

St Michael and All Angels Catholic Primary School

RE HANDBOOK

2016-2017

“I have come so that they may have life
and have it to the full.”

JOHN 10:10



ST MICHAEL AND ALL ANGELS CATHOLIC PRIMARY SCHOOL

RE HANDBOOK

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1.MISSION STATEMENT

At St Michael and All Angels' School we are a CHRISTIAN COMMUNITY where everybody is valued and recognised for their unique contribution.

We aim to provide a child-centred EDUCATION in a positive learning environment in which all children may reach their full potential.

The Gospel values of love and respect are at the heart of our PARTNERSHIP with parents, carers, governors, the parish and wider community.

Our Mission Statement is referenced on our school website: www.smaaa.info, in all governors' meetings, at formal staff meetings and in whole school assemblies. It is displayed in every classroom and working area around the school. We endeavour to live its values in our daily lives.

School

Aim -

We will endeavour to provide the children with the knowledge and skills they need to make informed choices and to accept responsibility for their own actions.

Objectives -

- ✦ to follow the Come and See curriculum in order to give the children an understanding of the Gospels
- ✦ to ensure that the targets set are challenging and that children achieve standards relevant to their year group and develop their full potential – spiritually, intellectually, physically and emotionally
- ✦ to ensure that children enjoy their work and behaviour is of a high standard
- ✦ to value the opinions and contributions made by the children to school life and to foster individuality and independence

Community

Aim -

We will develop the children's knowledge and understanding of the community and help them to build upon what they experience in order to gain a better understanding of the world.

Objectives -

- ✦ to foster strong links between the school, the parish and the local community
- ✦ to involve parents/carers in decision-making opportunities
- ✦ to ensure that the children are aware of faiths/religions other than their own and to respect and value those beliefs
- ✦ to produce an annual prospectus (see website) which reflects all aspects of our school life
- ✦ to foster and sustain the already positive relationships and communication between the Governing Body and the school, including all outside agencies

Education

Aim -

We will provide a broad-based curriculum which caters for all children and all levels of ability.

Objectives -

- ✦ to review and update all policies with full input from staff
- ✦ to have a School Improvement Plan which is renewed annually and involves the school community and relevant agencies who can support when needed in their learning
- ✦ to keep up to date in all initiatives in education – Come and See and curriculum subjects – which will enable the children to develop their full potential
- ✦ to have an agreed policy for discipline and behaviour which includes a code of conduct, clear rules which are consistently and fairly applied, a rewards system and clear procedures for dealing with bullying
- ✦ to have a positive system of performance management which involves all teaching and non-teaching staff.

2. THE AIMS 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 aims of Religious Education in St Michael and All Angels' School are:

- ⤴ to celebrate religious education as **the core subject**, central to the life of our Catholic school
- ⤴ to teach the Christian story
- ⤴ to work within Catholic teaching and tradition
- ⤴ to provide daily opportunities of celebration, prayer, reverence
- ⤴ to help each child towards a sense of dignity and self-esteem – an appreciation of their own worth and other people's worth ("you are precious in my sight" Isaiah 43:4)
- ⤴ to teach respect for others
- ⤴ to foster a sense of family and community
- ⤴ to provide a curriculum rich in experiences, activities and knowledge and so deepen children's enjoyment and appreciation of the world
- ⤴ to make links with other faiths/religions and other people
- ⤴ to involve parents/carers in the children's search for the meaning of life.

3. OBJECTIVES

We will:

- ⤴ provide opportunities to develop critical thinking and reflection
- ⤴ rigorously track progress from Nursery to Year 6
- ⤴ ensure whole-hearted support of the leadership and management team in championing the Catholic ethos of the school and its core subject of Religious Education
- ⤴ commit 10% of curriculum time to the teaching of religious education
- ⤴ develop the necessary skills and attitudes which enable every child to respond to God's call
- ⤴ assist children in applying these skills across the curriculum

4. THE RELIGIOUS EDUCATION PROGRAMME

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

OVERVIEW OF CONTENT

Come and See is developed through three themes based on documents of the Second Vatican Council, 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.

Community of faith ~ Church
Celebration in ritual ~ Sacraments
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 'by their word and example are the first (teachers) heralds of faith with regard to their children.' (Lumen Gentium 11 and cf CCC1656)
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 practise care and love for each other. (cf CCC 2179) The **diocese** is the community of the Christian family. (cf CCC 833)
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. (cf CCC 752) The order and harmony of the created world result from the diversity of beings and form the relationships that exist among them. (cf CCC 341)

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.' (ccc1212) 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 Springtime, 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 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'. (CCC 458)
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'. (CCC 1169) 'The Resurrection... remains at the very heart of the mystery of faith as something which transcends and surpasses history'. (CCC 647)
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.' (CCC 1076)

Each theme is explored through different topic in each age group.

The themes of each season

AUTUMN

The three autumn time themes are developed in the light of an understanding of Creation:

- ✦ Family ~ Domestic Church focuses on life as a 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.

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 ongoing 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 PROCESS
KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

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

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 schools 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. (CCC26) This pattern guides the structure of the programme and informs the process of each topic, opened up through: **Explore**, **Reveal** and **Respond**.

	The Word who is life – this is our subject.
<p>Search – Explore This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigate and their significance reflected upon.</p>	
<p>Revelation – Reveal 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.</p>	
<p>Response – Respond This is where the learning is assimilated, celebrated and responded to in daily life.</p>	

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

Religious Education learns from evangelisation 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 2012

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. 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, 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 to 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 the content of the celebration.

GATHER Consider how the children will begin the celebration.
WORD – LISTEN Some Scripture is 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 onto 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 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 to complete.

5. THE APPROACH CHOSEN

In the Foundation Stage, 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:

- ✦ Personal, social and emotional development
- ✦ Community and language
- ✦ Literacy
- ✦ Understanding the world
- ✦ Art and design

Throughout the programme the process will be divided as follows:

- ✦ Whole class core 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)

In Years 1 to 6

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

- ⤴ **Learning focus:** the overall focus of the session;
- ⤴ **Content:** some suggestions for input to develop the focus;
- ⤴ **Some key questions** follow 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;
- ⤴ 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 but will of course need to be adapted to the ability and interest 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 by three means:

- ⤴ **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1);
- ⤴ **Rejoice:** 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;
- ⤴ **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.

PLANNING

a) Time allocation curriculum

The Bishops require 10% of the taught time for Religious Education. In St Michael and All Angels' School this equates to 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 item does NOT include collective worship (other than the Rejoice section), hymn practice, assemblies, etc. This time allocation needs to be distributed appropriately throughout the week. The school leadership and management 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.

In classes where there are **mixed age groups**, the class teachers needs to work out, in collaboration with other teachers and the support of the Religious Education leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication.

The senior management is responsible for:

- Choosing an approach
- Ensuring that 10% of curriculum time is allocated to the teaching of Religious Education. (Collective Worship and hymn practice are not included in this 10%.)
- Monitoring timetables to ensure quality time for Religious Education

Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities.

c) **Medium-term planning**

The Religious Education Co-ordinator is responsible for:

- Allocating the starting date for each Theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another Faith (Judaism) or Religion (Islam, Hinduism or Sikhism) if it is being covered that term
- High-lighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day
- Indicating which classes' planning, teaching, assessment and books are to be monitored
- Indicating which formally assessed Theme will take place each term and then collating the assessment data and transferring it onto 'whole school' tracking

The overall responsibility for medium-term planning lies with the Religious Education subject leader but it is essential for the understanding of the topic that all 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-term 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.

d) **Short-term planning**

Each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating their own teaching
- Highlighting the activities chosen for the formal assessed topic each term
- Following the school tracking procedures for information gathered during on-going assessment

- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the Religious Education Co-ordinator
- Passing on the Record of Attainment sheets to the next class teacher

The teachers will use the planning model agreed by the school in conjunction with the diocese. At St Michael and All Angels' School we have decided to adopt the planner from the Christian Education website. This planner is available to all staff in our staff shared area along with an exemplar giving guidance on completing the planner. The material for this planning is found on the topic pages.

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 own achievement.

Children 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.

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.

😊 The smiley face symbol indicates the Widgit symbol supported text website which has a number of resources which are referred to in the programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol-supported text through weblinks.

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 an engage with (a multi-sensory 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 illustration 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.

6. ASSESSMENT

*Assessment is an integral aspect of all teaching and learning.
(The Independent Review of the Primary Curriculum 2009)*

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, 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 is carried out at St Michael and All Angels' according to direction given by the diocese, to ensure pupil progress.

In our school it involves:

Informal assessment

Ongoing assessments are made by continuous classroom observations. Examples of such assessments are:

- ✦ Observing a child's ability to listen, to ask relevant questions, to respond to key questions, to interact with others, to collaborate, to understand, to remember, to use driver words in relation to their learning and work, to be still.

By referring to the learning objectives and learning outcomes (with particular attention to DRIVER words) such regular assessments can be of value to inform future planning.

Children should be assessed in AT2 – Learning from Religion in an ongoing way.

Formal assessment

Foundation Stage Nursery/Reception – portfolio of annotated work including photographic evidence.

Links with Early Goals.

Years 1-6 Formal assessments are undertaken each term as directed by the diocese, ensuring coverage of Church, Sacramental and Christian Living themes. In the current academic year the timetable is:

AUTUMN – Domestic Church – Family – AT 1 (ii)

SPRING – Sacramental theme – Eucharist – Relating – AT 1 (strand TBC)

SUMMER – Christian Living theme – Pentecost – Serving – AT 1 (strand TBC)

In addition, the Christian Education Department recommend that a concept map be undertaken at the start and conclusion of each topic. This highlights progress in learning.

See below for an example of a Context Sheet (found on Liverpool Diocese website) completed by class teacher prior to moderation. This is attached to the pupil's work.

CONTEXT SHEET		
COME AND SEE:	COMMENTS	JUDGEMENT
TOPIC: Beginnings LEVEL: 2 PART OF PROCESS: Reveal	(Brief note on teaching method / approach used.) Read Psalms 139 together. Discussed how words reflect God's love and care for us. Invited children to Think Pair Share about the words and their own relationship with God as a loving Father.	A.T. – 1 STRAND – (i) LEVEL - 2
YEAR GROUP: 2		DATE MODERATED:
ABILITY: – HA / AA / LA	JUSTIFICATION: Child used words and phrases to retell key parts of psalm, reflecting on God's love and care for her.	SIGNED:
DATE: September 2015		

ATTAINMENT TARGETS AND LEVELS OF ATTAINMENT

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

Moderating samples of children's work each term ensures accuracy in levelling. This will help inform judgement when assessing the child's level on the Record of Attainment in Religious Education – a record for the whole scope of the child's attainment in RE.

(N.B. Other strands may also be covered in the formally assessed topics.)

Our colours for the Record of Attainment are:
 Reception – Red; Year 1 – Orange; Year 2 – Yellow;
 Year 3 – Green; Year 4 – Blue; Year 5 – Purple; Year 6 – Gold

A dot on the Record of Attainment indicates coverage, whilst highlighting the strand indicates the pupil is secure at that level.

7. RECORDING

In addition to the Records of Attainment kept for each child, teachers complete a termly record indicating the attainment in the year group. This is collated by the subject leader, who with the head teacher, analyses the data with a view to monitoring whole school progress and targeting any areas of concern. Eg. In line with the SED, attention is paid to MAC children.

8. REPORTING

At St Michael and All Angels' School, reports are sent to parents indicating progress and achievement against each theme. The language of the level descriptors from the Levels of Attainment are used. As it is **the core subject** in Catholic Schools, Religious Education appears as the **first** subject on the report.

9. EVALUATION OF TEACHING

When privileged to observe R.E. Lessons, the headteacher/R.E.co-ordinator will assess the extent to which teachers:

- ⤴ Have a secure knowledge and understanding of the Faith, of RE and of the programme in use (*Come and See*);
- ⤴ Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- ⤴ Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- ⤴ Use teaching methods and strategies which match learning objectives and are differentiated to challenge and support pupils as appropriate and meet their needs;
- ⤴ Manage pupils well and achieve high standards of behaviour;
- ⤴ Use time and resources, including ICT, efficiently and effectively;
- ⤴ Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work using Assessment for Learning strategies as appropriate;
- ⤴ Set homework to extend or reinforce the work done in lessons;
- ⤴ Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve;
- ⤴ Make effective use of teaching assistants and other support;
- ⤴ Undertake appropriate in-service training and use the experience effectively;
- ⤴ Inspire pupils by bringing the subject alive;
- ⤴ Promote equality of opportunity;
- ⤴ Create a positive environment for learning.

And the extent to which pupils:

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, fully engaged and work to a good pace;

Show interest in and enjoyment of their work in RE, are able to sustain concentration and think and learn for themselves;

Understand what they are doing, how well they have done and how they can improve.

Develop the skills and capacity to work independently and collaboratively to be active partners in their learning.

PUPILS' WORK –

Children's work is reviewed independently but twice per year, pupils are interviewed with

their books in order to give a more rounded assessment of learning taking place.

Samples of work are collected regularly from each class. The monitoring sheet provided by the Christian Education Department (Monitoring Pack) is used to scrutinise work, compare findings and decide upon action to be taken.

The following provides a rigorous examination of the pupils' work:

- ⤴ Does the content match the R.E. Programme (Come and See)?
- ⤴ Is there understanding of key vocabulary and key content?
- ⤴ Is work recorded in a variety of ways including ICT?
- ⤴ Is there evidence of differentiation (by task as well as outcome)?
- ⤴ Is there opportunity for challenge and investigation?
- ⤴ Is it the pupils' own work recorded?
- ⤴ Is work marked regularly? Do comments encourage and enable progress? Is there evidence of AfL?
- ⤴ Is the work presented well?
- ⤴ Is there progress in understanding?
- ⤴ Does work match medium term planning?
- ⤴ Are objectives and learning in outcomes met?
- ⤴ Is work complete? Are corrections done, if appropriate?
- ⤴ Is there evidence of another Faith and a Religious tradition?

DISPLAYS

Teachers endeavour to provide stimulating displays which celebrate and enhance the learning of all pupils.

Using the Display Monitoring sheet provided by the Christian Education Department, the following will be observed:

- ⤴ Is the display easy to see, up to date and well cared for?
- ⤴ Is there variety, quality and quantity?
- ⤴ Is there evidence of pupils' original work?
- ⤴ Is the display interactive?
- ⤴ Is a variety of media used, including ICT?
- ⤴ Are all children given the opportunity to have their own work displayed?
- ⤴ Are key words displayed?
- ⤴ Is there work from the current topic with both life and faith elements?

Following observations, teachers will have the opportunity to discuss any action to be taken in order to benefit all pupils in their enjoyment and achievement of R.E.

RESOURCES

During the annual audit of R.E., resources for teaching will be evaluated for their effectiveness and how they are being used. Currently, each class teacher has a Come and See handbook which includes access to the Come and See website with its high quality resources. In addition, all classes have copies of God's Story and Church's Story. There are religious artefacts to support the teaching of Other Faiths and Religions, too. These are available throughout the school.

Human resources: Visits are regularly organised (Jewish speakers and educational trips to Liverpool synagogue) in order that pupils have direct contact with members of Other Faiths who can deepen their knowledge and understanding.

10. EVALUATION OF LEARNING

There are regular opportunities for the children to evaluate their learning in Religious Education. They are encouraged to self-assess against the learning objective, using the traffic light approach. Through marking, the children are invited to reflect on their learning and to respond to questions from teachers designed to promote a deeper understanding. (Stars and wishes). In addition, pupil evaluation is integral to the process in Come and See, namely in RESPOND:

Remember – the children respond by remembering and celebrating all that they have learnt. This new understanding enables them to make a personal response in their daily lives. Remember begins with the children reflecting on what they wonder about, followed by the opportunity for them 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

Renew – the teacher helps each child to make an individual response, to hold onto 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.

11. STAFF DEVELOPMENT

Continuing Professional Development is of great importance to St Michael and All Angels' School. Using the School Development Plan (See attached) and Self-Evaluation Document, staff and curriculum needs are identified and acted upon accordingly. With regard to Religious Education in particular, the subject leader attends all co-ordinator meetings including the Spirituality Day in the Summer Term. Prompt and accurate feedback is given to staff to ensure continuity and excellence in the delivery of the curriculum and collective worship. New members of staff, especially NQTs are prioritised in their CPD in Religious Education.

See below for in-service completed over the last two years.

As preparation for each new topic, staff use the Come and See For Yourself page in the handbook. This brings all staff together with the opportunity to reflect, share and make a personal response to the theme about to be delivered to pupils.

The use of the theme pages/overview is to be found at the start of each topic and afford teachers the opportunity to adapt it to the needs of the individual class. Where there are teachers using the same overview, it is considered good practice to discuss together.

Each teacher's Come and See handbook provides details for staff development in the following areas:

The Word of God: Scripture and Tradition page 18;
Sacrament: page 19;
Celebration – Prayer and Worship: pages 28-33;
Religious Literacy: pages 38-39;
Using Scripture: pages 34-37.

It is essential reading for all staff, particularly for those from non-Catholic backgrounds.

12. STAFF INDUCTION

All new staff coming to St Michael and All Angels are welcomed and accepted immediately, in keeping with our Mission Statement. The following guidelines are offered with this in mind:

- ✧ to appreciate all new staff as having a worthwhile contribution to make to the school, irrespective of age, sex, creed or experience;
- ✧ all staff should strive to assist any new teacher with the R.E. in the school. In particular, the headteacher, R.E. Co-ordinator and colleagues should actively ensure every help is given;
- ✧ materials and resources needed should be available to all and any procedures used for borrowing or using them should be explained;
- ✧ assembly and liturgy rotas need to be highlighted and explained, including the need for a daily act of collective worship;
- ✧ reassurance should be given when needed, especially to any new non-Catholic teaching staff;
- ✧ explanations should be given with regard to any doctrinal statements of Catholic beliefs with which the new member of staff is unfamiliar or unsure (references may be made to pages in the Come and See handbook mentioned in STAFF DEVELOPMENT above);
- ✧ to build the new colleagues' self-confidence, encouragement and appreciation should be given for their work, thoughts and ideas;
- ✧ when possible, time should be given for new teachers to attend relevant courses run by the local authority and the Christian Education Department (at LACE);
- ✧ any non-Catholic member of staff practising another religion should be seen as a valuable resource in the school.

13. STAFF COMMUNICATION

All staff members in St Michael and All Angels are valued and therefore every effort is made to ensure that all are given the opportunity to:

- ✧ contribute ideas and thoughts regarding proposals and events;
- ✧ be kept up to date regarding details of forthcoming proposals and events;
- ✧ be allowed to take a key role in events, according to their personal wishes.

Process

- ✧ The Come and See for Yourself pages in the handbook will be used during one of the Monday curriculum meetings. When this is not possible, staff will be encouraged to use the page for their personal reflection or to share with a colleague;

- ✧ The headteacher and R.E. Co-ordinator collaborate to draw up a liturgy calendar for the forthcoming year. The headteacher produces a detailed Celebration Booklet which includes all classes/year groups in leading celebrations and producing vibrant hall displays. The Parish Priest (and Chair of Governors) is consulted for his thoughts, ideas and to confirm dates. He is actively involved in celebrating with the whole school in school and in the church;
- ✧ During regular staff briefings, the headteacher and R.E. Co-ordinator discuss forthcoming events and welcome new ideas;
- ✧ Staff members volunteer to take responsibility for various activities;
- ✧ Content and organisation of these activities will be arranged nearer to the proposed date by staff members involved and the headteacher;
- ✧ Additional information is sent out either by the headteacher or by the R.E. Co-ordinator.

14. RESOURCES – STAFF MEMBERS for 2016-2017

Miss Bowman
Ms Trayer

Headteacher
Deputy Headteacher

Early Years
Mrs Fairhurst
Miss Ikin
Miss Taylor
Support Teacher
Mrs Tracy

Key Stage 1
Miss Rutherford
Miss Haigh
Ms Trayer
Miss Canavan
Miss Richardson
Support Teachers
Miss O'Connell
Miss Rossiter
Mrs Humphreys (maternity cover until Feb 2017 Jenny Hamblett)

Key Stage 2
Miss Duffy
Mrs Bird
Miss Hester
Mr Arnold
Miss Mitchinson
Mrs Hulme

Support Teachers
Miss O'Connor
Miss McKay

15. RESOURCES – TEACHING

Every class teacher has a copy of the Come and See handbook and a copy of Church's Story, appropriate to the age of the children. In addition, every year group has 10 copies of God's Story. Key Stage 2 share sets of Good News Bibles. All teachers have the Collective Worship resource provided by the Christian Education Department.

The many books purchased from Madeleine Lindley for the Here I Am topics were distributed to support the Come and See RE curriculum and/or for general use.

There are currently resources for the teaching of Other Faiths in Early Years, Key Stage 1 and 2. There are reference books for children relating to Islam and Judaism. Religious artefacts for Judaism: a Seder plate (Pesach), kippah, miniature Torah scrolls, a tallit. For Islam: a prayer mat, compass, prayer hat. During the current academic year (2016-17) further resources will be purchased upon audit of needs. Each year group has recently

acquired the John Burland CD of music to enhance the topics in Come and See.

16. RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

Collective Worship (see separate policy)

St Michael and All Angels' School strives to provide opportunities where all may meet together in order to worship God. Our worship is Catholic in character and reflects the traditions of the Church with Christ at the centre. We encourage all to participate and endeavour to develop a community/family spirit.

Spiritual and Moral Development (see separate policy)

We recognise that all children in our school have a spiritual dimension. We strive to encourage this spirituality in all that we do – through the curriculum, worship, school ethos and in our relationships with one another. We aim to help children reflect upon their own experiences and value the non-materialistic in the materialistic world in which we live.

It is our aim to provide a moral framework in which our children can make informed decisions, recognising right from wrong. We strive to help pupils acquire an understanding of their intentions, behaviour and attitudes and guide them to the Christian sense of right and wrong.

Away Days and Retreats

St Michael and All Angels' School considers days away from school to be a valuable means of enabling teachers pupils and parents to grow in the knowledge, understanding and respect for one another. Such excursions provided by the school include:

- ⤴ educational day trips
- ⤴ extended trips – Year 6 residential in the Spring Term
- ⤴ Sport/Music/R.E.-related trips
- ⤴ Visit to the Metropolitan Cathedral (Advent Service/Good Shepherd Mass)
- ⤴ Visit to the Anglican Cathedral (Epiphany)

Links with parents

We view positive involvement with the home as vital to the development of each child. Parents are invited to all celebrations, including school Masses, class assemblies, Foundation Stage and Key Stage One Nativities. The Wednesday Word publications are a popular resource. They bring the liturgical year to life for our families and are a perfect link to current themes at school. In addition, termly Re Newsletters and the school weekly newsletter provide information as to the RE curriculum.

Many Knowsley Family Learning Team courses are on offer, which are welcomed by our parents and well-attended. These are diverse and include maths workshops and cookery. There are regular opportunities for staff, children and parents to engage informally for art and craft sessions. A dedicated area of the website provides the latest information for parents.

Links with parish

The parish church of St Michael and All Angels is seen as part of our family and the wider community. Father Andrew Rowlands, our Chair of Governors, is very supportive, making weekly visits to school. The R.E. Co-ordinator regularly meets with the Parish Priest to discuss school-parish links, set dates for celebrations at church and in school and to

ensure sharing of information (parish/school newsletters). We are fortunate that the church is a short walk from school.

The parish has successfully run the Diocesan 'With You Always' Family Catechesis, since its inception. The school fully supports the successful running of this sacramental programme by hosting meetings for Year 4 parents (led by Fr Andrew) and by issuing parish letters with key information for said programme. The school marks the completion of the programme with a celebration for our Year 4 children – Mass in the church, formal photographs and a party – on the feast of SS Peter and Paul. This day of celebration not only honours two very important saints and their gifts, but reminds us of the gifts received in the sacraments.

Relationships and Sex Education - RSE (see separate policy)

The Church teaches that the overarching objective of RSE is to secure “an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called.” (The Sacred Congregation for Catholic Education (November 1, 1983) paragraph 35. This is in keeping with the definition by the Department for Education. RSE three main elements:

- attitudes and values
- personal and social skills
- knowledge and understanding

At St Michael and All Angels' School, we see RSE as a means to create opportunities within the life of our school to develop relationships to help our children cope with their present lives and prepare them for the future.

Equal Opportunities (see separate policy)

We strive to give equal emphasis and encouragement to academic and non-academic talents. R.E. is integral to this as all at our school are viewed as being equal and deserving acceptance and respect (highlighted in our Mission Statement). Our religious beliefs are at the heart of all our policy documents.

Special Educational Needs

Our aim is to provide a secure environment where each child can receive an educational programme appropriate to their age, aptitude and abilities.

R.E. Plays an integral part in providing this as each child is seen as a unique individual made in the image and likeness of God.

It is essential, therefore, that R.E. Meets the needs and abilities of all our children. Each child must be given a real sense of their own worth and should be praised and encouraged in their efforts. All should be guided at their own pace with differentiated work to match their ability. The use of Widgits is highlighted in Come and See in order to facilitate access of the R.E. Programme.

Information Technology

Information Technology is a cross curricular skill and is best taught as an integral part of all core and most foundation subjects.

All children enjoy developing their IT skills and this can heighten motivation whilst improving presentation of work and aiding creativity.

Each classroom in our school is equipped with a lap-top and interactive whiteboard enabling the R.E. Curriculum to be delivered in exciting new ways, particularly when the resources on the Come and See website are married to teachers' personal creativity. We also have an ICT suite, bank of laptops and Apple iPads which can be booked for groups/whole classes.

In addition to the Come and See website, all staff are encouraged to use the information and resources found on:

www.liverpoolcatholic.org.uk/

www.cafod.org.uk/

www.fairtrade.org.uk/

Display

Display is seen as of paramount importance in our school. We believe it gives the children the opportunity to show others their work and to share something of themselves.

Display provides a learning opportunity for other pupils, teachers and visitors walking in and around the school environment. It also provides the headteacher and co-ordinators with the means to monitor what is being covered in class.

R.E. Display should highlight key vocabulary and the progression in learning in each topic. Displays should be current, lively and child-friendly. Focus tables should stimulate thought and discussion – use of relevant artefacts, photographs and scripture (from God's Story) and links with the liturgical year in Church's Story.

Cross phase links

During the academic year there are many opportunities for Foundation Stage, Key Stage 1 and 2 to come together – assemblies, services, Nativities, etc. We have found great success in the whole school cross-curricular topics, such as author weeks. Staff and pupils find this approach exciting and engaging. Of course, our R.E. themes unite the school and are highlighted in weekly whole-school collective worship.

17. SELF-EVALUATION DOCUMENT (S.E.D.)

See attached.

18. R.E. ACTION PLAN

The R.E. Co-ordinator evaluates the accomplishments of each academic year in terms of curriculum, Catholic Life, Collective Worship, etc. (See attached)

19. EVALUATION OF RELIGIOUS EDUCATION HANDBOOK

The handbook will be reviewed at the end of the academic year 2016-17. This will be done by the headteacher and the R.E. Co-ordinator who will meet and read through the policy to assess its relevance, and monitor how this handbook/policy is being implemented.

Questions to be raised:

- ✦ Are we fulfilling our aims?
- ✦ Is each child's needs being met fully from R.E. In our school?
- ✦ How can ICT support the teaching and learning of R.E. in our school?
- ✦ Are the more able children (MAC) being challenged?

