

S Finbar's Catholic Primary School

Religious Education Handbook 2016/17

Coordinator: Miss L Haresnape

SUB COMMITTEE RESPONSIBLE - CURRICULUM



Mission Statement

Praising God in every way in all we think and do and say

We at St Finbar's aim to respect and value all those involved in contributing to the life of our school.

Our purpose, which is founded upon Catholic principles, is to provide a secure, happy and creative environment in which children grow spiritually, emotionally and intellectually, seeking and celebrating a personal best.

We promote strong relationships with families and parish, whilst fostering local and wider world awareness - creating future good citizens enabling them to grow through this Mission in action.

Aims of Religious Education

Curriculum Aim

The staff of St.Finbar's will work to give each child full access to a broad and balanced curriculum, encouraging each individual a sense of self-worth and self-esteem. Opportunities are 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.

Statement of intent

In St. Finbar's, our mission through Religious Education, is to give each individual child the opportunity to experience celebration, prayer and time for personal reflection. It is a collaborative subject which respects each child's own inner spiritual self, and it allows for wonder, awe, reverence and self-exploration. It is taught discretely and developmentally. It includes the deepening of knowledge, and understanding of key theological ideas and their application to life.

Through 'Come and See' we, as a Catholic school, aim to develop our children's religious growth. We strive to give each child the opportunity to explore the language of religious experience - through stories, visitors, religious education visits, artefacts, religious activities, collective worship, I.C.T, drama, art and music.

As a school, we work as closely together as we can with home, our Parish Priest (Father John Southworth) and Parish communities of (Our Lady of St. Carmel Church) so that we can present the Christian event, message and way of life in a systematic way with regard to each individual child and their potential.

For us, Religious Education is for all. Religious Education is as academically respected as other core curriculum areas. Within the classroom, teachers use a variety of styles and strategies, to reinforce the Christian message we as a Catholic school uphold.

St. Finbar's motto - 'Praising God in every way, in all we think, say and do. Amen.'

Through our school motto and our children's experience of belonging to a caring community, we offer our children a strong sense of self-worth and an awareness of the demands of religious commitment in everyday life.

We include appropriate materials about our Other Faith - Judaism and World Religions and we encourage our children to be tolerant and respectful towards other faiths and religions. Engagement with their own and others beliefs and values will help develop and nurture good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning. In St. Finbar's we aim to foster a loving relationship between our children, staff and members of the school community. This relationship reflects the commandment of Jesus 'to love one another as I have loved you.'

Engagement with difficult questions of meaning and purpose which everyone has to face enables our children to think critically about their own questions of meaning and purpose.

Our outcome for Religious Education from the Curriculum Directory for Catholic Schools 2012: '... 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. '

Safe Guarding

Our school is committed to safeguarding and promoting the welfare of children, and expects all staff, parents and visitors to share this commitment.

Equal opportunities

In our school, we will strongly promote self-respect for all irrespective of race, creed or gender. Care will be taken to ensure that resources do not present stereotypical images and reflect the multi-ethnic nature of our society.

S.E.N.D

As assessment determines planning and teaching, objectives will be directed specifically towards the needs of all children. Individual education plans are made available to address children identified as having particular special learning needs and these plans are shared with parents, ensuring that they are informed of specific objectives. Boys and girls having equal access to all areas of the curriculum, and this is indicated in assessment procedures.

Gifted and Talented

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group, (or with the potential to develop these abilities). In England the term 'gifted' refers to those pupils who are capable of excelling in academic subjects, 'talented' refers to those pupils who may excel in areas requiring Visio-spatial skills or practical abilities such as games and PE, drama or art. Some gifted and talented pupils may be intellectually able and also appear on the SEN register for behavioural, literacy or physical difficulties.

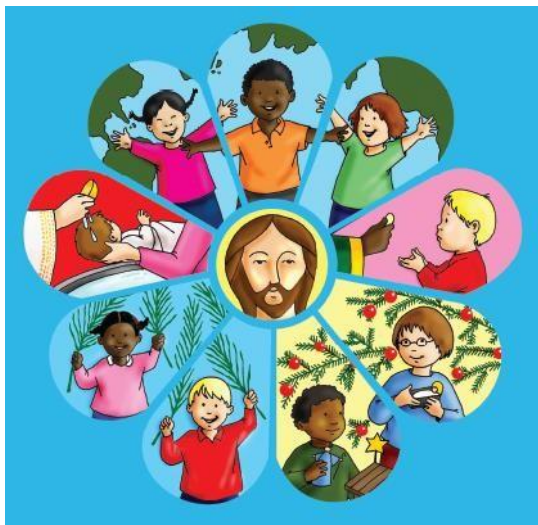
The provision for G and T pupils as with all pupils is a question of equity; they have a right to an education which is suited to their practical needs and abilities. They need to be presented with work which challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may in years to come break the boundaries of what we know and understand.

I.C.T

We will be encouraging our staff to frequently use the Come and See website in their RE lessons. www.comeandseere.co.uk

The Religious Education Programme

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



**COME and
SEE**
'And spend the rest
of
the day with
Him'

The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials 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. The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

Overview of Content

Come and See helps us search for the answers to: where do I come from? (Life-Creation)
Who am I? (Dignity - Incarnation) Why am I here? Purpose-Redemption

The Come and See flower has the image of Christ in the centre of it symbolising that everything is rooted in Christ. Jesus is at the 'heart of the programme.'

In the Autumn Term we consider God the Father and the question, 'Where do I come from?' - Life and Creation through the:

Church Theme: Family-Domestic Church

Sacramental Theme: Belonging - Baptism/Confirmation

Christian Living Theme: Advent Christmas - Loving.

In the **Spring Term** we consider God the Son, Jesus and the question, 'Who am I?' - Dignity and Incarnation through the:

Church Theme: Local Church - Community

Sacramental Theme: Relating - Eucharist

Christian Living Theme: Giving - Lent/Easter.

In the **Summer Term** we consider God the Holy Spirit, and the question, 'Why am I here?'-Purpose and Redemption through the:

Church Theme: Pentecost -Serving

Sacramental Theme: Inter-Relating-Reconciliation

Christian Living Theme: Local Universal Church - World.

Each term each Year group works through the same theme within a different topic.

The Process

Knowledge/Understanding/Skills/Attitudes

The process for delivering the topics in 'Come and See' has three stages - Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

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 their significance reflected upon.

Explore (This will take one week of Religious Education time to complete)

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 experiences 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.

There is only one learning intention for **Explore**.

Revelation-Reveal

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

Reveal (This will take two weeks of Religious Education time to complete)

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. It will involve:

Response-Respond

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

Respond (Respond will take one week of Religious Education time to complete)

Remember is the first part of this section. Teachers provide 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 this 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. There is a format in every topic, to offer guidance as to the content of the celebration.

In **Renew** the Teacher helps each child to make an individual response, to hold in 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.

There is a reminder that the Teacher will undertake an evaluation which will inform future teaching and learning and include assessment of learning (knowledge circle).

Search

At the end of Explore, pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

Revelation

At the end of Reveal, pupils will have grown in knowledge, understanding and appreciation of Scripture, Tradition, Celebration, Christian living and prayer as the response of faith to these questions.

Response

At the end of Respond (Remember, Rejoice and Renew) pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives.

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

The Approach Chosen

In St. Finbar's we have decided to implement 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics. Refer to Appendix 1 for list of topics in each year group and scripture grid which identifies scripture to be studied within each year group.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key stage 2 and two and a quarter hours for Key stage 1 and one and a quarter hours per session for the Foundation Stage.

Planning

LONG-TERM

SLT and RE coordinator responsibilities: To allocate 10% of curriculum time. To monitor timetables to ensure quality time for Religious Education.

MEDIUM TERM PLANNING

The RE Co-coordinator responsibilities:

- Provide each teacher with a planner for each term's work:
Allocating the starting date for each topic
- Allocating time for each learning focus to be achieved - Delivery of the topic requires approximately ten hours. It is recommended that a quarter of the time is devoted to Explore; half the time to Reveal; and a quarter to Respond.
- Allocating time for the exploration of another faith in the Autumn Term and Other World Religion in either the Spring or Summer Term (whichever is the longer)
- Indicating planning/teaching to be monitored.
- Provide a topic page for each topic to note; Knowledge and understanding, skill and attitude to be developed and key words.
- Link to theme and prior learning.
- Progression for the learning outcomes through the years.

SHORT - TERM

The class teacher's responsibilities:

- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.
- To choose appropriate activities to explore this content.
- To state the days on which these activities are to take place and date the planning sheet.
- To indicate, at the Explore and Reveal stages of the process how the differing needs and abilities of the children are to be met.
- To indicate the children to be assessed i.e. the whole class, groups or individuals and the activities chosen for this exercise.
- To 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.
- To challenge children beyond their comfort zone of knowledge, understanding and skills
- To enable children to recognise their achievements and celebrate these.

In Come and See, differentiation is provided through a variety of activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to child friendly IEPs of children on the SEND register.

Come and See for Yourself & Staff reflections

The Come and See for yourself resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Ideally the whole staff will use the material together. It offers an opportunity for reflection, sharing and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, teachers will read and reflect on the readings and questions posed in their own time.

Each week we will have a staff reflection on a Tuesday morning planned by different members of staff.

Other faiths and other world religions

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of our other faith which is Judaism, and another World Religion.

We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources and visitors to supplement this.

Assessment

Assessment is focused 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 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 schools it involves:

Informal Assessment

Key Stage 1 and Key Stage 2

Class teacher's note on their short term planning the tasks, groups or individuals they are going to assess informally as the topic is progressing. General observation of children engaged in classroom activities. Observation of contributions made to classroom displays. A child complete knowledge before and after each topic and this informs the class teacher of their progress in the topic.

Early Years

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

Formal Assessment

Foundation 1 & 2 - portfolio of annotated work from each topic including for example, photographic evidence. Links with Characteristics of Effective Learning and Areas of Learning and Development.

In summer 2000, the National Board of Religious Inspectors and Advisers published Levels of Attainment in RE for Catholic Schools. The document identifies two attainment targets:

AT1 - Knowledge and Understanding of Religion (Learning about Religion - content)

AT2 - Reflection on Meaning (Learning from Religion - skills)

Record of Attainment in Religious Education

	AT1 i) beliefs, teachings and sources	AT1 ii) celebration and ritual	AT1 iii) social and moral practices and way of life	AT2 i) engagement with own and others' beliefs and values	AT2 ii) engagement with questions of meaning and purpose
	Pupils:	Pupils:	Pupils:	Pupils:	Pupils:
1	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Talk about their own experiences and feelings	Say what they wonder about
2	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer
3	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life

As in other subjects, progression in Religious Education is not always predictable and pupils of the same age will be at different levels of attainment.

Expectations

In each topic, teachers use Religious Education attainment targets to level children's knowledge and understanding in each topic. They provide support for the tasks of differentiation, assessment, recording and reporting.

We follow the Archdiocesan model and formally assess one topic per term, on a rotational basis of themes, to ensure coverage of:

THE CHURCH

THE SACRAMENTS

CHRISTIAN LIVING

To formally assess, we use the tasks/activities identified within the learning

CONTEXT SHEET		
COME AND SEE:	COMMENTS	JUDGEMENT
TOPIC: LEVEL: PART OF PROCESS:	(Brief note on teaching method / approach used.)	A.T. -
YEAR GROUP:		STRAND -
ABILITY: - HA / AA / LA	JUSTIFICATION:	LEVEL -
DATE:		DATE MODERATED:
		SIGNED:

Focus chosen by the Department for Christian Education each term. Each task is out into the child's Come and See Formal Assessment book. Each termly assessed piece of work is levelled, and recorded on each pupils ' Religious Education Record of Achievement' sheet, which is then passed on to each subsequent year group, to track progress and attainment. Levels of Attainment are moderated across the federation at Termly Staff Meetings using the context sheets.

Three year Formal Assessment Overview for Come and See

Year	2015/16	2016/17	2017/18
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

Reporting

Reporting in Religious Education is a natural part of teaching and integral to learning process. There are four dimensions to reporting in Religious Education:

1. It provides feedback to pupils on their achievements and progress through:
Informal discussion with pupils; Regular and constructive marking of pupil's work;
Compilation of pupil records.

2. It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
Summative records; Pupil profiles

3. It informs parents of the progress and achievement of their children through: Pupils, parent and teacher discussion; Termly curriculum leaflets outlining topics to be covered written reports; Religious Education assemblies; Displays of work; Photographic records of dance, drama and musical presentations.

4. It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through: Curriculum documents; Termly curriculum leaflets outlining topics to be covered Head teacher's report to governors; Sacramental meetings for parents (With You Always); Religious Education assemblies; Photographic records of dance, drama and musical presentations; Displays of work.

Monitoring

The RE Co-coordinator monitors planning and children's work termly. This monitoring also includes pupil interviews to give greater insight into the children's attitudes and understanding.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching, along with other curriculum subjects will be observed by the coordinator and the Deputy Head Teachers on a rolling programme, according to the School Development Plan and RE Development and also Performance management Plan.

With regard to monitoring teaching, the school follows the diocesan guidelines.

Judgements must be based on the extent to which teachers: Have a secure knowledge and understanding of the Faith, of RE and of the programme in use; Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;

Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;

Use teaching methods and strategies which match learning objectives and the needs of all pupils;

Manage pupils well and achieve high standards of behaviour;

Use time and resources, including ICT, effectively and efficiently;

Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work; Set homework to extend or reinforce the work done in lessons;

Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
Consolidate prior learning and apply it to new contexts in RE; Apply intellectual or creative effort in their work; Are productive and work to a good pace;

Show interest in their work in RE, are able to sustain concentration and think and learn for themselves; Understand what they are doing, how well they are doing, how well they have done and how they can improve.

Evaluation of learning

The children evaluate their own learning at the end of each topic. Children are also encouraged to reflect on their experience and learning through rejoice.

Staff Development

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us. We see the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and coordinator training, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within St. Finbar's.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have. Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans. This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting time is used for Inset, alongside other core subjects. Before staff begin a topic they are requested to read the "Before you begin" material. If time is available in staff meetings, this material will be shared, to enable a deeper understanding of what each topic is about.

Staff Induction

New staff and supply teachers are given

A copy of the "Come and See" programme for Religious Education.

A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.

The medium term planning for their year group.

A copy of the RE Handbook

A copy of the Collective Worship Policy

The RE Co-coordinator goes through the programme with new staff and is available for support as and when necessary.

Resources - Staff

Mrs Jan Conley	Headteacher - CCRS
Mrs Carolyn Harkness	Deputy Head - CCRS
Miss Lisa Haresnape	Year 4 RE Coordinator & KS2 Leader (Catholic)
Mrs Makin	Nursery & PPA (Catholic)
Mrs Sam McKenna	Reception & EYFS Leader
Miss Jenifer Connor	Year 1 & KS1 Leader BAHONS in Education Studies, theology and Religious Education (Catholic)
Miss Clare Johnston	Year 2 (Church of England)
Ms Natasha Yassin	Year 3 (Christian)
Mrs Clare Flynn	Year 5 (Church of England)
Miss Jessica Melia	Year 6 (Catholic)

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within 'Come and See' lessons. They help develop the Catholic life of the school, through living the Mission Statement. New members of staff will also be invited to begin CCRS as part of their professional development in a Catholic School.

RE and ICT

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, I pads and other technologies as enhancing the learning and teaching within lessons.

Resources - Teaching

Every classroom should have a prayer focus table with a candle, Bible, God Story/Church Story, class prayer book and anything else related to you current topic.

Relationship of RE to the whole curriculum

Each class must participate in an act of Collective Worship each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the class teacher is responsible for the Collective Worship of their own class. Collective worship should contain opportunities for prayer, scripture, quiet reflection and celebration. Children are supported in planning and preparing class and assembly Collective Worship.

Parents and Governors are invited to all Masses and topic assemblies held in school and Church. They are also invited to Christmas Plays and Carol Services. Sometimes Governors are invited to class rejoice assemblies.

The topics are taught, usually as whole class teaching sessions with individuals relating their experience. To focus the children's attention on the topic which is being covered at the time stories, poems, pictures, teachers own personal experiences and any experiences the children can contribute. Quiet, reflective music is played as the children enter the hall at assembly time and during class Worship.

Sacramental Preparation - WITH YOU ALWAYS

Children in Year 4 receive the sacraments of Reconciliation, Eucharist and Confirmation. Preparation is provided by Father John Southworth and Our Lady Mount Carmel catechists. Meetings are held in each year and parents attend with their children. School supports this process by encouraging participation and reminding families of dates and times of meetings. The RE Coordinator also runs a lunchtime club to help prepare and support the children.

