

At St. Gregory's Catholic Primary School we shall seek to:

- Promote the way of life that Jesus Christ showed us, based on mutual respect and prayer
- Encourage a love of learning, promoting self-esteem and confidence to enable all to reach their full potential
- Encourage the involvement of parents, parish and wider community
- We will do this by living out our Mission Statement:

***"In the Joy of the Gospel, we will work together to be kind, fair and honest, and become the people Jesus calls us to be."***

In order to do this we aim to:

- Develop the children's knowledge and understanding of the Catholic faith by following the 'Come and See' syllabus
- Encourage the children to love and forgive each other and live in justice and peace
- Provide opportunities for reflection, prayer and spiritual growth
- Provide a broad and well-balanced curriculum]provide an attractive and stimulating learning environment
- Act as positive role models who treat each other with respect and fairness
- Value the contributions of all
- Treat everyone with love, dignity and respect
- Nurture a curiosity to learn about and respect for world religions and cultures
- Work with parents, the parish and the community to provide a happy Christian environment in which everyone can reach their full potential
- Understand the importance of global responsibility by supporting charities such as CAFOD and The Good Shepherd Fund

## 2. The Aims of Religious Education

The aims of Religious Education at St. Gregory's are to:

- Develop the children's knowledge and understanding of the Catholic Faith by following the Gospel values and providing opportunities for prayer, worship and spiritual growth.
- Provide a broad, well-balanced curriculum in a stimulating and fun learning environment where we value each child, and nurture their uniqueness.

- Work with the parish, wider community and our families to provide a happy Christian environment, treating everybody with love, dignity and respect.

### OUR MOTTO IN SCHOOL IS:

**"Be Kind, Be Fair, Be Honest"**

### 3. Objectives

The objectives of Religious Education in St. Gregory's are:

- To develop knowledge and understanding of the mystery of God, the life and teachings of Jesus Christ, the teachings of the Church and the central beliefs which Catholics hold
- To develop awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour and the relationship between faith and life
- To encourage study, investigation and reflection by the pupils appropriate to their age and ability
- To develop appropriate skills: for example, ability to listen, to think critically, spiritually, responsibly 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, multifaith society.

### 4. The Religious Education Programme

In order to fulfil our aims and objectives we use the 'Come and See' programme of Religious Education as recommended by the Archdiocese of Liverpool.

#### Overview of Content

#### Three Questions

The programme has 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

'Come and See' offers the opportunity to search, to explore, to discover and to respond.

### Nine Themes (See appendix 1)

The basic question for each term is explained through three kinds of themes:

- Church
- Sacraments
- Christian Living

#### **The community of faith - Church themes are:**

Autumn : My Story - My Family - Domestic Church  
Spring : Our Story - Local Community - Local Church  
Summer : The Story - Worldwide Community - Universal Church

#### **The celebration of ritual - Sacraments themes are:**

Autumn : Belonging - Born into Christ's Life -  
Baptism/Confirmation/Ordination/ Marriage  
Spring : Relating - God's love in our lives - Eucharist  
Summer : Inter-relating - Service to the Community - Reconciliation

#### **The way of life - Christian living themes are:**

Autumn : Loving - Celebrating - Advent/Christmas  
Spring : Giving - The Cost of Life - Lent/Easter  
Summer : Serving - Feasts to Celebrate - Pentecost

### Topics

Each theme is explored by each year group through a different topic, each with distinctive starting points, relevant for their age group.

This takes account of the ages and stages of development of pupils in the primary years and of the way in which National Curriculum subjects are presented in levels. The content is so structured that there is cohesion and progression in what children do and learn. For each level, there are clearly stated learning outcomes, achievable learning objectives and a variety of experiences and activities for each of the learning objectives. These allow teachers to select what is appropriate for the class or groups of pupils according to their different abilities.

## The Process

The process for delivering the topics in 'Come and See' has three stages which address the human **search** for meaning, God's initiative in **revelation** who comes to meet us and our **response** of faith.

The three stages are:

### **Search - Explore**

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and the significance reflected upon.

### **Revelation - Reveal**

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian Living.

### **Response - Respond - Rejoice**

This is where the learning is assimilated, celebrated and responded to in daily life.

At the end of *Explore* pupils will have developed a deeper understanding, clearer vision and the discovery of significance and value of experiential events of everyday life. At the end of *Reveal*, pupils will have discovered the Christian understanding of the mystery of the Trinity, Father, Son and Holy Spirit. They will have a better understanding of Scripture, prayer, rites, psalms, hymns and other expressions of Christian Faith and the lives of outstanding Christians. At the end of *Respond*, pupils will have celebrated their learning, and will have begun to take hold, through remembering, of the insights that will inform their lives.

Each topic should last approximately four weeks and the time allocated to each of the seven stages of a topic is as follows:-

*Explore* - 1 week or 25%

*Reveal* - 2 weeks or 50%

*Response* - 1 week or 25%

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

(Please refer to pages 20-23 of 'Come and See' for further guidance)

## 5. The Approach Chosen

For The Early Years a Foundation Stage approach is adopted with Religious Education being evident throughout the 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. Throughout the Early Years the process of Religious Education will be divided as follows:

- **Whole Class Core Input** - Teacher-led
- **Adult Directed Group Activities** - Teacher/ Teaching Assistant led
- **Continuous Provision** - Child centred learning

For Years One and Two there is a choice of two formats, Foundation Stage or as above for years 1 to 6.

### Planning

#### **Long - term**

This is the responsibility of the senior management of the school. The themes and topics are set out for the year (See Appendix Two). The allocated time for Religious Education is 10% of the curriculum time each week and is as follows:

Early Years/Key Stage 1 - 2 hours 15 minutes  
Key Stage 2 - 2 hours 30 minutes

The head teacher is responsible for monitoring timetables to ensure quality time for Religious Education.

The co-ordinator is responsible for completing the long - term plans and providing each teacher with the termly planner. This should include:

- The names of topics to be covered
- The starting date for each topic
- The time allocated for each learning outcome to be achieved
- The allocation of time for the explanation of another faith in the autumn, and in either the spring or summer (whichever is the longer)
- An indication of planning/teaching to be monitored
- The provision of short-term planners for each teacher

## Medium - term

This is the responsibility of the R.E. co-ordinator Miss G Mair. It is essential for understanding of the topic that teacher's reflect upon the page 'Come and See for Yourself' at the start of each topic, as they explore the theme which underpins the topic. The *Overview* at the start of each topic is the medium term plan and can be found on the *Come and See* website so that it can be adapted for the needs of the class.

This planner includes:

- Teacher's notes
- About the topic - prior learning and learning outcomes for the unit
- Scripture
- Some questions on meaning and purpose
- Resources
- Links to the 'Come and See' website
- Links to the RE Curriculum Directory
- Tradition
- Core Vocabulary
- Attainment Targets
- Cross Curriculum Links
- Liturgical/ Prayers
- Songs/ hymns to sing
- Points to remember

## Short-term

This is the responsibility of the class teacher who should follow the 'Come and See' learning focus'. In doing this they should

- Select appropriate content to ensure the achievement of the learning objectives - this will ensure the achievement of the learning outcomes
- Choose appropriate activities to explore content
- State the days on which these activities are to take place
- Indicate how the differing needs and abilities of children are to be met
- Indicate the children to be assessed either the whole class, groups or individuals and the activities chosen for this exercise
- 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 and to challenge them to take the next step in their learning
- To challenge children to be self-motivated and to take responsibility for their own learning
- To enable children to recognise and celebrate their achievements

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media. It is essential to refer to the specific needs of children on the SEN register.

## 6. Assessment

Assessment is focussed 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 our school it involves:

- General observation of children engaged in classroom tasks and activities
- Observations of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Marking of more formal written work
- Completion of Diocese recommended formal assessment tasks

Records are kept of those children who are achieving above or below expectation.

### Assessment Tracking

Each class teacher updates their class assessment grid termly and this is stored electronically. These are then passed on to the next class as they move up each year. This is also passed from year 6 up to secondary school.

Assessment grids are monitored by the Religious Education co-ordinator to ensure all pupils are on track and developing in their learning. Teachers use the results from these assessments and consult the attainment targets to inform their planning in order to provide opportunities for children to progress in their learning.



## 7. Recording

Recording provides evidence of achievement. It involves pupil's self-assessment and progress in dialogue with the teacher. At St. Gregory' recording takes many forms such as:

- Notes from observations
- Visual evidence - photographs of displays, videos of dance, drama, celebrations, assemblies
- Pupils' written work

## 8. Reporting

There are four dimensions to reporting in Religious Education. Reporting:

- Provides feedback to pupils on their achievements and progress
- Informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group
- Informs parents of the progress and achievement of their children
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils

The above is done through oral and/or written reports at various times throughout the school year.

## 9. Evaluation of teaching

Teachers evaluate their teaching at the end of each lesson. Brief notes are written on weekly planning sheets. The criteria used is based on the learning objectives and the quality of teaching is judged in terms of its impact on pupils' learning.

Monitoring is carried out by the R.E. co-ordinator which involves:

- Scrutiny of children's work
- Lesson observations
- Documentation - planning sheets, reports
- Talking with children
- Talking with staff
- Observation of displays
- Monitoring of formally assessed topics to ensure development in children's learning

## 10. Evaluation of learning

Children are able to evaluate their own learning using a brainstorm of their ideas and the *Explore* and *Respond* stages in each topic.

### Remember

The teacher enables the children to recall and review the work done in the topic.

This is done by:

- Recalling what was given worth at the celebration
- Giving time for the children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group
- Asking specific questions to discover what learning objectives have been achieved
- Using gathered examples of work and resources as prompts
- Summarising and reinforcing learning that has taken place
- Evaluating the topic

### Renew

The teacher helps the children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community. This can be done by:

- Giving children time to reflect on what they would like to hold on to and never forget
- Helping them to focus on and choose a song, a hymn, a doctrinal statement, a poem, phrase or line, picture, photograph, symbol, story or reading which encapsulates their understanding and enables them to bring it to mind again
- Exploring the possibility and potential for living in a deeper and fuller way
- Identifying ways of applying this in life

### Further suggestions for children's evaluation of their learning

- Something I understand better
- Something I've thought about
- Something I've enjoyed
- Something I didn't enjoy
- Something I'll try to do that I didn't do before
- Something that puzzled me
- Anything else that you have thought about

## 11. Staff Development

At St. Gregory's, staff development is linked to Performance Management. At the heart of the performance review is an opportunity to celebrate achievement wherever possible, as well as to discern where there is scope for development. In-service is carried out in line with the School Development Plan which is produced through whole staff involvement.

All staff are encouraged to make use of the *Come and See for Yourself* section at the start of the topic.

The R.E. co-ordinator carries out an annual audit of needs and resources. The sections on Story and Scripture, Celebration, Sacraments and Prayer have been or will be used as in-service material as required.

## 12. Staff Induction

All newly qualified staff would be given a copy of this handbook as well as the generic staff handbook. The R.E. co-ordinator would hold in-service sessions for new staff on the use of 'Come and See'. Supply teachers in school for a week or more would be given guidance and planning sheets from the R.E. co-ordinator. Teachers will share planning and learning objectives with classroom support staff as required.

## 13. Staff Communication

Any notification of meetings and dates for events and celebrations is done at staff meetings. All information staff need is given to them at staff meetings or whenever necessary. Staff can also be e-mailed any information they may need electronically.

## 14. Resources - Staff Members

All teaching staff are responsible for teaching Religious Education to their own class. Each teacher plans Collective Worship in partnership with their pupils using the school's policy. Collective Worship resources are available to both pupils and staff in a central area.

Staff for 2022/23 as follows:

- Reception - Miss Lucy Crook
- Year 1 - Mrs Joanne Oldham
- Year 2 - Miss Gemma Mair (Subject Leader)
- Year 3 - Mr Michael Wilson
- Year 4 - Mrs Sarah Lewis

- Year 5 - Mr Cheryl Beesley
- Year 6 - Mrs Joanne Molyneux (Deputy Head)

## 15. Resources - Teaching

General resources:

- Thematic posters
- Assembly books
- Big books
- Library section for R.E.
- Resources for other faiths including DVD's, religious artefacts, workbooks, CDs, festivals workbooks.
- Rejoice CDs and tapes
- John Burland CDs
- Church's Story CD Rom
- Collective Worship area containing candles, materials, prayers for teachers and pupils to choose from.
- Selection of CD's for Collective Worship

Class resources:

- Focus area with candle and topic key words
- Bibles appropriate to age group
- God's story
- The Church's story
- 'Come and See' books
- Hymn Books

Class teachers are responsible for the care and maintenance of class resources and should inform the co-ordinator of any shortages and requirements. The co-ordinator is responsible for all general resources.

## 16. Relationship of R.E. to the whole curriculum

Collective worship is held each day either in class or as a whole school celebration.

Opportunities for spiritual development are met through the curriculum, the influence of 'Come and See', collective worship and assembly. Examples can be found in various curriculum policy documents in school.

Opportunities for moral development are discussed through Golden Rules moral code, moral stories, team spirit, respect for others, assembly, circle time, SEAL, PSHE and our behaviour policy.

Parents are invited to assemblies, school and class masses, carol services and many other school events. Parents are encouraged to attend preparation for Sacraments both at school and church.

St. Gregory's has strong links with the parish and often joins in with parish celebrations. School events and successes are regularly included in the parish newsletter.

Our children play an active part in our community by sharing harvest gifts and also singing carols for pensioners in the local area. We also raise money for CAFOD and The Good Shepherd during Lent and Shelter at Christmas.

We work with the parish priest and catechists in Sacramental preparation for the Year 4 class.

At St. Gregory's we all strive to live out our MOTTO where we value each person and treat everyone with love, dignity and respect through always trying to:

**BE KIND, BE FAIR, BE HONEST**

#### **17. Religious Education Improvement Plan**

The school's priorities to raise achievement in/ of Religious Education. in the school year 2022/2023 are:

- To embed assessment procedures and introduce more rigorous moderation internally and externally
- To ensure a greater level of progress for all pupils within lessons
- To ensure all pupils are witness to high quality collective worship daily with links to the weekly Gospel and 'Value of the week'
- To ensure all children are accessing scripture at an age-appropriate level

#### **18. Evaluation of Religious Education Handbook**

This handbook will be reviewed in July each year by staff and governors and updated as necessary after whole school discussions.

## APPENDIX 1

### The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.