

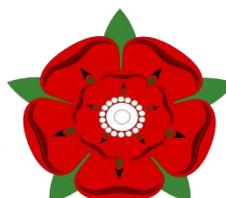
St Mary's Catholic Primary School
Scarlsbrick



Religious Education Handbook

Academic year 2017-2018

Living and learning together - Shining in our Faith



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St Mary's Catholic Primary School Mission Statement

Living and Learning Together Shining in our Faith

The School Mission Statement "Living and Learning Together – Shining in our Faith" was published in September 2014.

The statement attempts to encapsulate the principles and beliefs that shape all we do in the St Mary's family.

It was published following consultation with the children, families, staff and governors of our school. It is proudly displayed on all forms of official correspondence and is referred to regularly.

The School Mission Statement articulates our search for academic excellence, it's Catholic heritage and beliefs, it's commitment to equality and the endorsement of British values.

Principles of Fostering our Catholic Ethos

There is an expectation that all members of our school community strive to support the mission of the school. They can do this by:

- Treating everyone with love and respect regardless of race or culture.
- Promoting the Gospel values through example.
- Supporting the teaching and learning of the Archdiocesan Religious Education Programme – “Come and See”.
- Celebrating a daily act of Collective Worship.
- Encouraging all to take responsibility for their own actions.
- Supporting the Parish of St. Elizabeth’s as it prepares children for sacraments.
- Recognising all as individuals who are created in the image of Christ.
- Creating a stimulating learning environment.
- Providing “Sabbath spaces” to enable reflection and prayer.
- Valuing different learning styles and ensuring all children have access to the challenge of our Religious Education curriculum.
- Celebrating success and challenging under achievement.
- Ensuring that extra-curricular activities promote the search for excellence and support the school’s mission.
- Working in partnership with families and carers.
- Communicating effectively with all in our school community.
- Encouraging all to engage in works of charity.
- Fostering links with West Lancashire Catholic Schools Cluster.
- Joining with local, national and international partners to celebrate our Catholic identity.
- Promoting personal and professional development of all in the school community.
- Ensuring that all children have a voice and systems to ensure these are in place.
- Sharing our buildings and resources with the wider community.

The Aim of Religious Education at St Mary's

The aim of Religious Education at St Mary's Catholic Primary School is to promote the Catholic vision of the dignity and freedom of every person, as created in the image and likeness of God. This vision inspires and encourages the beliefs and values, which are lived out in the daily life of the Catholic school. Within this vision, Religious Education is a journey of formation involving every member of the school community, together with the pupil's family and Parish Community. Religious Education is the foundation of the entire educational process.

Religious Education is therefore **the core** subject in the St Mary's school curriculum. It is a rigorous academic discipline, taught, developed and resourced as such.

The Religious Education provided at St Mary's aims to promote:

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

The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

Come and See

To achieve the desired outcomes for Religious Education, St Mary's follows the "Come and See" programme, recommended by the Archdiocese of Liverpool. 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.

For 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 the way of life of the Catholic tradition and where appropriate, of other faith traditions.

There is no presumption 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.

Each term a question is explored about a mystery of life - and the Christian belief which answers it.

Autumn	<i>Where did I come from?</i>	Life - Creation
Spring	<i>Who am I?</i>	Dignity - Incarnation
Summer	<i>Why am I here?</i>	Purpose - Redemption

Each question is explored through three areas. A different dimension explored each term.

Area >	Faith Community - The Church
Autumn	Family - Domestic Church
Spring	Community - Local Church
Summer	World - Universal Church

Area >	The Celebration in ritual - The Sacraments
Autumn	Belonging - Baptism and Confirmation
Spring	Relating - Eucharist
Summer	Inter-relating - Reconciliation

Area>	Way of Life – Christian Living
Autumn	Loving – Advent and Christmas
Spring	Giving – Lent and Easter
Summer	Serving – Pentecost

The process of teaching each topic is detailed in the “Come and See” resource document. It is delivered usually over a period of four weeks in the following pattern.

EXPLORE ~ Life experience to discover value and significance.

REVEAL ~ Hearing, understanding and reflecting on the message.

RESPOND ~ By celebrating and by applying it.

Explore (Week 1)

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.

Reveal (Week 2 and 3)

This 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. It will involve learning about scripture, the teachings of Christ and the Church, prayers, rites, psalms, hymns and the lives of renowned Christians.

Respond (Week 4)

Split into three elements; **Remember** – children remember and celebrate all they have learned. Opportunities should be created for children to reflect on their understanding. **Rejoice** – children celebrate their learning. **Renew** – the Teacher helps each child to make an individual response, to hold on to and make their own, what they have understood about the topic. Children should be encouraged to think about how they can apply their learning to their lives.

Curriculum Planning

It is vital that the RE curriculum is planned thoroughly to ensure that the quality of teaching and learning leads to positive outcomes for all children.

The daily RE lesson will be delivered through the planning guidance contained within the **Come and See** folder. Teachers should use this planning guidance and annotate it to meet the needs of their specific group of learners. This short term planning is the responsibility of the Class Teacher. It must enable all children to succeed in the set tasks and for them to celebrate their achievements. It is essential that the SEND needs of particular children are catered for.

On a whole school level, it is important that topics are synchronised appropriately. It is recommended that:

- One week is allocated to **Explore**.
- Two weeks are allocated to **Reveal**.
- One week is allocated to **Respond**.

The studies of other faiths should again be timetabled for the whole school to facilitate a cross key stage focus:

- Study of Judaism in the Autumn Term.
- Study of another faith in either the Spring or Summer Term.

The RE Co-ordinator, Headteacher and Governing Body will monitor the RE provision on a termly basis:

- An allocation of a minimum of 10% curriculum time for RE.
- Ensure there is a daily act of collective worship.
- The production of a termly report for Governors on RE issues.
- Conduct lesson observations.
- Attend acts of collective worship around the school.
- Provide accommodation/resources to facilitate a meaningful curriculum.
- Encourage staff to use "Come and See for Yourself" in planning.

Assessment

In each topic, Teaching staff should use the Religious Education Attainment Targets to assess children's knowledge and understanding in each topic. They provide a framework of support for the tasks of differentiation, assessment, recording and reporting.

St Mary's follows the Archdiocesan model and formally assesses one topic per term, on a rotational basis of themes, to ensure the coverage of:

- The Church
- The Sacraments
- Christian Living

The formal assessment tasks are identified by The Department for Christian Education each term. Each piece of formal assessment is levelled and then helps to formalise a judgement on achievement. The level is recorded on each pupil's **Record of Achievement in Religious Education**. These levels are then moderated, confirmed and then used to plan for future learning.

The recording of assessment will also take place within RE books, on individual pieces of work and in informal planning documents. It is imperative that this:

- Is positive to promote the search for excellence in this subject.
- Is selective – because some work may be particularly sensitive.
- Relates specifically to attainment in RE.
- Recognises the wide range of achievement in both AT1 and AT2.

It is vital that combined with academic rigour, is an awareness of the sensitive subject matter covered within the RE curriculum. Therefore all staff should use their professional judgement to always hold the well-being of the child paramount.

nb Assessment Targets and Levels of Attainment are contained within the Appendix of this document.

Reporting of Assessment

All Teaching staff are required to engage in the reporting of achievement in Religious Education. This has four key purposes:

1. It provides feedback to pupils. eg. informal discussion, regular and constructive marking, verbal feedback to groups and the compilation of pupil records and projects.
2. It informs colleagues engaged in education on achievement of individual children. eg. the Record of Achievement in RE, feedback at staff meetings and during transition activities.
3. It informs parents and carers of their child's progress. eg. parent/teacher discussion, weekly curriculum newsletters, weekly school newsletters, written reports, displays of learning, assemblies and the production of project booklets and learning journeys.
4. It communicates with parish, archdiocesan, parental and governing bodies on the content and quality of curriculum provided. eg. Headteacher's report to Governors, support of sacramental preparation, RE elements in assemblies, curriculum documents and school displays.

The formal Report to Parents/Carers issued on an annual basis will have Religious Education as part of the "front curriculum page". This shows the position it holds as a subject of priority. Indeed, it demonstrates the school's commitment to illustrating the fact that the whole curriculum takes place within a catholic ethos.

Monitoring

A schedule of monitoring activities will be presented at the start of each academic year. This will include:

- Lesson observations
- Display evaluations
- Pupil interviews
- Work scrutiny
- Moderation of assessments

The Headteacher can at any time seek to monitor the quality of teaching and learning. This may occur outside the timetabled activities.

Judgement will be based upon the following criteria:

The extent to which children:

- 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 hard.
- Show interest in their work and are able to sustain concentration.
- Understand what they are doing, why, how well and how to improve.

The extent to which Teaching Staff:

- Have a secure understanding of the Faith, of RE and "Come and See"
- Set high expectations to challenge and deepen pupils' understanding.
- Plan effectively and have clear shared learning objectives for children.
- Use methods and strategies to meet the needs of all children.
- Use time, resources and support staff efficiently and effectively.
- Assess pupils' work thoroughly and constructively, making effective use of assessment to inform targets for improvement.
- Set homework when appropriate to reinforce the work done in lessons.

Staffing

The staffing for the academic year 2017-18 is illustrated below.

Class	Teaching Team
Reception Class	Mrs K Morris (Teacher .5), Mrs J Hackett (Teacher .4) and Mrs F Hesketh (TA).
Year 1	Mrs D McGrath (Teacher)
Year 2	Mrs. C. Priestner (Teacher) and Mrs. E. Wareing (TA)
Year 3 and 4	Miss S. Fletcher (Teacher) and Mrs K. Geldart (TA). Mr. G. Scotland (TA)
Year 5 and 6	Mrs L Sykes (Teacher) and Mrs L Hyland (TA).
R - Y6	Mr M Nolan (Headteacher).

Induction and Development

St Mary's is committed to high quality induction and professional development for staff.

Therefore the development of the subject features within the "live" School Development Plan, which is monitored on a termly basis by the Governing Body.

Staff meetings and INSET training takes place to ensure that RE practice is given a high priority.

The RE Co-ordinator will attend the appropriate Christian Education Department network meetings. Staff are encouraged to attend professional development training opportunities when possible. Expert advice will be sought to address specific training and development needs.

All documentation relating to the RE curriculum is made available to staff and governors.

The RE Co-ordinator will seek to moderate curriculum judgements with colleagues from other settings.

Sacramental Preparation

St Mary's will support the work of the parish of St Elizabeth's in preparing children for certain Sacraments. The school will be receptive to the needs of our Parish families. As the First Holy Communion, Confirmation and Reconciliation programmes now take place predominantly within the parish (through the With You Always framework), the staff are expected to assist in preparation rather than lead it.

Religious Education and the Whole Curriculum

As previously stated within this handbook, Religious Education is the core subject at St Mary's. Therefore its position as the subject that shapes the way we live and learn will be safeguarded.

As well as the learning time allocation, pupils must have the opportunity to engage in daily collective worship. There must be time and space given to daily reflection and prayer.

The school will come together for worship and prayer on Mondays, Wednesdays and Fridays each week. Catholic feast days and periods of preparation will be observed and celebrated. Celebrations through drama and music will take place at Christmas and Easter. The school will visit the Parish Church of St Elizabeth's regularly, celebrate our identity with other Catholic schools and attend Archdiocesan events.

The RE curriculum will be wholly inclusive, one that engages with all members of the school community. It is the responsibility of all charged with its delivery that it is rich, meaningful and rigorous.