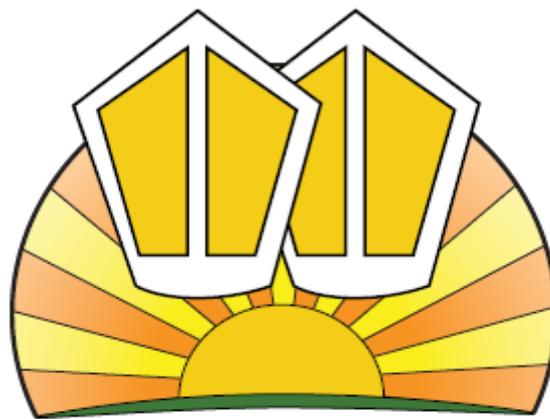


St Edmund's & St Thomas' Catholic Primary School Religious Education Policy

'Love Learn and Live Like Jesus'



School's Mission Statement

"I have come that they should have life and have it to the full."

John 10:10

Inspired by the teachings of Christ, Saint Edmund's and Saint Thomas' Catholic Primary school encourages and guides our pupils and all our school community to have a strong sense of service, love and compassion. In this way, they are encouraged to develop a vision for what they want to achieve with a zest for living life to the full.

Outcome of Religious Education

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 the deepening of knowledge, and understanding of key theological ideas and their application to life.
- 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.
- 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.

The aims of Religious Education:

The aim of Religious Education in St. Edmund's & St Thomas' 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 a pupil's family and parish community. Religious Education is the foundation of the entire educational process. For all children Religious Education is a rigorous, academic discipline, taught, developed and resourced with commitment.

Aim:

The Religious Education curriculum in St. Edmund's & St Thomas' Catholic Primary School aims to promote and provide a creative, child-centred curriculum, in which the whole child feels safe, valued and nurtured enabling them to fulfil their potential.

Objectives:

The objectives of curriculum Religious Education in St. Edmund's & St Thomas' Catholic Primary school are:

- 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 an awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour, and of the vital relationship between faith and life.
- To provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
- Children will be helped to find meaning and importance, both in their own life experiences and those of others, and to value them.
- To encourage study, investigation and reflection by the pupils;
- To develop appropriate skills: for example, the ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- To foster appropriate attitudes: for example, respect for truth; respect 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, multi-faith society.

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.

Prayer, Worship and Liturgy:

Aim:

St Edmund's and St Thomas' Catholic Primary School aims to provide a safe environment where the Good News of Our Lord Jesus Christ is celebrated within all aspects of school life, encouraging the whole school community to continue to develop their faith journey.

Objectives:

- To support the children through their faith and Sacramental journey
- To teach and celebrate the life of Jesus Christ throughout the Liturgical year
- To invite members of our school community to join us in the celebration of the Good News
- As adults to model and encourage children to live in the image of Jesus Christ, seeing the Gospel values in action
- To provide plentiful opportunities, through collective worship, for reflection and prayer

Relationships:

Aim:

At St Edmund's and St Thomas' Catholic Primary School we aim to create a school where everyone has a sense of belonging; feel safe and where the Gospel values are lived out and shared.

Objectives:

- To offer a warm welcome to everyone
- To foster love, trust and mutual respect
- To provide a safe place to make mistakes
- To celebrate good things in our lives and support in times of difficulty
- To model and encourage life long journey in faith

Home, school, parish and wider community:

Aim:

At St Edmund's and St Thomas' Catholic Primary school we aim to maintain and develop strong and honest relationships with all members of our school, parishes and wider community. Our School aims to be at the heart of homes, parishes and the wider community.

Objectives:

- To provide a warm welcome and ensure that all members of our community feel included
- To operate an open door policy, whilst safe-guarding all members of our school community
- To provide opportunities for the children to contribute towards our school community and the wider world
- To allow the community opportunities to contribute to school life and enrich the children's experiences
- To celebrate liturgical events with the school and parishes

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the autumn. KS1 will focus on Buddhism while KS2 focus on Islam, which is taught either in the spring or summer. At least one week's teaching and learning time per year is given to each.

The Aims of Religious Education Religious Education in the Catholic School

Catholic schools are guided in all they do by an important and coherent vision of education. This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an educational endeavour centred on the person of Jesus Christ, who is our Way, Truth and Life.

Joint pastoral letter on Catholic Education Bishops Conference Sept. 2007

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education as 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. 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.

The aims of Religious Education at St. Edmund's and St Thomas' Catholic Primary School:

The following strategies and aims underpin the effective delivery of religious education in the Catholic school.

- Religious education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15).
- It is about the Christian vision of the human person
- It is the core subject which is central to the life of the Catholic school
- Religious education is the systematic study:
 - of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - of the teachings of the Church,
 - of the lives of the saints,
 - of the relationship between faith and life.

Objectives:

- To analyse, reflect and develop a critical appreciation of sources
- To ensure marked progression through the different stages of education
- To gain the unequivocal support of the management
- To safeguard 10% of the length of the taught week for each Phase
- To encourage investigation and reflection
- To Develop the appropriate skills and attitudes which allows a free, informed response to God's call in everyday life
- To use skills in other areas of the curriculum

Expectations of Classroom Religious Education:

- Classroom religious education in a Catholic school is primarily educational.
- Excellence in religious education is achieved by:
 - clarity of succinct religious learning objectives,
 - key content,
 - by appropriate methodologies,
 - rigour,
 - richness of resources,
 - achievement of identified outcomes,
 - accurate methods of assessment.

THE RELIGIOUS EDUCATION PROGRAMME

At St Edmund's and St Thomas' Catholic Primary School to fulfil our aims and objectives we use the 'Come and See' programme of Religious Education as recommended by the Archdiocese of Liverpool.

Overview of content:

Come and See is developed through three themes based the documents of the Second Vatican Council,(*Gaudium Et Spes, Lumen Gentium, Sacrosanctum Concilium*) which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

The basic question belief for each season time is explored through three kinds of themes.

- A) Community of faith- Church
- B) Celebration in ritual- Sacraments
- C) Way of life -Christian Living

A) 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/carers '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 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'

B) Sacrament

The Sacramental themes occur once in every season time 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 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 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.

2. Spring – Relating ~ God's love in 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 term 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.

C) Christian living

The Christian living themes occur in each season time 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 offers 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 – serving in love – feasts to celebrate – Pentecost. 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 different topic in each age group

The themes of each season

AUTUMN

The three autumn term 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.

SPRING

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

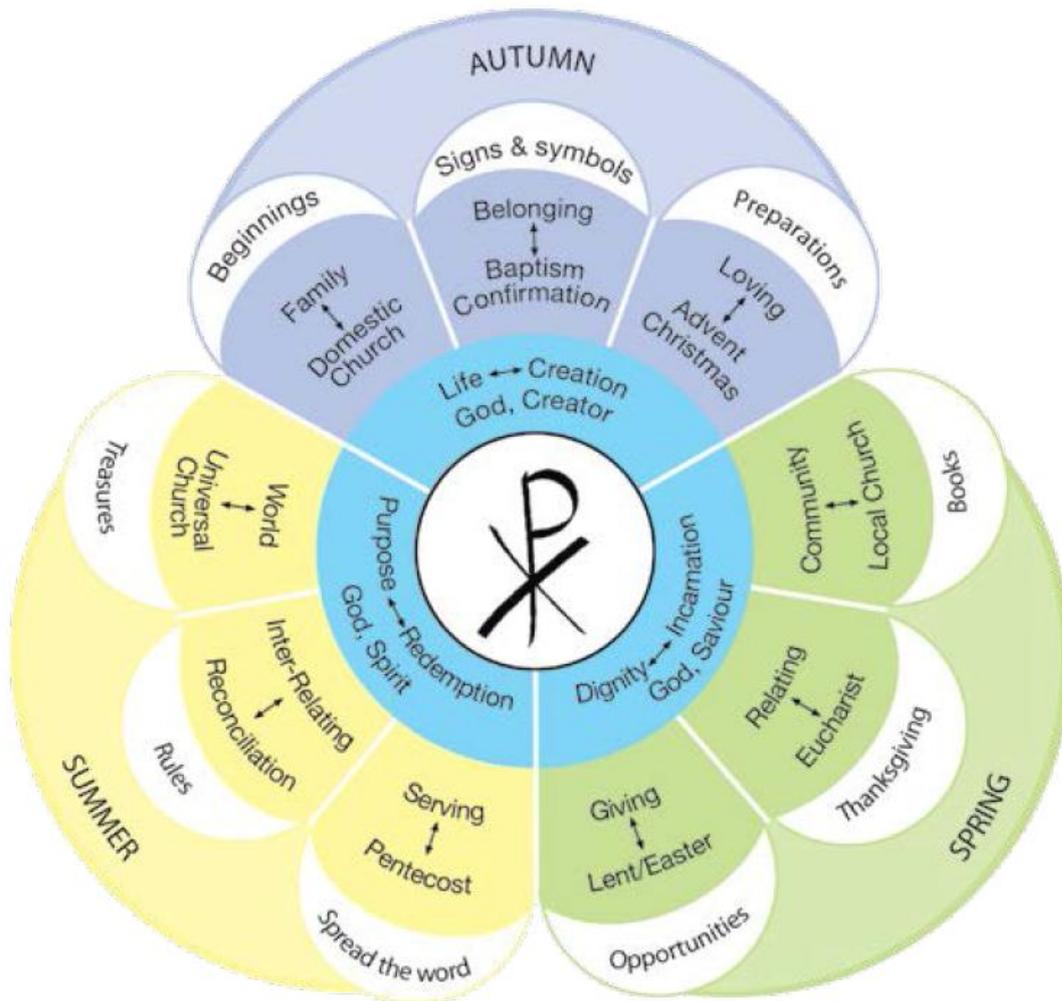
- journey of faith, in care for one another, in sharing their story and in celebration
- Relating Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving
Theological foundations

SUMMER

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 icon below which is an example of Year 2 shows how the programme develops from the central underpinning of the word of God, Die Verbum.



The Process

Knowledge/ Understanding/skills/attitudes

It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.

.....Religious Education in School underpins, activates, develops and completes the educational and catechetical activity of the whole school.

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation who comes to meet us and our **response** of faith. This pattern guides the structure of the

programme and informs the process of each topic, opened up through; **Explore, Reveal** and **Respond**.

The process

The Word who is life – this is our subject

Search-Explore (1 week)

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.

Revelation –Reveal (2 weeks)

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

Response – Respond (1 week)

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

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...
- Investigation
- Story telling
- Consideration of the *big* questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences.

'Religious education learns from evangelization and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God's revelation.'

Religious Education Curriculum Directory

Explore will take one week 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 and 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 **two weeks** 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. The grid below, which is in every topic, offers guidance as to content of the celebration.

Rejoice Planner	
Gather	Consider how the children will begin the celebration.
Word -Listen	To some scripture; read or enacted
Response	How will the children respond to all they have heard?
Going Forth	How will the children take away the message?

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 **one week** of Religious Education time to complete.

Planning:

Time allocation curriculum

The Bishops' require 10% of the taught time for religious education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. 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.

b) Long term planning

The themes and topics framework sets out the programme for the year.

c) Medium term planning

The overall responsibility for medium term planning lies with the religious education subject leaders. 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. A copy of this is on the **Come and See website** so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together. The following template shows the content and purpose of the overview.

The approach chosen:

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

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5. In the foundation phase religious education drives the whole curriculum. 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:

Three Prime Areas

- Personal, social and emotional development
- Communication and language
- Physical Development

Specific Areas

- Mathematics
- Literacy

- Understanding the world
- Exploring Media and Materials

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

- **Whole class core Input;** (teacher led).
- **Adult directed group activities** and; (teacher or assistants work with groups of children).
- **Continuous provision** (child centred learning across the areas of learning in the foundation stage).

The structure within both **Explore** and **Reveal** from years 1 to 6 comprises of the following sections:

1. **Learning focus:** the overall focus of the session.
2. **Content:** some suggestions for input to develop the focus.
3. **Some key questions** follows the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. **Some suggested activities,** the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated we have agreed as a school to differentiate at three lessons per topic , but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children using symbol supported text.

The **Respond** structure is the same for Foundation stage as well as Key stages 1 and 2. This is the opportunity for children to respond to what they know and understand the three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. **Renew:** this is where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

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 at St Edmund's and St Thomas' 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. For all children to make progress a minimum of three lessons per topic are differentiated.

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.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart. The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities. When planning, attention should be given to providing:

- *a range of motivating and enjoyable experiences to engage all children*
- *scope and provision to enable children to move through and demonstrate success at the different P levels*
- *strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.*

See Religious Education Curriculum Directory 2012

The 'P' scales of the Attainment Levels 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 folder will be provided 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.

Assessment:

At St Edmund's and St Thomas' Catholic Primary School assessment is an integral aspect of all teaching and learning in Religious Education. Information about assessment and exemplification material can be found in the book entitled, *Levels of Attainment in Religious Education in Catholic Schools and Colleges* [Bishops' Department]. It is essential that teachers are familiar with this publication. Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about and learning from religion. Assessment establishes what children know, understand, and can do and how to get there. It offers support and motivation to the learner. It does not assess spirituality or the practice of faith.

At the beginning of *Explore and Reveal* there is an indication of the Areas of Learning and the Attainment Levels which are covered. At the end there is a summary of the levels for that topic. Regular assessment, individual pupil tracking and record keeping are carried out according to the direction given by the diocese, in order to ensure pupil progress.

Theological Stepping Stones:

At the end of each topic there is an outline of the teaching of the Church which has been covered in the topic. These statements develop from preceding years and are further developed in successive years. The vocabulary used is adult and is not necessarily the actual words used in the topic but the teaching and concepts are. It is a helpful reminder of how the knowledge and understanding of the Faith is gradually explored.

Links with other areas of learning:

Skills from other areas of learning will contribute to Religious Education. Whilst making links with these areas of learning it is important that teachers remain focused on the learning outcomes of the religious education topic.

Assessment at St Edmund's and St Thomas' Catholic Primary School involves:

Informal assessment – through quality first teaching, class teachers, with input from teaching assistants, are able to assess children's understanding in lessons and annotate their planning during and at the end of the topic. Teachers also give verbal and written feedback to the children for their next steps in learning with the aid of dialogic marking. Plans and books are monitored by the RE coordinator on a regular basis to ensure progress and consistency.

Come and See Formal Assessment - Underlying Principles

Nursery/Reception – Collection of annotated work from each topic including for example, photographic evidence. Links with Characteristics of Effective Learning and Areas of Learning and Development

Years 1-6 - Formal Assessment is guided by the Attainment Levels on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (**N.B.** Other strands may also be covered in these topics)

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

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

Formal assessment –An activity will be undertaken that enables children to show how they have met the Learning outcome. Following moderation (staff meeting time is allocated termly to allow Year group discussions and with coordinators) context sheets are completed; the outcomes will be added to a class tracker and then marked against the attainment levels and descriptors on the child's 'Record of Attainment in Religious Education' Staff make reference to the Archdiocesan assessment booklet. Staff (teachers and teaching assistants) make good use of both formal and informal assessments to build on previous knowledge and extend the children's learning. Staff set high expectations. Formal assessments are all recorded in a separate RE assessment book which is passed up to the next year group.

Attainment Targets and Levels of Attainment:

At St Edmund's and St Thomas' Catholic Primary school–

Staff assess the children and use their judgements (annotated planning, discussions with children work in books and observations) to complete the attainment target record. These records are collated throughout the year and passed on to the new teacher/school. A class tracking sheet is completed and handed to coordinators who analyse progress and report to SLT and Governors.

Recording:

As recording provides evidence of achievement the teachers of St Edmund's and St Thomas' Catholic Primary School aim to provide an accurate and comprehensive assessment of each child's knowledge and understanding in manageable form.

At St Edmund's and St Thomas' Catholic Primary School, this takes the form:

Foundation Stage

Recording topic work/knowledge in individual books- annotated

Years 1-6

Recording their work in a Come and See book
Keeping their concept maps in their Come and See books
Annotation of plans
Evaluated the end of topics.

Each Class Teacher:

Recording information from informal /formal assessments
Written comments on children's work with next steps marking as appropriate.
Displaying individual/group work on a class display
Keeping visual evidence- photographs/ videos/ artefacts
Completion of assessment activities and levelled Formal assessments per term see planning sheet for topic

Reporting:

Teachers are responsible for:

Providing feedback to the pupils on their achievements and progress informing colleagues of the achievement of individual pupil progress when moving to new class/school. Keeping the Head teacher and Religious Education Co-Ordinator fully informed of the progress and achievement of their children in Religious Education (parents evening, written reports, Rejoice Celebration which celebrate work completed in class.) Completion of assessment activities and levelled for formal assessment topics. Completion of individual children's Attainment Target sheet.

Evaluation of teaching:

At St Edmund's and St Thomas' there is a focused cycle of monitoring. Excellent use is made of the Archdiocese Monitoring pack. Observed RE lessons, collective worship, book and planning scrutiny, display and working walls are all monitored.

Staff Induction

At St Edmund's and St Thomas' Catholic Primary School the **Senior Leadership Team** are responsible for: the induction of newly qualified /new staff into the Catholic life of the school and actively promote CCRS. New staff are given access to

- 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.
- The RE Handbook
- The Collective Worship Policy

The RE Co-ordinator is available to provide support and training.

The Religious Education coordinators are responsible for:

The induction of newly qualified staff/ staff new to St Edmund's and St Thomas' and long term supply teachers are guided through Come And See Book planning, teaching and learning, recording, assessment, reporting. We encourage new members of staff to take part in the CCRS programme.

NQT's are also given opportunity to attend the special induction programme provided by the Archdiocese.

Each class teacher is responsible for:

The induction of students and new classroom assistants to Come and See

Staff Development/Communication

Religious Education is central to future developments within our school, linked to our whole school mission and ethos. A variety of training opportunities in Religious Education is provided for staff including: attending Archdiocesan topic and assessment days; Inset for Collective Worship and the implementation of 'Come and See'. The RE Coordinator attends coordinator meetings and Archdiocesan training. Staff are encouraged to enhance their professional development by studying for the Catholic Certificate in Religious Studies. Performance Management provides opportunities to discuss training and development needs. 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 includes formal training course or sharing good practice among staff. Staff meeting time is used for Inset, alongside other core subjects.

The Religious Education coordinator:

- attends coordinators meetings and regular in-service organised by the Christian Education Department and disseminates the information to staff during staff meetings/in-service
- ensure information received through the post/email is shared at staff meetings and displayed in the staffroom (e.g. Advent/Lenten services/Teachers Mass, courses etc.)
- ensures that each class teacher is given a medium term planner at the beginning of each term to inform them about topics, assessment, celebrations and monitoring
- discuss masses and liturgical celebrations at staff meetings
- devise a timetable of Rejoice celebrations where parents can attend
- are always willing to offer support or discuss any concerns/problems that arise during a topic
- staff are given opportunity to share their individual development needs during monitoring of teaching and Performance Management
- Staff have involvement in the Self Development of Religious Education and the Catholic life of the school
- staff are given opportunity to disseminate from courses on Religious Education/ Catholic life of the school they have been on

RESOURCES - Classroom:

Come And See Book for each teacher

God's Story each class (also available on the interactive whiteboard)

Church's Story each class (also available on the interactive whiteboard)
Age appropriate published prayer books.
Collective worship box

RELATIONSHIP OF RE TO THE WHOLE CURRICULUM

Collective Worship (See policy)

Pupils experience an act of Collective Worship each day. This includes phase group, year group and class based Collective Worship. 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 Masses and Class collective worships held in school.

Away Days, Retreats and Pilgrimages

Provision for spiritual development includes: opportunities to go on pilgrimage to St Thomas' Church and to St Edmund's Church, led by parish member Sue Kendall; an 'Awe & Wonder Week' to respond to nature.

Sacramental Preparation

Children in Year 4 receive the sacraments of Reconciliation, Eucharist and Confirmation. Preparation is provided by St Edmund's and St Thomas' Parish catechists.

Prayers to be used by KS1 and KS2 pupils

(See Appendix – Prayer booklet)

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the RE Coordinator, the SMT and the Governing Body. (Last reviewed December 2015)

Reference:

Catechism of the Catholic Church
Guidelines for the Assessment, Recording, Reporting of Religious Education
Social and Moral Education in Catholic Schools
Curriculum Directory for Catholic Schools
Our Schools and our Faith. Jim Gallagher
The Bible – Good News
Mission Statement (Christian Education Department)
Collective Worship (Christian Education Department)
Spiritual and Moral Development (Christian Education Department)
Education for Personal Relationships. (Christian Education Department)
Evaluating the Distinctive Nature of a Catholic School. C.E.S. Assessment booklet