


# St Marie's Catholic Primary School

*"Learning through faith, love and respect"*



## Religious Education Handbook

Date Reviewed	Pending
Person Responsible:	RE Subject lead

**Signed:**  Mrs Melanie Smith (Headteacher) **Date:**

**Signed:** *Mrs S Styles* (Subject Leader ) **Date:**

**Signed:** *Mrs Frances Cheetham* (Chair/Governor) **Date:**



**LEARNING THROUGH  
FAITH,  
LOVE  
AND RESPECT**



**Our Core Values**

**At St Marie's we are...**



Welcoming



Forgiving



Team



Respectful



Kind



Honest



Faithful

**Mission Statement**

Living as Jesus taught us and as part of God's family, we at St Marie's seek to develop each individual with faith, love and respect for each other.

## **Our Aims**

At the heart of every Catholic School is the need to come to know Christ as revealed in the gospels and to reflect this teachings in the daily life of school.

### **In providing a Christian education we aim to –**

- Develop awareness that, we are all children of God and in being so, should respect and care for each other in our school life.
- Recognise that sacramentality of each person so that though our meetings with each other we find God.
- Instruct the children in the teachings of the Church, thus giving them knowledge of the Faith and an experience of the Living Liturgy.
- Support the Parish in its Catechesis of the children in readiness for their meetings with Christ in the Sacraments and celebrate the receiving of the Sacraments within the school community.
- Encourage worship, in private and as a community, as a means of deepening the children's relationship with God.

## **Objectives**

### **In order to achieve these aims the school will:**

- Present the Christian message and way of life in ways appropriate to age and stage of development of each child by following Come and See programme.
  - Provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
  - Help each child to acquire knowledge of religious things; actions, places, stories, symbols and rituals, people and objects.
- Ensure staff are familiar with and understand the underlying principles of the Come and See programme.
  - Ensure that staff have access to suitable teaching materials and an appropriate knowledge of other faiths.
    - Encourage links with the parish of St. Marie's.
  - Encourage links with parents through inclusion in Masses, assemblies, newsletters, special events
- Ensure that staff and governors are aware of the importance of Religious Education in our school.

## Overview of Content

The 'Come and See' programme has its core three basic questions and the three Christian beliefs that are the Church's response in faith.

- Where do I come from? Life – Creation
  - Who am I? Dignity – Incarnation
- Why am I here? Purpose – Redemption

The Theology of the Year

The Themes Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

### **Church**

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

**1. AUTUMN** – My story- my family- Domestic Church. 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.'

**2. SPRING** – Our Story ~ Local Community ~ Local Church. After Christmas the children explore the theme of a 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.

**3. SUMMER**- The story ~ the worldwide community ~ Universal Church. 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**

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

**1. AUTUMN** – Belonging ~ born into Christ's life. Following on from an understanding of belonging to a family with 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, strengthened 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 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.

**2. SPRING** – Relating ~ God's love to our lives ~ Eucharist. 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.

**3. SUMMER** – inter-relating ~ service to the community ~ Reconciliation. The Sacrament of Reconciliation forms part of the work of the summer time when there is an opportunity to learn about 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 unties the ailing person more closely to Christ.

### **Christian Living**

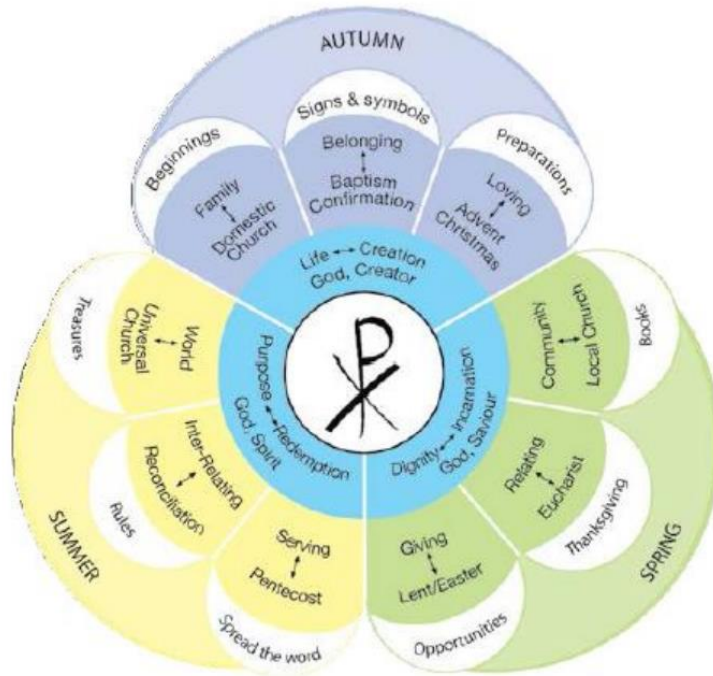
The Christian living themes occur in each season and each theme gradually builds on the understanding of the previous theme.

**1. AUTUMN** – loving – celebrating life – Advent Christmas. The Advent – Christmas theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offer the witness of loving as a way of life. 'The word became flesh so that we might know God's love.'

**2. SPRING** – giving – the cost of life. 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.'

**3. SUMMER** - study of 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.

# Themes of each season



## **The Process**

Delivery of 'Come and See'

The Catechism of the Catholic Church addresses the search for the meaning of life, God's initiative in Revelation, who comes to meet us and our response of faith (C.F. CC26). This pattern guides the structure of the 'Come and See' programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

### **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.

The teacher helps the children 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, art etc.
- Investigation
- Story telling
- Consideration to the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences

**Explore will take one week of Religious Education time to complete.**

### **Reveal**

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. 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.

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

## **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 they have learnt. This new understanding will enable them to make a personal response in the daily lives.

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 this section. There will be an 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 content of 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 in 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 RE books. There is a reminder that the teacher will undertake an evaluation which will inform future teacher and learning and include assessment for learning.

**Respond will take one week of Religious Education time to complete, evidence must be put in to the class Learning Journal.**



## 'Come and See' Layout

### **Foundation Stage**

Throughout the programme for Nursery and Reception the process will be divided as follows:

- Whole class more 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).

This approach is also optional for Key Stage 1.

### **Key Stages 1 and 2**

The structure within Reveal at Key Stage 1 and 2 comprises of the following sections of each lesson:

**Learning focus:** the overall focus of the lesson

**Content:** some suggestions for input to develop focus

**Some key questions:** suggested questions to encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise

**Some suggested activities:** teachers choose from the list of suggested activities according to the needs of their children.

### **Other faiths.**

At St. Marie's we are committed to helping our children to respect people of other faiths and to recognise that God is at work in them. During the academic year other faiths are taught discretely. We teach Judaism during the Autumn term, as Christians and Jews have such a common spiritual heritage and currently our other faith is Hinduism. The teaching is of the key concepts of that religion. We focus on how members of that faith community live as a family and how they worship. It begins from the faith community's own understanding of itself and what it is to be a member of a particular community. The schemes of work within the 'Come and See' programme are followed and are enriched by visits, personal contact with and assemblies from a member of another faith when possible.

## Other Faiths- The Process

The Come and See programme provides an overview page with background information for the teacher, a description of the teaching of that religion and a list of possible resources and key words.

<p style="text-align: center;"><b><u>Focus 1</u></b> <b><u>Look leading to Discover</u></b></p> <p>A very short introduction to the topic, starting with the children's own familiar experience.</p>	<p style="text-align: center;"><b><u>Focus 2</u></b> <b><u>Discover</u></b></p> <p>The main section of teaching and learning about this religion and includes a range of activities which might involve a visit to a place of worship, a visitor within our school or a video.</p>	<p style="text-align: center;"><b><u>Focus 3</u></b> <b><u>Discover followed by Respect</u></b></p> <p>The plenary when children are given the opportunity to reflect on what they learned, appreciated and respected and what it means for the followers of that religion.</p>
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### **Planning for R.E.**

R.E. is planned as a discrete curriculum subject, although cross-curricular links are made wherever possible. Staff follow the 'Come and See' programme undertaking the suggested activities. Planning is annotated outlining the activities completed whilst also noting group tasks, independent tasks and support staff as well as dates of each activity and any additional resources used.

### **Long Term Planning**

A copy of the year's long-term plan is distributed to all members of staff by the R.E. subject leader. This document is available at any time throughout the year should staff require an additional copy. Long Term Planning is regularly discussed at staff meetings to ensure staff are aware of upcoming topics. 'Come and See' follows a one-year cycle.

### **Medium Term Planning**

A medium term plan is also distributed to all staff, downloaded from the website (so it can also be shared with parents). The start and finish dates for each topic to be covered that term are indicated. As recommended, within planning

- Week 1 - Explore
- Weeks 2 & 3 - Reveal
- Week 4 - Respond

### **Short Term Planning**

Short term planning is completed by each class teacher based on the contents of the topic for their age phase. Plans are submitted on the planning format in line with Liverpool Archdiocese requirements. As with all other areas of planning,

R.E. tasks are appropriately differentiated in order to challenge all groups of learners regardless of ability.

### **Special Education Needs Provision**

We aim to cater for the needs of all the children in our care, helping them to grow in the love and understanding of the Catholic Faith. We take pride in the special educational needs provision given to our children. Children for whom SEN provision is required display a range of physical disabilities, emotional and social difficulties, in addition to those whose academic progress might be behind than their peers. Carefully structured inclusion profiles, which are regularly reviewed and updated, ensure each child has the best educational provision possible. We do not consider a lack of Religious Knowledge or Religious Literacy to be a hindrance in our aim to help each child develop a loving relationship with God. All teachers in the school work as a team, and are supported by TA's and welfare staff. Teachers are familiar how the 'Come and See' suggested activities can be differentiated to meet children's specific needs, so long as the Learning Focus remains the same. Widgets are available within some topics to support pupils working at a much lower level than their peers. If a pupil has a disability that physically prevents them from demonstrating a Come and See activity even with reasonable adjustments in place, such as the SEN material from the Come and See website and the adjusted Archdiocesan P Scales, these statements can be excluded from the end of year and end of phase Standards.

### **Relationship to the whole curriculum.**

Please see the school policies on:

- RE
- Collective worship
- Spiritual and Moral development
- RSHE
- PSHE

Opportunities for retreats are limited at the moment however we plan to develop the use of retreats in the future. Also, time is found during the annual educational visit to the Lake District for reflection and prayer.

### **Monitoring and Evaluation**

The R.E. subject leaders, monitors teachers' planning, and samples of children's work to ensure continuity and progression throughout the school. The R.E. subject leader carries out lesson observations in all classes. Learning walks are undertaken whereby the subject leader monitors R.E. classroom displays and discusses lessons and activities covered within each topic. This also provides an excellent opportunity to celebrate good practice and pupil's achievements within topics. The R.E. subject leaders regularly completes book looks, from each

class, to monitor the work and progress being made. Feedback is given regarding strengths and weaknesses and staff are given feedback for future reference.

### Assessment of R.E.

At St Marie's we follow the guidance offered by the Archdiocese for formal assessment of R.E. We use the assessment tasks recommended for the named formal assessment topics. Assessment in R.E. establishes what pupils know, understand and can do. It does not however, assess faith or individual practise of the faith. Assessment judgements can be supported by observing pupils' contributions in activities/discussions, targeted marking of written class work, participation in lesson, formal assessment pieces and children's own review of topics covered. Within 'Come and See' a Standard Summary of what children can be expected to know, understand, and do is provided at the end of each topic, all linked to the 'Driver Words/Skills'. These skills are stuck in the front of the children's books and are ticked when the teacher feels they have been seen. Formal assessment of the three key 'Come and See' themes 'Church, Sacraments and Christian Living' are carried out once per term, using Standards in Religious Education. The schedule for assessments is as follows:

This term we are formally assessing the **Advent/Christmas - Loving Topic** which is highlighted below. Therefore, our tasks need to focus on the **Christian Living standards**.

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

When giving end of year judgements, teachers use the same terminology in line with maths, English and Science. These terminologies are:

- Working Towards the expected standard
- Secure within the expected standard
- Working Above the expected standard

We ensure that our teacher assessment judgements are moderated internally through Staff meetings, with the Religious Education Coordinator and, with other schools in our Cluster groups.

### **Links with parish, parents and the local community**

St Marie's values its relationships with parents, holds them in high regard and recognises that they have a vital role to play in their child's education. We appreciate the parents as the initial educators of their children and seek to strengthen ongoing links between all stakeholders as partners in the learning process providing support and guidance where appropriate. The headteacher, subject leader and teachers send regular information to parents.

These communications include;

- A termly R.E. newsletter on the website, which outlines current 'Come and See' topics, celebration details, Sacramental preparation dates, Parish notices, etc.
- A regularly updated school website
- Annual school reports providing updates of children's achievements within R.E.
- Year Group specific open/coffee mornings where the curriculum is discussed with parents and any questions addressed.
- Specific parent meetings to discuss curriculum e.g. R.S.E. meetings/drop ins.
- Invites to 'stay and pray'.

Parents Evening and open afternoon are extremely effective in providing communication to parents about pupil progress and the type of teaching and learning that goes on in the modern classroom. We request parental feedback where appropriate.

#### **Parish:**

This school exists to serve the needs of St Marie's Parish. We work closely with the parish and celebrate a number of Masses/celebrations throughout the year. For example our Y3 Harvest Mass is celebrated in church. School also works closely with the parish catechists to enable a smooth transition for the new sacramental programme, 'With You Always'. Pre covid we provided artwork for the church and will continue to do this once it is safe.

#### **Local community:**

We have strong links with our CAFOD representatives. They provide termly assemblies.

### **Resources**

R.E. resources are stored centrally in the RE cupboard. In addition, each class has a copy of God's Story, The Church's Story plus a digital copy stored on every teacher's laptop. Bibles are stored in classrooms and the cupboard. There are a wide range of fiction and non fiction resources that can be used to enhance RE lessons. All staff have a Collective Worship box stored within their classroom. Within the box are different materials, candles, items for display (shells, pebbles, leaves etc.) Additional collective worship resources are also stored centrally with extra resources such as materials, pictures, posters, candles and candle holders, ornaments etc. can be accessed by all staff. Boxes of resources for the other faiths topics of Judaism and Hinduism are kept in the cupboard. The RE leaders are responsible for the maintenance and renewal of these resources.

### Staff Members

List of those teaching Religious Education, their year group, qualification in Religious Studies (CCRS or equivalent), teacher status and any particular area of responsibility in Religious Education.

Member of Staff	Qualifications	Year Group	Area of Responsibility within RE
Melanie Smith	Head QTS CCRS		Overall responsibility for the teaching of RE
Faye Jackson	Deputy Head QTS CCRS	Y5	KS2 Team Leader planning and assessment
Nicola Bunting	Assistant Head QTS CCRS	YR	FS and KS1 planning and assessment
Jennifer Cheap	TLR QTS CCRS	Y2	
Andrea Hawkins	TLR QTS	Y4	
Denise Price	QTS CCRS	Y4	
Sarah Styles	QTS CCRS	Y6	RE Coordinator Collective Worship Coordinator RSHE Coordinator Planning and assessment.
Lisa Shaw	QTS CCRS	Y3	
Catherine Waterworth	TLR QTS CCRS	Y1	

Charlotte Whittle	QTS HLTA	Y2	
Katherine Hough	HLTA QTS CCRS		

### **Religious Education development plan**

An Action Plan is drawn up annually for inclusion in the Whole School Development Plan based on the annual SED, evaluation of teaching and learning, training needs and other identified priorities.

### **Evaluation of Religious Handbook**

The RE handbook is evaluated annually by the Subject Leader and updated as necessary.