Religious Education Handbook

St Vincent's Catholic Primary School

2021 – 2022

To love, serve and learn as Jesus shows us

Mission Statement

Our Mission Statement is: ***To love, serve and learn as Jesus shows us***

This is supported by the following aims and objectives:

Education: To learn

Aim:

To support everyone in our school to achieve their full potential and to be inspired to learn

Objectives:

Provide education which is inclusive within a culture of high expectations.
Provide a stimulating environment where there is love and respect for all.
Offer a broad, balanced curriculum which supports children as individuals.
Encourage team work, collaboration and cooperation.
Develop and support children who are passionate about learning.
Acknowledge differences and celebrate the achievements so that all enjoy success.
Provide opportunities to think, dream and wonder.
Develop confident, resilient and independent learners.
Build courage to take risks and face challenges.
Create inspiring, exciting and challenging learning experiences.
Support personal, spiritual, emotional and academic development.

Community: To serve

Aim:

To reach out to our community and the world around us and respond in love and service

Objectives:

Foster togetherness and "family".
Enable children to discover their place in their family, local, national and global communities.
Be inclusive of all, nurturing our uniqueness as children of God.
Develop trusting, supportive relationships with our families and neighbours.
Have a strong presence within our Parish and wider community.
Support the parish in preparing children for the Sacraments.
Create a safe, loving, nurturing environment.
Celebrate together regularly, involving our Parish and wider community.
Support others in our local and global community through prayer, fundraising and other forms of support.

Christ-centred: To love

Aim:

To follow the example of Jesus in our actions and interactions

Objectives:

Share the "Good news" through witness and love.
Promote an ethos of mutual respect, compassion, tolerance and acceptance.
Show humility and kindness.
Forgive others and ourselves, and accept forgiveness.
Take care of the vulnerable.
Celebrate diversity, welcoming and valuing everyone.
Be positive role models who treat everyone with love and respect.
Celebrate our faith through daily prayer and collective worship.
Explore our own faith, and the faith of others through Religious Education.

Aims and Objectives of Religious Education

The aim of Religious Education

In the life of faith at St. Vincent's Catholic Primary School, religious education plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.

The aim of Religious Education at St. Vincent's encompasses all children from whatever background providing collaborative activities which respects and promotes the child's innate capacity for wonder, awe, reverence, imagination - for the spiritual.

> *The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think 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 following strategies and aims underpin the effective delivery of religious education in the Catholic school.

- Religious education will be taught discretely and developmentally. It will include engaging and comprehensive content to deepen knowledge and understanding of the Catholic faith, of key theological ideas and their application to life and culture.
- 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.
- Pupils' awareness of the faith and traditions of other religious communities will encourage respect and understanding.
- 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.

Objectives

In order to achieve our aim, we will utilise a Religious Education programme which:

- Will provide opportunities for celebration, prayer, and reflection in implicit and explicit ways.
- Will provide children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, peoples and objects.
- Will present a 'systematic presentation of the Christian event, message and way of life', in ways appropriate to the age and stage of development of the child.
- Will require that the adults involved understand the underlying theological as well as educational principles.
- Will provide the adults with adequate preparation for teaching about other faiths in context with the *Come and See* programme.
- Is as academically respectable as other curricular areas and utilises appropriate strategies from the National Curriculum.
- Respects the need for support for Religious Education co-ordinators and for Inset training.
- Respects the different pastoral needs and practices within our parish and supports the need for sacramental catechises.

The Religious Education Programme

To fulfil our aim and objectives, we use the 'Come and See' Programme of Religious Education prescribed by the Archdiocese of Liverpool. The aim of this programme is to draw pupils into a systematic study of the teachings of the Church and the saving mystery of Christ which the Church proclaims. This is achieved through enabling all children to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupils own experience and with universal experience. Links are also made with experience of other faith traditions.

For all children, the programme will raise questions and provide opportunities for reflecting on their own experience. It will help them 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. For Christians, life and faith belong together and so the programme uses both universal language and Christian language.

To support our aims, 10% of the length of the taught week for each Key Stage is devoted for delivery of Religious Education.

Overview of Content

Come and See is developed through three themes based on the documents of the Second Vatican Council. The basic question / belief for each season time is explored through three kinds of themes, which are gradually explored each time at greater depths. They are:

Church (Lumen Gentium) → Community of faith
Sacraments (Sacrosanctum Concilium) → Celebration of Ritual
Christian living (Gaudium et Spes) → Way of Life

Church Themes
The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme:

Autumn: To start the year, Come and See begins with my story: within a family. The Church honours the family with the title Domestic Church because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

Spring: After Christmas, the children explore the theme of local Church, which is our story. The parish is where people gather together to celebrate and practice care and love for each other. The diocese is the community of the Christian faithful.

Summer: The year finishes with the story of the worldwide community; the universal Church. In the Church, God is calling together his people throughout the world.' 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'

Sacrament Themes

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

Autumn: Following on from an understanding of belonging to a family, the theme of Baptism introduces the understanding of being initiated into belonging to the Christian Church during Key Stage 1. 'The faithful are born anew by Baptism, strengthen by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At Key Stage 2, children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.

Spring: In the Spring time, after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of Communion with Christ and the Church. This sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people.

Summer: The Sacrament of Reconciliation forms part of the work of the summer time, when there is an opportunity to learn about the joy and challenge of relationships, and God's love and mercy celebrated in this sacrament. At Key Stage 2, children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

Christian Living Themes

The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

Autumn: The Advent/Christmas theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'

Spring: In the Spring season, Lent and Easter are explored: 'Jesus' love for humankind knows no limit'. Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection … remains at the very heart of the mystery of faith as something which transcends and surpasses history.'

Summer: The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.'

Each theme is explored through a different topic in each age group (see Appendices).

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.

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.

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

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.

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.

Explore will take ¼ 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 ½ 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.

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.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

Respond will take ¼ of Religious Education time to complete.

Learning and Teaching styles
A variety of learning and teaching styles are utilised depending on the appropriateness of the subject matter, these will include whole class teaching, group and individual work. It is up to the individual teachers to make use of the most appropriate teaching styles which enable the needs of individual pupils to be met.

Planning

The Bishops' require 10% of the taught time for religious education. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this. Within each lesson, there needs to be a balance between input, discussion and activity.

Long Term Planning
The themes and topics framework sets out the programme for the year (see Appendices)

Medium term planning
The overall responsibility for medium-term planning lies with the religious education subject leader. It is essential for the understanding of the topic that teachers reflect on the theme pages, *Come and See for Yourself* at the start of each topic. These are the same, regardless of age group, because they explore the theme which underpins the topic. Ideally, this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year phase groups or Key Stages. The overview, which is the medium time plan, is to be found at the start of each topic.

Short term planning
Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the diocese. The material for this planning will be found on the topic pages.

Foundation stage approach
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 of the world
- Expressive arts and design

Throughout the programme for Reception, the process will be divided as follows:
- *Whole class core input:* teacher led
- *Adult directed group activities:* teacher or assistants work with groups of children
- *Continuous provision:* child centred learning across the areas of learning in the foundation stage

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 learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;
- To enable children to recognise and celebrate their achievement;

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. In each topic, there are attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity.

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics. The Widgit symbol-supported text website has a number of resources which are referred to in the *Come and See* programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through weblinks.

The 'P' scales may also offer some initial support, but given the possible range of needs, additional specific planning may be required.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

Come and See aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales, who may be accessing religious education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools. A Special Needs section is available on the *Come and See* website, which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross-referencing into the programme's themes.

Teaching Other Faiths/Religions

Why?

- Understanding and respecting each other.
- Appreciating the ray of truth and holiness in other faiths, which gives us all hope.
- A desire to search together for meaning and sharing in a common humanity
- Learning to live with our neighbours.

When?

- Two discrete units of work will be taught each year in every class.
- Each unit will be one weeks work:
    - FS/ KS1 2hours
    - KS2 2.5 hours

- Judaism is taught in every class in the Autumn Term after the Church topic
- Islam, Hinduism and Sikhism are taught on a 3-year cycle in the Spring or Summer.

How?

- Learning intentions are outlined on the 'Come and See' website along with possible teaching activities.

- In each lesson pupils should:
  Look at their own experience
  Discover about another faith community
  Respect and appreciate what you have learnt

Pupils can also learn from a member of the faith community, make a visit to a place of worship, watch a video, use ICT and books.

Assessment and evaluation

"In accordance with the Catholic Schools' belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual's worth."

Assessment is focused on the standard indicators for Religious Education, in line with archdiocesan guidelines. Judgements are made based on the children's learning about religion (AT1) and learning from religion (AT2). It does not assess faith or the practice of faith. Assessment in *Come and See* emphasises a wide range of achievement.

At the beginning of *Explore and Reveal,* there is an indication of the Areas of Learning and the Standard indicators which are covered. At the end, there is a summary of the standard indicators for that topic. This provides the necessary information for teachers to assess attainment of children for all topics whether formally assessed or not.

Assessment at St. Vincent's involves:

- Informal assessment, general observation and photographic evidence of children engaged in classroom discussions, tasks and activities;
- Observation and photographic evidence of contributions made to classroom displays;
- Review: end of task, activity, lesson, topic;
- Marking of more formal written work.

Formal assessment

Work is formally assessed once a term at a different stage of the *Come and See* process in line with Archdiocesan guidelines, to support internal moderation, moderation with other schools within the local cluster, and moderation across the Archdiocese. Formal assessment is based on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2 and each AT1 strand is assessed once throughout the year:

AT1 covered through the content above – AT2 covered through the process

Year	2021/22	2022/23	2023/24
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

Each class teacher provides a cross-section of assessment tasks to be monitored and moderated. Assessment is carried out as follows:

- Each term a formal assessment activity will be completed based on a chosen Learning focus in *Reveal*.
- These are assessed as an isolated task using the standard indicators for Religious Education (which is moderated) then an overall level is given to each child for termly tracking based on the assessed task and other evidence of learning.

These assessment tasks allow for moderation as outlined above and also support teachers ongoing assessments against the Standard Indicators based on ongoing evidence built up throughout learning in Come and See.

Recording

At St. Vincent's, recording provides evidence of - and celebrates - the individuals' achievements. Recording takes a range of formats:

- Each child from Year 1 to Year 6 has *Come and See* book in which they can record their work.
- Comments are given verbally or written on pupils work in their *Come and See* book.
- Visual evidence e.g. photographs, dance, drama and celebrations
- Assessment trackers allow teachers to assess children's progress against Standard Indicators across the year but also to track children's progress in Religious Education across the school, using systems consistent to those used across all others areas of the curriculum.
- Religious life book which contains examples of children's *Come and See* work and any other celebrations throughout the school.
- All teachers use driver words in their marking and verbal feedback to children.

Reporting

There are four dimensions to reporting in Religious Education:

- To provides feedback to pupils in their achievements and progress
- To informs colleagues of the achievements of individual pupils and the areas studied by a class and year group.
- To informs parents of the progress and achievement of their children.
- To informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Formal reporting to parents is done throughout the year at Parents' Evenings and at the end of year through the child's written report.

Evaluation of teaching

It is important that all opportunities are taken to evaluate our teaching of Religious Education. This can be done individually and collectively and in a variety of ways including:

- Discussion at staff meetings and INSET.
- Observation of assemblies and liturgies
- Displays of children's work
- Observation and monitoring of class teaching *(See Appendices)*
- Self evaluation (See planning grids and SED)

Evaluation of learning

Children are encouraged to evaluate their own learning at the end of each topic. The Remember and Renew stages allow time for the recall and review of the work done and a chance to hold on to, and make their own, what they have understood of the experience. Children are encouraged to record their new learning in ways that are appropriate, developing from whole class recording in Foundation Stage to individual recording in KS2.

Religious Life

Parental Involvement

- Invitation to Friday Assemblies, class RE topic assemblies, Masses and other celebrations.
- Family Catechesis Workshops, Rosary prayer group and Celebrations for First Reconciliation, Confirmation and First Holy Communion
- Outline of R.E / Catholic School Ethos to parents of prospective Reception intake
- Content of each terms R.E topics through class curriculum outlines and *Come and See* termly newsletter

Pupil Responses

Autumn Term	Spring Term	Summer Term
Fundraising: • CAFOD • Warrington and Halton hospital charity • Warrington Food Bank • Royal British Legion poppy appeal • Children in Need • St Rocco's	• CAFOD – Good Shepherd • St Rocco's • Sports / Comic Relief	• School council choice

Annual Celebrations

Autumn Term	Spring Term	Summer Term
Feast of St Vincent's / Mission Day Harvest (Y3) Remembrance Day (Y6) Advent Mass Christmas Nativity (EYFS/Y1/Y2) Christmas Assembly	Ash Wednesday Service Mother's Day Assembly (Y4) Easter Passion Assembly (Y5)	Father's Day Assembly (Y3) Sacrament of First Holy Communion (Y4) St Peter and Paul Mass (Y4) School Celebration of First Holy Communion Thanksgiving Mass Leavers' Assembly (Y6)

R.E Budget Costs

See the Self-evaluation Document for a detailed outline of spending for Religious Education.

Resources

Staff members

The following staff have responsibility for teaching Religious Education to these year groups:-

Head Teacher	-	Mr Dominic Vernon
Reception	-	Mr Mykel Parle
Year 1	-	Mrs Kathryn Long (Deputy Head Teacher)
		Mrs Louise Hughes
Year 2	-	Mrs Helen Carroll
Year 3	-	Miss Samantha Flynn
Year 4	-	Mrs Nicola Morgan
Year 5	-	Mr Paul Daly (RE & RSHE Lead)
Year 6	-	Mrs Paula Williams

Staff communication

Time will be given for staff to communicate and consult at staff meetings and weekly briefings, and in the provision of time on Inset days. Time will also be given for the co-ordinator to feedback when they have been to co-ordinator briefings.

Staff induction

The Headteacher/R.E. co-ordinator will ensure that all new staff, whether newly qualified or not, are fully aware of how to get the most out of the *Come and See* programme through discussion of topics, looking at planning and presentation and other appropriate methods and the Religious Education Handbook. Opportunities for further discussion and development over the following terms will also be given.

Staff development and training

At St. Vincent's, staff development is seen as crucial in raising standards of achievements for all our children. Staff meetings and INSET form an integral part of this development for the whole staff incorporating development of subject knowledge and self-evaluation. Teachers are encouraged to make use of the "Teacher's Information" in the *Come and See* file and each new topic is introduced to the staff with *Come and See for yourself*, which offers an opportunity for sharing, discussion and a chance to reflect on the topic at their own level before they begin teaching it.

See the Self-evaluation Document for a detailed outline of courses attended and staff meeting allocation for religious education.

Resources - teaching

- Each class has a copy of the appropriate *God's Story and Church's Story* books and resources that are needed daily in their own room.
- Each class has a password to access the 'Come and See' website.
- Each class has a Collective Worship record book (see Collective Worship Policy)
- General resources are kept together on the RE shelf located in the corridor by the hall. They are available for staff to use and return. *(See Resource Audit – Appendices)*
- The R.E. Coordinator takes responsibility for resource ordering and organisation of all resources.

Relationship of Religious Education to the whole curriculum

Collective Worship (See Policy in Appendices)
The children participate in the statutory daily act of Collective Worship and this is often linked to the Religious Education themes. Collective worship is carried out daily as part of an assembly or within individual classrooms. Collective Worship will be in many forms giving time for greeting, praise, thanksgiving, forgiveness, celebration, reflection, meditation and spiritual growth.

Spiritual and Moral Development (See Policy in Appendices)
Our Religious Education work must affect the Spiritual and Moral development of all the children in the school, we also ensure all subjects help to develop these important areas. The children need to see the wonder of God in all things and need to know right from wrong, this is reflected in all that we do in our school – Daily Life and Relationships.

Sacramental Preparations
Children will receive Reconciliation and Holy Communion in Year 4.
In the Spring Term Eucharist is explored through Communion, Meals, Memories and Thanksgiving. In the Summer Term Reconciliation is explored through Change, Choices, Building Bridges and Freedom and Responsibility

The *Respond* elements of each topic provide opportunities for participation in community worship, and allow children to experience the symbols of water, light, food and gesture, which will be used in the celebration of the Sacraments.

Sacramental Preparation is a three way process: Home – Parish – School. Whilst the school plays an integral role in preparation, what is done in school is closely co-ordinated with the catechesis (the process of educating to and in faith) offered at home. Guidance is given to parents on how they can help their child with the programme preparation at home. Parents are invited to a series of meetings and workshops organised throughout the year of preparation to support them in supported their child's development in faith. Family catechesis workshops, led by Parish Catechists and supported by the Y4 class teachers, the RE coordinator and headteacher, take place as outlined in the Programme for Sacramental Preparation. During the workshops, parents are supported by catechists and the Parish Priest in working with their children to prepare for receiving each sacrament. This preparation is then continued at home based on resources and information given. This process puts a strong emphasis on the collective role of School, Home and Parish in children's faith development.

Relationships, Sex and Health Education Policy
Come and See themes link strongly to the teaching of RSHE, using Journey in Love. We have mapped the links between Come and See and Journey in Love in order to make clear how they support each other.

Equality Policy
Our school mission statement is based on the gospel values of love, serve and respect, which are based on the equality between all human beings regardless of gender, race, colour, social condition, language or religion, derived from our belief that each person is a child of God.

Religious Education's influence on other School Policies
As mentioned above, Religious Education must influence all that goes on within our school and does not stand alone as a single subject or lesson. It is both implicit and explicit in many activities with school. Religious Education has a strong bearing on many other policies, including Behaviour, Anti-Bullying, Safeguarding and Child Protection, Special Educational Needs, Display and throughout our cross-curricular links and in our links with other schools, particularly High Schools.

Religious Education Development Plan

Religious Education is an integral part of the School Improvement Plan and will be considered and prioritised alongside each of the other subject areas. We will try to allocate one Inset day, either as a school or with the district, every two years to Religious Education development. The most recent R.E. Inset day was in September 2018.

The school has an R.E. Co-ordinator, who works with the rest of the staff to develop Religious Education throughout the school. The co-ordinator participates in training organised by the Archdiocese and leads in-house school training. They also carry out monitoring of Religious Education. The SED is reviewed annually to consider teaching, learning, resources, planning, assessment, record keeping and target setting. This informs the RE Coordinator's Action Plan for the following academic year.

It is the duty of the co-ordinator to provide appropriate support for all colleagues and particularly for any newly-appointed staff. The co-ordinator must try to involve the Parish Priest and the Governors in any developments and, in order to do so, they must work hand-in-hand with the head teacher.

Evaluation on Religious Education Policy

It is very important that there is constant review and evaluation of Religious Education within the school, as has been mentioned above. This, as stated, will be covered annually and must involve initially the co-ordinator and the head teacher, followed by the rest of the staff, the Parish Priest and the Governors. Within this annual review there will have to be continual development and questioning by all staff to ensure that Religious Education is a living and lived out subject within our school.

Examples of questions to be raised include:-

- How much time is given to Religious Education at present?
- How is this time used?
- Do pupils find the presentation of Religious Education to be on a par with all other areas of the curriculum?
- What teaching and learning strategies are used?
- Does Religious Education allow pupils to talk, to be listened to, to work in groups, pairs, alone?
- What are the aims and learning intentions of Religious Education lessons?
- What does the Religious Education curriculum consist of at present?
- What themes and topics do we explore?
- Is there a balance between different aspects of Religious Education teaching?
- What are the strengths and weaknesses of Religious Education teaching in our school?
- What do we do about evaluation, assessment, record-keeping and profiling?
- What resources do we have? Where and in what way are these stored?

It will be through this continuous review, evaluation and development of Religious Education that we will try to ensure, just as was stated at the beginning of this document, that Religious Education is a collaborative activity which respects and promotes all children's innate capacity for wonder, awe, reverence, imagination - for the spiritual.

The RE Handbook was reviewed in the Autumn Term 2020. It will be updated annually and reviewed as appropriate.

Appendices

1. Assessment tracking sheet
2. Come and See programme overview
3. Observation Sheet
4. Resource Audit
5. Policy for Collective Worship
6. Policy for Spiritual Development
7. Policy for Moral Development