



# St. Vincent de Paul Catholic Primary School



## Religious Education Handbook



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## **St. Vincent de Paul**

### **Religious Education Handbook**

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## **Religious Education Handbook**

It is our Religious Education Policy that everything is done *for* our children, by our children and *with* our children, and it should celebrate and reflect our mission statement in action.

### **Mission Statement**

#### **“Serving with love, Striving for excellence”**

Our Catholic School exists to create and sustain an environment which has Christ and His teachings at its very heart. It is based on the belief that everything of worth comes from God and by working in partnership with priests, parishioners and our families, we can establish a community of love, peace and harmony between all in a climate of mutual trust and openness.

We encourage our children to develop their academic potential and individual talents, giving all children confidence and self-esteem through praise, encouragement and acceptance of their worth.



## The Aims and Objectives 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

Our objectives for Religious Education are the stepping stones by which we travel to reach our aim of Religious Education within St. Vincent de Paul. With the following objectives clearly in mind, we travel to our aim. We seek to:

- ❖ Deepen knowledge and understanding of key theological ideas and their application to life.
- ❖ Provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
- ❖ Provide children with the language of religious experience – a literacy in religious activities, places, stories, symbols, rituals, people and objects.
- ❖ Present a 'systematic presentation of the Christian event, message and way-of-life' in a way that is appropriate to both the age and stage of development of each child.
- ❖ Understand ourselves as adults, the underlying theological and educational principles involved.
- ❖ Respect and understand within our context, other faiths.
- ❖ Respect our own Diocesan and pastoral practice and support sacramental catechesis through the 'With You Always' programme for Religious Education.
- ❖ Include and involve school, home and parish within our school celebrations.



## The Religious Education Programme

To fulfil our aims and objectives, we follow the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool. It is the aim of 'Come and See' to invite everybody, children and adults, to explore the dimension of questions about life, dignity and purpose within the Catholic tradition. Within the programme, there are opportunities in the school year to study other faiths. The programme is both therefore 'objective' and 'subjective'.

In response to the question; '*where do you live?*' which was asked by the disciples, Jesus invited them to; '**Come and see.**' (John 1:39) The disciples went with Jesus '*and spent the rest of that day with him.*'

('Come and See' Handbook Page 9)

Those who receive the invitation may also offer it to others. In John 1:43, Philip invites his friend Nathaniel to '**come and see**' Jesus.

('Come and See' Handbook Page 9)

### Children

**Come and See** the wonder of all that is within them and beyond them

### GOD

Offers the invitation to **Come and See**

### Teachers

Facilitate the opportunity for children to **Come and See**

('Come and See' Handbook Page 9)

For all children, the programme raises questions and provides material for reflecting on their own experience. Its aim is to help them explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions. For those children from committed families, it will deepen and enrich their understanding and living of their faith.

For Christians, life and faith belong together. That is why 'Come and See' uses both universal language and Christian language to make our faith a living faith for our children.



## Overview of Content

**Come and See** supports and enables the faith experience of all children because it starts with their real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience. As a school, we have children of other religions present and so:

*When pupils of other faiths are present in a Catholic school the task must be to promote their human growth in such a way that they can integrate their particular faith with every aspect of their lives.*

Catholic Schools, Children of Other Faiths and Community Cohesion: CES & Bishops' Conference page 7.

Central to the programme are three basic human questions and three Christian beliefs that are the Church's response in faith.

Where do I come from?      Life -- Creation

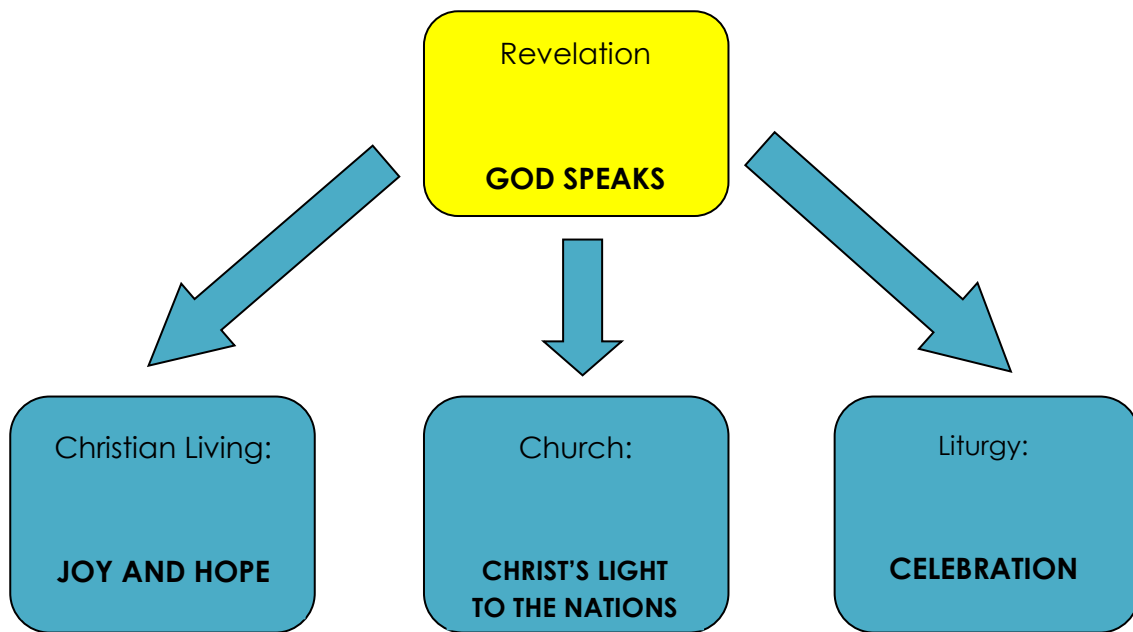
Who am I?                      Dignity -- Incarnation

Why am I here?                Purpose -- Redemption

These three doctrines of Christianity express faith in God as Trinity:

Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (Creation); who makes all holy (Incarnation) and whose purpose is to draw all men and women into one, universal family of God (Redemption).

These questions concern the mystery of life, its dignity and purpose and are part of the Christian person's search for meaning in life which finds its response in the life of faith. In **Come and See** these big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church (CCC) which drew its strength and inspiration from that Council. The Catechism describes them (the questions) as '*decisive for the meaning and orientation of our life and actions*' (CCC, 282).



The basic question  $\longleftrightarrow$  belief for each term is explored through three kinds of themes.

Community of faith  $\longleftrightarrow$  Church

Celebration in ritual  $\longleftrightarrow$  Sacraments

Way of life  $\longleftrightarrow$  Christian living





## Church

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

1. **AUTUMN** - My story ~ my family ~ **Domestic Church** (within a **family**)
2. **SPRING** - Our story ~ local community ~ **Local Church** (**parish** and **diocese**)
3. **SUMMER** – The story ~ the worldwide community ~ **Universal Church** (**worldwide**)

## 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 (At KS1, **Baptism**. At KS2, **Confirmation** and **Ordination**)
2. **SPRING** - Relating ~ God's love in our lives ~ **Eucharist** (**Eucharist**)
3. **SUMMER** – Inter-relating ~ service to the community ~ **Reconciliation** (**Reconciliation** and **Anointing of the Sick**)

## 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**
2. **SPRING** – Giving ~ the cost of life ~ **Easter**
3. **SUMMER** – Serving in love ~ feasts to celebrate ~ **Pentecost**

Each theme is explored through different topics 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 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.



## How to use the Programme: The Process

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

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

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

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, etc
- 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 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, 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.

**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** is the third part of this section. 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.



## The Approach Chosen

At St. Vincent de Paul Catholic Primary School, we keep our Programme of Religious Education at the heart of our curriculum.

### Long Term Planning

We follow the themes and topics framework, which sets out the programme for the year. If there are ever classes where there are mixed age groups, the class teacher would work out, in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication. Within all classes, teachers would have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics in this way to ensure full coverage and to avoid duplication. This would be monitored by the leadership team to ensure the avoidance of repetition.

### Medium Term Planning

The overall responsibility for medium term planning lies with the Religious Education subject leader and R.E. team. 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. For most topics, this is done individually but in some cases, in Key Stages.

The overview of each term comes under the medium term plan, which each teacher receives at the start of each new term compiled by the Religious Education team. It dictates the dates for the roll out of each topic and highlights the topic which is to be formally assessed. It also includes religious celebrations and feast days for the term as well as a focus on other faiths.



## Short Term Planning

Short-term planning is the responsibility of the class teacher though it will be monitored by the R.E. team. The planning consists of annotated copies of the 'Come and See' planning from the appropriate sections. The class teacher will:

- ❖ Allocate time for learning outcomes to be achieved.
- ❖ Plan the topic to ensure achievement of the learning outcomes.
- ❖ Select appropriate activities for the whole class or groups of children.
- ❖ Show differentiation, using the archdiocesan planners, identifying children who need further support and those who need further challenges. Differentiation is provided through a variety of activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to children's IEPs or play plans (EYFS) in order to understand their specific needs in detail.
- ❖ Indicate the children to be assessed; both the whole class, groups or individuals, and the tasks chosen for this.

## 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 the foundation stage but has a particular and important contribution to:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Literacy (L)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Throughout the programme in Nursery and Reception, the process is 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 initiated learning across the areas of learning in the Foundation Stage)



**For years 1 and 2, there is a choice of two formats, Foundation Stage or as below for years 1 to 6.**

**In years 1 to 6:**

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 encourage the children to wonder and reflect on what they have heard or seen; other questions 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 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 what it 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 learn in different ways, 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, which we do at St. Vincent de Paul Catholic Primary School. Some ideas are found within topics. The 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.

*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 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 an effective way of making 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 parish schools.



## Learning and Teaching Styles

Religious Education will be taught in separate timetabled R.E. sessions in accordance with time allocation requirements of 10% teaching time as recommended by the Bishops of England and Wales. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1, and 2 hours 30 minutes at Key Stage 2. This is clearly indicated on class timetables. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies and more. This time allocation is distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management team take responsibility for this. Within each lesson there is a balance between input, discussion and activity. The attitudes of respect and understanding, fostered within R.E. sessions will permeate to all curriculum areas. We see all work with and by children as a celebration of our spirituality and as an opportunity for a sense of awe and wonder.

### Points for Teaching and Learning

#### 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 is taught discreetly and developmentally. It includes the deepening of knowledge, and understanding of key theological ideas and their application to life.
- Ample opportunities are 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 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 enables 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.



## Assessment

Information about assessment and exemplification material can be found in the book, *Levels of Attainment in Religious Education in Catholic Schools and Colleges* (Bishops' Department). 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 what they can do. 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 tracking and record keeping should be 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 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.



## Informal Assessment

- ❖ General observation of children engaged in classroom tasks and activities.
- ❖ Observation of contributions made to classroom displays.
- ❖ Review: pre-topic and post-topic assessment 'draw-and-write' activity.
- ❖ Marking of more formal written work using marking stickers created by the class teacher.

Observations and reviews are recorded on assessment sheets for each topic whether it be informally assessed or formally assessed. For informally assessed topics, teachers make judgements on children who are above expectations, meeting expectations, and below expectations, and then record a sample for each category on assessment sheets with evidence to support these judgements.

## Formal Assessment

- ❖ Regular informed judgements on a wide variety of evidence against broad criteria, which allow pupils to respond at different levels. This is integral to short-term planning for each topic. Systematic planning ensures every pupil is assessed formally at least once a term. Children's development of communication, interpretation, investigation, evaluation, effective and social skills is assessed in accordance with the broad level descriptors of attainment in Religious Education.
- ❖ Samples for Religious Education class portfolios are to be filed once a term to ensure the monitoring of achievement against learning outcomes, expectations and attainment targets.

For formally assessed topics, teachers carry out what is required for informally assessed topics as well as a formal task suggested by the archdiocese team for each year group linked to the levels of ability. Each child is assessed individually in more detail and is assessed for their newly acquired knowledge and understanding through this carefully planned task. Tasks are chosen to meet the needs and abilities of the children in each class so they fully understand what is required from them. A context sheet is used to record individual children's achievements based on the formal task.

CONTEXT SHEET		
COME AND SEE	COMMENTS	JUDGEMENT
<b>TOPIC:</b> <b>PART OF PROCESS:</b>	(Brief note on teaching method/approach used)	<b>A.T. –</b> <b>STRAND –</b> <b>LEVEL -</b>
<b>YEAR GROUP:</b>		<b>DATE MODERATED:</b>
<b>ABILITY: - HA/AA/LA</b>	<b>JUSTIFICATION:</b>	<b>SIGNED:</b>
<b>DATE:</b>		



### 3 Year Formal Assessment Overview for 'Come and See'

Year	2015/16	2016/17	2017/18
Autumn	<p><b>Christian Living Theme</b></p> <p>Advent/Christmas ~Loving</p>	<p><b>Church Theme</b></p> <p>Domestic Church ~Family</p>	<p><b>Sacramental Theme</b></p> <p>Baptism/Confirmation ~Belonging</p>
Spring	<p><b>Church Theme</b></p> <p>Local Church ~Community</p>	<p><b>Sacramental Theme</b></p> <p>Eucharist ~Relating</p>	<p><b>Christian Living Theme</b></p> <p>Lent/Easter ~Giving</p>
Summer	<p><b>Sacramental Theme</b></p> <p>Inter-relating ~Reconciliation</p>	<p><b>Christian Living Theme</b></p> <p>Pentecost ~Serving</p>	<p><b>Church Theme</b></p> <p>Universal Church ~World</p>

At the end of each term, class teachers decide which level (and strand of level = **H**esitant, **S**ecure or **C**onfident) each child is working at and plots them against a class tracking system. This level is decided using the knowledge of the formal task outcomes and the teacher's wider professional judgement and knowledge of the child. Data is then collected by the RE team who track individual class data against a whole school tracking system to analyse progress over the years. This data analyses different groups of children and looks at relationships between progress, with a statement provided for each class. SEN children as well as vulnerable groups, Free School Meal (FSM) children and general boys compared to girls analysis is undertaken. From this, intervention groups are put together and targeted for further RE development.



## Record of Attainment in Religious Education

	AT1 i) beliefs, teachings and sources	AT1 ii) celebration and ritual	AT1 iii) social and moral practices and way of life	AT2 i) engagement with own and others' beliefs and values	AT2 ii) engagement with questions of meaning and purpose
	Pupils:	Pupils:	Pupils:	Pupils:	Pupils:
<b>1</b>	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Talk about their own experiences and feelings	Say what they wonder about
<b>2</b>	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer
<b>3</b>	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer
<b>4</b>	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching
<b>5</b>	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life
<b>6</b>	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues	Explain the significance for believers of different forms of religious and spiritual celebration	Explain how religious beliefs and teaching influence moral values and behaviour	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion	Explain with reference to religious beliefs their own and others' answers to questions of meaning
<b>7</b>	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration	Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences	Articulate their own critical response(s) to different religious beliefs and world views	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose
<b>8</b>	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression	Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies	Critically analyse and justify own and others' religious beliefs and world views	Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose
<b>EP</b>	Provide a coherent and detailed analysis of faith, religion and belief	Evaluate in depth the nature of religious and spiritual expression in contemporary society	Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life	Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfillment with reference to religious and moral traditions and standpoints

As in other subjects, progression in Religious Education is not always predictable and pupils of the same age will be at different levels of attainment.



## Expectations

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
- appropriate methodologies
- rigour
- richness of resources
- achievement of identified outcomes
- accurate methods of assessment

## Recording

Recording provides evidence of achievement. It involves pupils in self assessment and progress in dialogue with the teacher. It takes many forms:

- ❖ Notes from observations (for the Foundation Stage, this type of recording is central to assessment)
- ❖ Written comments on children's work (for the Foundation Stage – photographic evidence)
- ❖ Visual evidence – for example, photographs of displays, videos of dance, drama, celebrations
- ❖ Class portfolios
- ❖ Pupil's self-assessment (Draw-and-Write activities)

## Reporting

There are four dimensions to reporting in Religious Education. Reporting:

- ❖ Provides feedback to pupils on their achievements and progress.
- ❖ Informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group.
- ❖ Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.





## Evaluation of Teaching and Learning

Teaching will be evaluated by the Religious Education team and Headteacher through a number of strategies including the observation and monitoring of:

- ❖ 'Come and See' children's portfolios.
- ❖ 'Come and See' workbooks.
- ❖ Pre-topic and post-topic 'Draw-and-Write' assessments.
- ❖ Formally assessed tasks.
- ❖ Planning using archdiocesan planners.
- ❖ Lessons in Religious Education through 'Teaching and Learning' posters.
- ❖ Collective Worship.
- ❖ Displays of children's work in Religious Education.
- ❖ Assemblies.
- ❖ Class and school assemblies.
- ❖ Preparations and celebrations of Sacraments.

When evaluating teaching in Religious Education, the following will be considered:

- Strategies involved in teaching.
- Quality of planning (including assessment tasks).
- Lesson objectives.
- Pace of lesson.
- Timing.
- Questioning techniques.
- Relationships with children.
- Quality of learning.
- Classroom management and control.

It is the school's policy for all curriculum teams to be given the opportunity to examine and monitor samples of work and discuss their subject with staff. The samples cover the cross-section of above average (Confident), average (Secure), below average (Hesitant). This monitoring is useful, ensuring that Religious Education has the same precedence as all National Curriculum subjects and that all the standards expected across the subjects are the same. It also gives the opportunity to view the progression through topics and Key Stages.



## Spiritual Development Policy

### Introduction

Spiritual development deals with what is supremely personal and unique to each individual. Whilst all other aspects of our pupils' development relate to matters of a collective well-being or how we relate to others, the spiritual side draws attention to aspects of human nature which may give more meaning and purpose to our human existence.

### Aims

1. Spiritual education aims to help pupils acquire insights into their personal existence, which are of enduring worth, whilst answering personal and social behaviour questions, which are at the heart and root of existence.
2. Spiritual development should concern how an individual acquires their personal beliefs and values about religion or the purpose of life.
3. Spiritual development is influenced by what our school provides through its curriculum, collective worship and ethos. Therefore, one should always be concerned about how to help pupil's respond to life and experience.

### Spiritual Development is characterised by:

1. Reflection.
2. The attribution of meaning to our experience.
3. Valuing a non-material dimension in life.
4. Intimations of an enduring reality.

*All areas* of the curriculum may contribute to pupils' spiritual development.

### Encouraging Spiritual Development

1. The starting point for such spiritual development is in the development of all those aspects of living which take us outside ourselves, in appreciating beauty, goodness and truth.
2. Opportunities in which we invite pupils to reflect on what they have seen or done, or how they react to it and on the meaning they give to that experience.
3. Through the values and attitudes the school identifies, upholds and fosters.
4. Through the contribution made by the whole curriculum.
5. Through Religious Education acts of collective worship and other assemblies.
6. General ethos and climate of school in carrying out the aims of its Mission Statement.
7. Through extra-curricular activities.



## **Assessment of Spiritual Development**

OFSTED have suggested that pupils may display evidence of having benefited from provision intended to promote spiritual development if, at a level appropriate to their ages and ability, they demonstrate such qualities as:

1. Knowledge of the central beliefs and ideas, and practices of major world religions and philosophies.
2. An understanding of how people have sought to explain the meaning of the universe through various myths and stories, including religious, historical and scientific interpretations.
3. Beliefs, which are held personally and the ability to give some account of these and derive values from them.
4. Behaviour and attitudes, which derive from such knowledge and understanding and from personal conviction, and which show awareness of the relationship between belief and action.
5. Personal response to questions about the purpose of life, and to the experience of beauty and love, or pain and suffering.



## Moral Development Policy

### Introduction

Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The word 'moral' is concerned with fundamental judgements about how we should behave or act and our reasons for such behaviour. It is of the greatest importance that children develop a clear set of rules of conduct, which draw on the basic moral values and which can be applied to everyday situations.

### Aims

1. As they develop a sense of morality, pupils should become more adept at exploring reason in ethical matters.
2. To develop pupils who are more autonomous moral agents.
3. Pupils should begin to acquire value systems, which are personal rather than simply transmitted by others.
4. Pupils should begin to develop beliefs and values.

### School values include:

1. Telling the truth.
2. Keeping promises.
3. Respecting the rights and property of others.
4. Acting with consideration towards others.
5. Helping those less fortunate and weaker than ourselves.
6. Taking personal responsibility for ones' actions.
7. Self-discipline.

### School values reject:

1. Bullying.
2. Cheating.
3. Deceit and dishonesty.
4. Cruelty.
5. Irresponsibility.

### Through Moral Education, we develop knowledge of:

1. How communities are organised and the importance of rules and laws.
2. How communities reconcile the needs of individuals with those of society.
3. Similarities and differences between individuals, groups and communities.
4. Fairness, justice and moral responsibility.



### **Cross-Curricular Skills**

1. Arguing a case clearly and concisely.
2. Making choices in the light of available evidence.
3. Working with others.

### **Attitudes**

1. Independence of thought on social and moral issues.
2. Respect for the processes of law and right of others.
3. Respect for different ways of life, beliefs, opinions and ideas.
4. A willingness to respect rational argument and non-violent ways of resolving conflict.
5. A constructive interest in community affairs.
6. An active concern for human rights.
7. An appreciation of the importance of democratic decision-making.

### **Moral codes and Values – Pupils should be helped to:**

1. Develop a personal moral code and explore values and beliefs.
2. Develop a concern for others.
3. Develop self-respect and respect values such as industry, honesty and truthfulness.

### **Pupils should be given the opportunity to:**

1. Compare values and beliefs held by themselves and others.
2. Examine evidence, opinions and form conclusions.
3. Discuss differences and resolve conflicts.
4. Discuss and consider solutions to personal, social and moral dilemmas.
5. Appreciate that the distinction between right and wrong is not always straight forward.



## Sacramental Policy

### Introduction

We follow the Sacramental Preparation Programme 'With You Always' to support our children in their journey towards knowing God through the sacraments of the church. The emphasis within this programme is on the parents passing on their faith to their children. Our church community (through the Chaplain), catechists and teachers support the parents in this delivery.

The 'With You Always' programme aims to:

- Engage parents and children in sessions that are welcoming and active.
- Offer time for parents and children to deepen their relationship with Jesus Christ within the parish community.
- Help parents and children learn about the Faith and respond to God's Word in their daily lives.

The 'With You Always' resource:

- Is faithful to the liturgical year.
- Provides seven sessions once a month from September to May.
- Includes two additional celebrations of the sacraments.
- At every session families are always together.
- Includes separate parent, child and catechist pages.
- Is enriched by, but is not dependant on, the school RE curriculum.
- Offers special challenges for large groups.
- Provides a range of suggestions to engage children, recognising the variety of learning styles.
- Provides integrated sessions of preparation for Reconciliation and Eucharist (Holy Communion).
- Has an emphasis on activity, song, and continuing the learning at home.
- Offers a celebration of Family Reconciliation in Advent.
- Includes a rehearsal for the Communion Mass.
- Leads to reception of Communion around the time of Pentecost Sunday.



#### Role of the Parents and Carers:

- Create a home where tenderness, forgiveness, respect, fidelity and selfless service are the rule (CCC 2223).
- Introduce the Faith to their children and help them develop as the "first teachers of their child in the ways of faith" (Rite of Infant Baptism).
- Make contact with the parish and chaplain/parish priest to request sacramental preparation.
- Attend Mass regularly together as a family.
- Attend Family Catechesis sessions with their children throughout the year.
- Celebrate Family Reconciliation (confession) with their children.
- Attend or be present at meetings to organise the Communion Mass.

#### Role of Parishes:

- Welcome families regardless of their level of commitment to the Church.
- Welcome and support families through the liturgy, sacramental preparation, family catechesis, and other opportunities.
- Work with the school to communicate with parents.
- Provide catechesis and catechists to support parents to prepare their own children for Reconciliation and First Communion using the 'With You Always' Family Catechesis resource.
- Prepare for liturgical celebrations of First Reconciliation and First Communion in the parish.
- Coordinate the practicalities of the liturgies with catechists and families.

#### Role of schools:

- Through the Religious Education lessons, enable children to grow in knowledge and understanding of the mystery of God and the Life and teaching of Jesus and His Church.
- Each year in the Religious Education programme, explore and focus on the sacramental themes of Baptism, Confirmation, Eucharist and Reconciliation.
- Deliver material in this educational process appropriately according to the age and capacity of each child.
- Provide parents and carers with clear information about their child's progress in Religious Education.
- Assist the parish in communicating with parents and carers.
- Collaborate with the parish and families in facilitating catechesis.



## Collective Worship Policy

### Rationale

Worship at St. Vincent de Paul Catholic Primary School is central to our Catholic Education and forms an essential part of our overall provision for prayer and worship. Collective Worship in our School will be Catholic in character reflecting the liturgical tradition of the Church and have Christ at its heart.

*Celebrations of various kinds which help the children to understand some of the elements of liturgy (such as greeting, silence, community praise especially in song) have a great part to play in their liturgical formation and in preparing them for the liturgical life of the Church.*

*(Directory on Children's Masses 1973: 13)*

Celebrations are an essential part of life for people of every age and faith. The cycle of a year and the span of a lifetime are marked by rituals, when people gather to celebrate with their friends. Rejoicing and celebrating help all of us to reach in to the heart of life and to realise the deepest meaning of what is happening there. They keep before us what is important in life: joys, difficulties, sorrows and successes. Celebration is an opportunity to experience joy and also to come to terms with sadness and difficulty in order to feel joy again. Our understanding is heightened so that we are able to go back to living with renewed vision and hope.

Celebrations are a foundation for a fuller participation in the celebration of the Eucharist. By their active participation in celebrations throughout the topics children will be introduced to symbols, gestures and actions of liturgy and worship. Wherever appropriate, children may be encouraged to help with the preparation of the celebration. In the *Respond* section of each topic a template for planning a celebration is followed.

This consists of the format:

**Rejoice** (celebrating the children's new knowledge and understanding);

**Plan** (content to be included);

**Gather** (ways of gathering together);

**Word – Listen** (use of scripture/ritual prayer from the topic);

**Response** (engage with the Word of God and respond);

**Going Forth** (offer something to take away from the worship).

This format is followed for topic collective worship led by the children and also used for whole school and departmental collective worship. Therefore, used for all forms of worship to ensure consistency.





## COLLECTIVE WORSHIP PLANNER

<p><b>Rejoice</b></p> <p>Theme for this session.</p>	
<p><b>Plan</b></p> <p>Who has helped to plan?</p>	
<p><b>Gather</b></p> <p>How the celebration will begin.</p>	
<p><b>Word – Listen</b></p> <p>Use of scripture.</p>	
<p><b>Response</b></p> <p>How will the children respond?</p>	
<p><b>Going Forth</b></p> <p>How the celebration will conclude.</p>	



Our policy is to clarify to staff, parents and governors through daily Collective Worship, the aims and raison d'etre of our Catholic School.

### **Aims**

- ❖ To provide frequent opportunities to reflect upon our Catholic faith. To support the spiritual development of our staff and pupils.
- ❖ To provide opportunities for private prayer, informal prayer and public prayer throughout assemblies, class and school celebrations.
- ❖ To promote and develop an appreciation of and an active participation in prayer, worship and liturgy.
- ❖ To give pupils a sense of community and belonging to a school family, parish and the family of God.

### **Conclusion**

Every effort is made to ensure that frequent discussion of the Collective Worship Policy takes place in order to develop fully our Faith Community. This is a continuous process requiring a close partnership between teachers and pupils and the involvement of others as appropriate.