

**“Each one of you is a child of God” Pope Francis**



**All Saints is educating for Unity, Responsibility, Courage,  
Wisdom and Generosity**

**RELIGIOUS EDUCATION HANDBOOK 2020**

## **The Aim of R.E.**

R.E. is a collaborative activity which respects and promotes our children's capacity for wonder, awe, reverence and imagination in an effort to help them grow spiritually.

The aim of R.E. in All Saints' Primary School is to promote:

- Knowledge and understanding of Christian faith and life
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origins and purpose
- The skills required to engage in examination of and reflection on religious belief and practice.

## **Objectives**

The following objectives flow from these and enable us to achieve our aims:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church and of the central beliefs which Catholics hold.
- To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life.
- To develop appropriate skills, for example the ability to listen, to think critically, spiritually, ethically and theologically, to acquire knowledge and organize it effectively, to make informed judgements.
- To foster appropriate attitudes e.g. respect for truth, 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 society.

## **The Religious Education Programme**

To fulfill our aims and objectives we use the 'Come and See' programme. 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 pupils' own experiences and with the universal experience of other faith traditions.

## **An overview of Content ~ Concepts**

Central to the programme is Christian belief in Jesus Christ, Word and Revelation of God. Each term a basic question – belief about the mystery of life is explored within the Catholic faith tradition.

Autumn	Where did I come from?	Life	Creation
Spring	Who am I?	Dignity	Incarnation
Summer	Why am I here?	Purpose	Redemption

## **Themes**

The basic question ~ belief for each term is explored through three kinds of themes:

### **Community of Faith ~ Church themes:**

Autumn ~ Family ~ Domestic church  
Spring ~ Community ~ Local church  
Summer ~ World ~ Universal church

### **Celebration in Ritual ~ Sacraments**

Autumn ~ Belonging ~ Baptism/Confirmation  
Spring ~ Relating ~ Eucharist  
Summer ~ Inter-relating ~ Reconciliation

### **Way of Life ~ Christian Living themes:**

Autumn ~ Loving ~ Advent/Christmas  
Spring ~ Giving ~ Lent/Easter  
Summer ~ Serving ~ Pentecost

## **Topics**

A variety of topics are provided for the exploration of each theme. Each topic is developed through five levels which take account of the ages and stages of development of pupils in the primary years, as well as the way the National Curriculum and Foundation Stage curriculum is presented in levels.

N/R	Nursery/Reception	3-5 yrs.
One	Year 1	5-6 yrs.
Two	Year 2	6-7 yrs.
Three	Years 3 & 4	7-9 yrs.
Four	Years 5 & 6	9-11 yrs.

For each level there are clearly stated aims, achievable learning intentions and a selection of experiences and activities for each of the learning intentions. These allow pupils to work according to their different abilities.

### **The Process ~ Knowledge, Understanding, Skills & Attitudes**

The process for delivering this scheme has three elements which enable the development of skills and the fostering of attitudes. In this process we help the children to:

**Explore** ~ Introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon. 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. **Explore** will take **one week** of Religious Education time to complete.

**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. 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. **Reveal** will take **two weeks** of Religious Education time to complete.

**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. **Remember** ~ is the first part of this section. Teachers provide the opportunity for the children to remember what they have understood and learnt. **Rejoice** ~ is the second part of the section. There will be the opportunity to **plan** and **take part** in a **celebration**. **Respond** will take **one week** of Religious Education time to complete.

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

### The Approach Chosen

We teach R.E. as a subject separate from others and with equivalent status but with the option of linking the topics to other curricular areas as and when appropriate. As part of our whole school approach to the curriculum, we explore each religious theme within a different topic which shows a clear comprehensive, systematic, progression across the Year Groups.

### Autumn

<u>Early Years</u>	<u>Year 1 &amp; FS 1</u>	<u>Year 2 &amp; FS 2</u>	<u>Year 3</u>
Myself Welcome Birthday	Families Belonging Waiting	Beginnings Signs & Symbols Preparations	Homes Promises Visitors
<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	
People Called Gift	Ourselves Life Choices Hope	Loving Vocation & Commitment Expectations	

### Spring

<u>Early Years</u>	<u>Year 1 &amp; FS 1</u>	<u>Year 2 &amp; FS 2</u>	<u>Year 3</u>
Celebrating Gathering Growing	Special People Meals Change	Books Thanksgiving Opportunities	Journeys Listening & Sharing Giving all

<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Community Giving & Receiving Self discipline	Mission Memorial Sacrifice Sacrifice	Sources Unity Death & New Life

### **Summer**

<u>Early Years</u>	<u>Year 1 &amp; FS 1</u>	<u>Year 2 &amp; FS 2</u>	<u>Year 3</u>
Good News Friends Our World	Holidays & Holy Days Being Sorry Neighbours	Spread the Word Rules Treasures	Energy Choices Special Places

<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
New Life Building Bridges God's People	Transformation Freedom & Responsibility Stewardship	Witnesses Healing Common good

Within the curriculum audit, 2.5 hours per week are devoted to the teaching of R.E. in Reception, KS1 and KS2. Nursery children attend for 15 hours per week and therefore received 1.5 hours devoted to the teaching of R.E.

### **Learning and teaching styles**

As stated in All Saints' Policy on Teaching and Learning, we seek to provide a high standard of teaching and learning experience to enable each child to fulfill his/her potential. Our planning is designed to target the needs, abilities and experiences of the children.

- We aim to stimulate the children by the activities and tasks undertaken
- We celebrate quality work and all the achievements of the children by displaying it to its best advantage
- We use quality resources which are well organised and accessible to encourage the children to take responsibility for the organisation of their work
- We create opportunities for wonder, contemplation, reflection and celebration as appropriate

### **Planning**

Long term planning: we follow the 'Come and See' programme, in which the whole school explores each theme within different topics.

Medium term planning: this is the responsibility of the R.E. Co-ordinator who provides staff with medium term plans, including dates for each topic at the start of the academic year.

Short term planning: this is the responsibility of class teachers and they are encouraged to plan collaboratively in year groups where possible.

Differentiation is applied as in other curricular areas

- to enable children to succeed in the set task or activity
- to challenge children to go beyond their comfort zone of knowledge, understanding and skills
- to enable children to recognise and celebrate their achievements

In 'Come and See' differentiation is provided through a variety of activities in **Reveal** which meet the differing needs and abilities of children. This is often through differentiation of task using the driver words, outcome or by support. Teachers must refer to support plans of children on the Special Needs Register.

### **Assessment**

Assessment is focused by the overall aims and objectives of R.E. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It celebrates growth and achievements and enables further progress. It does not assess faith or the practice of faith. It does emphasise a wide range of achievement.

At All Saints it involves:

### **Informal Assessment**

- General observation of children engaged in classroom tasks and activities
- Observation of contributions to classroom displays
- Review of activities, lessons, topics
- Marking of written work

### **Formal Assessment**

Formal assessments take place each term, followed by a staff moderation meeting to secure the accuracy of judgements. Judgments are made by the class teacher on evidence against broad criteria, which allow pupils to respond at different levels. This is closely linked to the learning outcomes, expectations and attainment targets in the short term planning for each topic.

### **Expectations**

In each topic teachers are offered brief summaries of what children can be expected to know, understand and be able to do. They provide support for the tasks of differentiation, assessment, recording and reporting.

### **Attainment targets and Levels of Attainment**

Assessment is undertaken during **Reveal**, with an activity chosen that enables children to show how they have met the learning outcome. Activities are provided by the Christian Education team.

### **Recording**

Recording provides evidence of achievement and can take the following forms:

- Written comments of children's work
- Visual evidence e.g. Photographs/videos of displays, drama, celebrations

- Pupils' self -assessment
- Highlighting individual Attainment Target sheets for each child
- Religious Education has a particularly important contribution to make to the Foundation Stage. Teachers will be able to record progress of individual children through a range of topics in R.E. They will be recorded via the Early Years' Tapestry observation programme, in the Early Years' floor books and the formative assessment document.
- Each class teacher will enter children on a class tracker and the coordinator will enter these on a whole school tracking sheet and analyse this data.

### **Reporting**

- Provides feedback to pupils on their achievements and progress
- Informs colleagues of the achievements of individual pupils and the areas studied by a class/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 R.E. being provided and the achievement of the pupils

Feedback to pupils takes the form of verbal and written comment in marking or assessing verbal or written work.

Attainment Target Sheets for each child are passed on to the receiving teacher at the end of the year.

Parents are informed through the annual report.

### **Evaluation of teaching**

Evaluation is continuous and is used to inform future planning and to examine how we have given the children opportunities to explore and better understand their experiences. We evaluate the children's responses, oral, written or as part of a display, opportunities for strengthening home and parish links, the effectiveness of our celebration of the topic and whether the learning outcomes have been achieved. Written evaluation should be completed on short term planning.

### **Evaluation of learning**

Children are enabled to evaluate their own learning in the **Remember** and **Renew** stages of each topic covered and sometimes use concept maps to record their new knowledge or understanding.

### **Staff development**

The staff receives updates and information from courses attended by the coordinator. Continued professional development is offered in house and externally.

### **Staff Induction**

Staff who are new to the school will receive a copy of the 'Come and See' file for their age group and a copy of this handbook. They have an induction session and midterm review sessions with a designated senior member of staff and will receive support and information from the R.E. coordinator as and when required.

## **Staff Members**

Class teachers responsible for delivering the R.E. programme are:

Mrs. A. Holleran	Headteacher	
Mrs. V. Carlin	Deputy Headteacher	
Mrs. C. Elliott	Nursery	
Miss. G. Finley	Reception (R.E. Co-ordinator and Assistant Head teacher/SENDCO	
Miss. H. Bridgewater	Reception	
Miss. L. Wilson	Year One	
Mrs. J. Hennes	Year One	
Miss. E. Flanagan	Year Two	
Mr. P. Barton	Year Two	
Mrs. J. Evans	Year Three	(P4C Coordinator, Liturgical dance coordinator)
Miss. T. Kirkham	Year Three	
Miss. M. Fox	Year Four	
Miss. R. Hussey	Year Four	(Liturgical music/ Dance coordinator)
Miss. L. Howes	Year Five	
Mrs. C. Marnell	Year Five	(Liturgical music/ Dance coordinator)
Mrs. G. Fassioms	Year Six	(Assistant Head teacher/Student teacher liaison)
Mr. P. Sutcliffe	Year Six	

## **Resources – Teaching**

Each class teacher has a copy of the 'Come and See' file for their age group and their own username and password for the website. Each class has a class set of age appropriate Bibles. The following are available in the R.E. cupboard and in appropriate classrooms.

Various other bibles  
Children's prayer books  
Various books to help with assembly and Mass preparation  
Collections of story books related to topics  
Books and artifacts regarding other faiths/religions  
God's Story books  
Churches story books  
God's story and Church's story PowerPoints

## **Collective Worship**

Each week there is a formal opportunity for collective worship on a Friday morning with the head teacher. On the other days of the week collective worship takes place with each class and their teacher and the teacher chooses the timings of the act. These are age appropriate and children are encouraged to use their liturgical skills to plan their own acts of worship for their peers. Members of the local, school or Parish community are sometimes invited to participate.



Once a year each class takes it in turn to formally share the rejoice element of the Come and See topic with the whole school, parents and parish. We have a welcome assembly for new entrants each Autumn term and a leaver's assembly in the summer term.

Each Key Stage celebrates Christmas and Easter with a special assembly or production with relevant religious theme which varies in format.

### **Links with Parents**

Recognising that the parents are the first educators of their children, we continue to work with them as partners during their children's progress through the school. In particular, we work alongside parents and the Parish priest in the preparation of their children for the sacraments and invite them to join with us in liturgical and other celebrations. Parents are also invited on Religious Education based trips, for instance to a mosque or synagogue.

Parents are kept informed of the current topics via a newsletter sent out at the beginning of each term and the school website.

### **Links with the Parish**

Our pupils are the future church, and with this in mind we aim to form and maintain links with the parish through joint liturgical celebrations and by encouraging their support in prayer for those children preparing for the sacraments in school and in Church with the Parish priest. SLT work closely with the Parish priest and members of the parish to support the sacramental programmes.

Preparation for First Holy Communion is delivered by SLT and the Parish priest through the 'With you Always' programmes. The Sacrament of Reconciliation is ongoing and is addressed each year through 'Come and See' at the children's current level of experience.

The children join the parish for mass at least three times a year.

### **Links with other policies**

**Equal opportunities** – All Saints' policy states that our first aim is to promote equality of opportunity and fair treatment for all. As part of preparing our children for life in a multicultural and multi-faith society, we recognise that it is important in our R.E. teaching to foster an awareness of cultures and beliefs of people of other faiths.

**Special Educational Needs** – The school policy states our aim to ensure that the learning difficulties of individual pupils are recognised and taken into account, either within the general organisation and normal school programme or under additional and alternative arrangements.

**Display** – The school policy stresses the importance of valuing the children's work through a high standard of display and of valuing them by providing an aesthetically vibrant environment.

### **Evaluation of R.E. Handbook**

All Saints' R.E. Handbook will be reviewed annually by staff and governors in order to ascertain whether it is still an accurate statement about the teaching of R.E. in our school or whether any part of it needs changing or updating.

