



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

Aim:

To be a Christian family, celebrating our Catholic identity as a lived reality from the inside out, sustained by gospel witness – the impact of which pervades our entire community.

Objectives:

Curriculum, 'the real substance of education' is the driver for every task, every action undertaken in our school.

Our key objective is to provide an outstanding Christian education, rich in content, accessible and motivating - an education that is intentionally directed to the growth of the whole person, fostering a love for wisdom and truth, integrating faith, culture and life.

We trust that we provide a firm grounding in the Catholic faith where gospel values guide the children in their formative years through:

Faith: creating a happy, peaceful and stimulating school, illuminated by the light of faith, where each child knows that they are special and cherished -

- valuing the talents, gifts, endeavours and successes of everyone in our whole school community
- nurturing the intellectual, physical, mental, social, spiritual and moral growth of our children so that they feel secure and valued, are treated with dignity and respect and reflect these characteristics in responding or giving to others they meet
- fostering, encouraging and celebrating our children's experiences, beliefs and faith through daily prayer, worship, liturgy, reflection and contemplation and the Come and See religious education programme
- celebrating and promoting British values - developing our children's understanding of diversity in others' lives, cultures, faiths and beliefs – recognising, respecting and celebrating the differences in and between each other

Hope: believing that this is larger than our imaginations, its purpose extending far beyond our comprehension -

- preparing our young people to open themselves more and more to reality and to become strong responsible citizens of the local and global community, reaching out into the world

- providing support for a 'growth mindset' towards all learning experiences – knowing that through effort, strategies, facing challenges and learning from mistakes they forge ahead towards unknowable potential
- committing to our teachers' use of cutting edge evidence and research-based practices – empowering them to make independent, informed decisions about what works and, alongside bespoke continual professional development, using it thoughtfully to improve our children's outcomes
- offering a wealth of exciting and magical experiences beyond the classroom that enhance and enrich our children's learning, well-being, curiosity and imagination

Love: believing each child is created in the image and likeness of God with a spiritual destiny to fulfil -

- promoting love and respect for themselves, others, God and His world
- instilling confidence and a sense of self-worth through praise, encouragement and the message about how unique and inspirational our children are
- being positive role models who treat each other equally and fairly to work together for the good of all
- forging a school community that demonstrates and models tolerant and moral behaviour and attitudes
- inspiring our youngsters to be ambassadors for their school, representing and promoting this at every opportunity

Courage: forming strong and responsible individuals, capable of making free and correct choices, taking chances, being brave and adventurous –'we are all heroes-in-waiting'

- through our 'Golden Rules' and KiVa school status, we strive to create a calm, stable, accepting learning climate
- laying the groundwork for our children's adult responsibilities and fostering not only the cause and effect relationship of actions but, alongside the vision of KiVa, supporting the children in finding their inner strength in honesty, daring, compassion, humility and integrity

Justice: instilling in all an appreciation of human dignity, equality and empathy,

- through the global dimensions of our connected curriculum, enabling our children to grow up to be citizens of the future – aware of the wider world and, with a sense of their own role as a world citizen, respecting and valuing diversity; being willing to challenge the status quo and to act to make the world a more equitable place

Service: the commitment to using whatever gifts we have received to serve others - understanding that everything in life is about being a part of something bigger than yourself -

- never tiring of doing the little things as no act of kindness, however small, is ever wasted
- encouraging our children to be the best that they can be, using their untold gifts and talents to carve a space and find their own unique place in their world to come

- ensuring parents are in the strongest position to help with their child's learning - building communication step by step, stage by stage, year by year – engaging families in the learning process from the very beginning
- working closely with our governors as they continue to seek the very best outcomes for all our pupils through strategic planning, targeted questioning and insightful guidance
- in acknowledging that the global dimension is also on our doorstep, establishing mutually beneficial links with other schools, school families and alliances and continuing to forge ever-stronger partnerships within our exciting, new, parish family in becoming the 'mission hub' of our local and wider community

Serving with Love, Striving for Excellence

What is Religious Education?

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

The expectation of classroom religious education in a Catholic school is primarily educational.

Excellence in religious education is achieved by:

- ❖ clarity of succinct religious learning objectives
- ❖ key content
- ❖ by appropriate methodologies
- ❖ rigour
- ❖ richness of resources
- ❖ achievement of identified outcomes
- ❖ accurate methods of assessment

The objective of religious education requires:

- ❖ analysis, reflection and critical appreciation of sources
- ❖ marked progression through the different stages of education
- ❖ the unequivocal support of the management of every Catholic school
- ❖ 10% of the length of the taught week for each Key Stage of education
- ❖ the encouragement of investigation and reflection
- ❖ development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life
- ❖ the use of skills in other areas of the curriculum

Teaching and Learning

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

Religious Education Curriculum Directory for Catholic Schools 2012

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

- Religious education will be taught discretely and developmentally. It will include the deepening of knowledge and understanding of key theological ideas and their application to life.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

Inclusion – Community Cohesion

Catholic school... will develop a range of attitudes and activities that promote and support the dignity and worth of everyone.
(Catholic Schools, Children of Other Faiths and Community Cohesion: CES & Bishops' Conference 2007 page 13)

The commitment of the Catholic Church to interfaith dialogue and to working with other Christians provides a further basis for young peoples' contribution to peaceful social cohesion.
(Joint Pastoral Letter on Catholic Education: Bishops' Conference, September 2007)

As a Catholic school we are a rich and diverse community. During Jesus' life on earth he met people of diverse backgrounds and religious groups who were different from himself. He first engaged with all these people by speaking to them. When Jesus met the Samaritan woman at the well he spoke first about the need for water, as he asked her for a drink. This enabled him to tell her about the living water – which is himself. (John 4: 5-42)

Come and See supports and enables the faith experience for 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. We have children in our school of other religions 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)

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.

Come and See is an invitation to exploration and a promise of life for everyone.

The invitation is open to all.

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.*'

The invitation to **Come and See** is for all and is there, even if the question has not been spoken. Zacchaeus, the much despised tax collector, just wanted to glimpse Jesus as he passed by and climbed a tree to do so, but Jesus spotted him and invited him to '**come** down, because I must stay at your house today.' (Luke 19:5)

Later in John's gospel Jesus reiterates the invitation:

*Whoever loves me will obey my teaching. My Father will love him, and my Father will **come** to him and live with him.*' (John 14:23)

We can invite others.

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.

Later on in the same gospel (John 4:28-30) Jesus meets the Samaritan woman at the well. She is so inspired by Jesus that she returns to her village as a witness to his love and invites the other villagers to

'Come and see the man who told me everything I have ever done. Could he be the Messiah?' (John 4:29)

The promise offers reassurance.

Children are especially welcome:

Jesus said to his disciples, '*Let the children **come** to me.*' (Mark 10:14)

Speaking around the time of Sukkot, The Festival of Shelters, Jesus reassures people that he has the living water, when he says:

*'Whoever is thirsty should **come** to me, and whoever believes in me should drink.'* (John 7:37)

In Matthew's gospel again there are words of support:

'Come to me, all of you who are tired from carrying heavy loads, and I will give you rest.'

 (Matthew 11:28)

Jeremiah the prophet spoke from experience when he related to the people the word of the Lord: '*You will **come** and pray to me, and I will answer you.*

You will **seek** me, and you will find me because you will **seek** me with all your heart.' (Jeremiah 29: 12-13)

The words of Jesus in Matthew's gospel encourage an active seeking. 'Ask and you will receive; **seek**, and you will find, knock and the door will be opened to you.' (Matthew 7:7)

Come and See offers the opportunity to search, to explore, to discover, and to respond; this is part of what it is to be human.

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**

Overview of Content

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 four Constitutions of the Second Vatican Council

Revelation: God speaks – finding meaning in life

At the heart of the programme is the **Dogmatic Constitution on Divine Revelation**, *God Speaks; Dei Verbum (DV)* (1965), which is echoed in part one of *Catechism of the Catholic Church, The Profession of Faith*. When we believe we respond to God in faith. God reveals himself to the human person. God enlightens us with abundant grace, as, with our minds and hearts, we search for meaning in lives. (CCC 26)

Church: Christ the light of the nations – Community of Faith

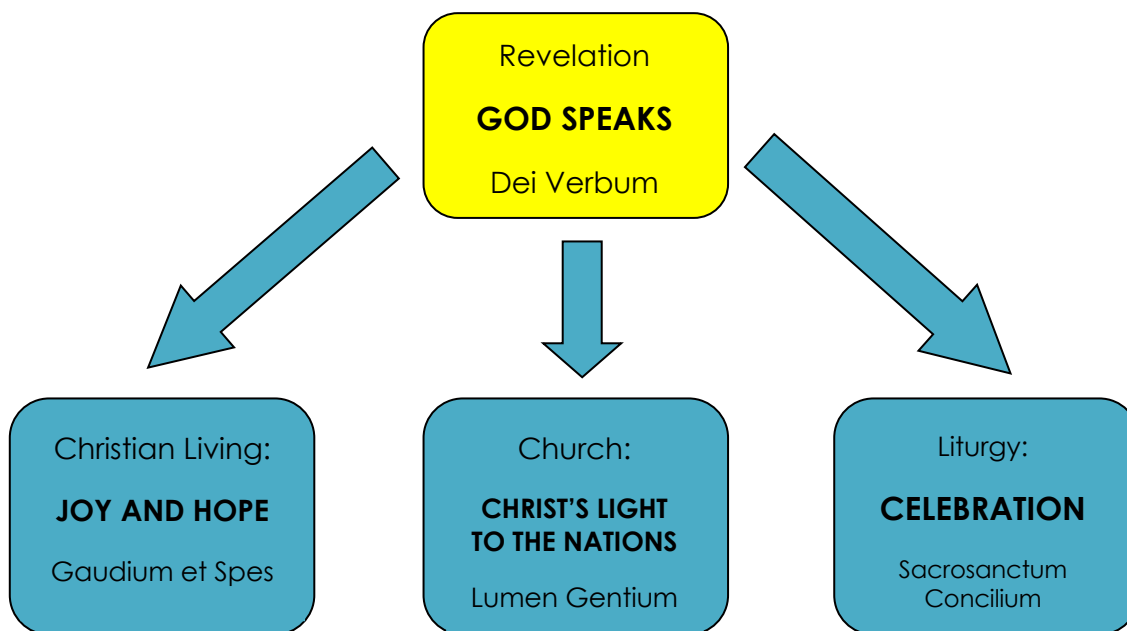
The Dogmatic Constitution on the Church: *Christ the light of the nations, Lumen Gentium, (LG)* (1964) which is further expanded in *Catechism of the Catholic Church, The Profession of Faith*, refers to the gathering of God's people. The Church can mean the worshipping community, but it also extends to the whole community of believers, local and universal. The Church draws her life from the Word and the Body of Christ, the Eucharist, and so the Church becomes what she already is, Christ's body. (CCC 751, 752)

Christian Living: Joy and hope – Way of life

The Pastoral Constitution on the Church in the World Today; joy and hope, Gaudium et Spes, (GS) (1965), links into part three of *Catechism of the Catholic Church, Life in Christ*. The dignity of the human person is found in being created in the image and likeness of God. (CCC 1700). This divine image is found in everyone. (CCC 1702). This life in God through Jesus Christ is celebrated and supported throughout the liturgical year, which follows the journey of Jesus' earthly life.

Sacraments: Liturgy: Celebration – Celebration in symbol and ritual

The Dogmatic Constitution on the Liturgy: *Sacrosanctum Concilium, (SC)* (1963), is further elaborated on in parts two and four of *Catechism of the Catholic Church*, dealing with the Christian Mystery and Prayer. In the liturgy, especially in the Eucharist, the work of our redemption is completed. It is through the liturgy we are able to express the mystery of Christ in our lives (CCC 1072) and live this out in action.



The Themes

Come and See is developed through three themes based on the above 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 term is explored through three kinds of themes.

Community of faith ↔ Church

Celebration in ritual ↔ Sacraments

Way of life ↔ Christian living

Church

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

1. **AUTUMN** - My story ~ my family ~ **Domestic Church**. To start the year **Come and See** begins with my story: within a **family**. The Church honours the family with the title Domestic Church because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.' (Lumen Gentium 11 and CCC 1656)
2. **SPRING** - Our story ~ local community ~ **Local Church**. After Christmas the children explore the theme of local Church which is our story. The **parish** is where people gather together to celebrate and practice care and love for each other. (CCC 2179). The **diocese** is the community of the Christian faithful. (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.' (CCC 752) 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them.' (CCC 341)

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.' (CCC 1212). At Key Stage 2 children will learn about the Sacrament of **Confirmation**, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of **Ordination** for the service of the Church and the Sacrament of **Marriage**, perfecting the human love of wife and husband.
2. **SPRING** - Relating ~ God's love in our lives ~ **Eucharist**. In the Spring time after learning about the local Church community, the Sacrament of the **Eucharist** is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people.
3. **SUMMER** – Inter-relating ~ service to the community ~ **Reconciliation**. The Sacrament of **Reconciliation** forms part of the work of the summer 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.

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 ~ **Easter**. 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 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 deliver 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. All children are offered the opportunity to share their new learning in the class learning journal to celebrate each topic studied.

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. We also have staff gatherings to reflect upon each topic before they begin.

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 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. Differentiation is also planned through the use of the 'driver' words and the use of the SEND tab on the Archdiocesan website.
- ❖ 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)
- Physical Development (PD)
- Communication and Language (CL)
- Literacy (L)
- Mathematics (M)
- 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. We also access support via the SEND tab on the Archdiocesan website to help plan individual sessions for children with additional learning needs.

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.

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 standard indicators.

Regular assessment, individual tracking and record keeping is 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 - using a purple smiley face stamp to celebrate the effort that has been put into a piece of work and a marking sticker with a driver word on it celebrating the skill(s) they have developed in that piece of work. Effective verbal feedback will enable the child to fully understand the progress they have made and the skills (driver words) that they have to build upon in order to progress further. The use of purple polishing pens is also used by the children to correct any religious content, including spellings

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
TOPIC: PART OF PROCESS:	(Brief note on teaching method / approach used.)	A.T. – STRAND – LEVEL -
YEAR GROUP:		DATE MODERATED:
ABILITY: – HA / AA / LA DATE:	JUSTIFICATION:	SIGNED:

3 Year Formal Assessment Overview for 'Come and See'

Year	2018/19	2019/20	2020/21
Autumn	Christian Living Theme Advent/Christmas ~ Loving	Church Theme Domestic Church ~ Family	Sacramental Theme Baptism/Confirmation ~ Belonging
Spring	Church Theme Local Church ~ Community	Sacramental Theme Eucharist ~ Relating	Christian Living Theme Lent/Easter ~ Giving
Summer	Sacramental Theme Inter-relating ~ Reconciliation	Christian Living Theme Pentecost ~ Serving	Church Theme Universal Church ~ World

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

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.

	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:
1	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
2	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
3	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
4	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
5	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
6	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
7	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
8	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
EP	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

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)
- ❖ Class 'Come and See' learning journals

Reporting

There are different 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 Lesson Study cycles.
- ❖ Class 'Come and See' learning journals.
- ❖ 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.

Staff Development

At St. Vincent de Paul Catholic Primary School, the Religious Education team has, under the direction of the Headteacher, the responsibility to co-ordinate the development of the 'Come and See' programme. It is the duty of the Religious Education team, with direction from the Headteacher, to keep informed of developments within 'Come and See' by attending in-service days and meetings. The Religious Education team will attend to staff development through:

- ❖ Providing and talking through ideas.
- ❖ Working alongside colleagues.
- ❖ Making information available and downloading information from 'Come and See' meetings.
- ❖ Having formal and informal discussions with staff about their needs and the support they would like.
- ❖ Ensuring staff attend a whole day in-service training as required by the Bishops of England and Wales. This is rotated through staff so everybody receives a fair amount of training organised by the archdiocese team (please see RE CPD log sheet).

Staff Induction

Newly qualified teachers attend NQT RE courses organised by the archdiocese team. These happen every term of the teacher's NQT year and so they attend a training session three times during the year.

Staff Communication

Communication and consultation with staff happens in a variety of ways. Staff meetings and team meetings are delivered regularly to focus on R.E. development; meetings are extremely productive and rich progress is always made. Emails and other forms of corresponding are also used to send information of updates from meetings that RE team members have attended.

Resources – Staff Members

Headteacher – Mrs Lisa Salters (B Ed; CCRS certificate; Senior Leadership Team).

Deputy Headteacher – Mr Adam Vasco (BA QTS; CCRS certificate; Senior Leadership Team).

Nursery – Miss Claire Kendrick (PGCE Early Years; currently completing CCRS certificate)

Reception - Mrs Jenny Williams (BA QTS; CCRS certificate; member of the R.E. team).

Year 1 – Mrs Debbie Foy (BA QTS with a specialism of Theology; CCRS certificate; member of the RE team and RE Coordinator; Senior Leadership Team).

Year 2 - Mr Mathew Dutton (PGCE Education; CCRS certificate).

Year 3 – Mrs Rachel Samuels (PGCE; CCRS certificate)/Mrs Gill Crane (BA QTS; CCRS certificate)/Mrs Sinéad Cameron (BA QTS; Masters, CCRS certificate, currently studying towards her PhD).

Year 4 – Miss Alice Townsend (BA Human Geography; PGCE; currently completing CCRS certificate).

Year 5 – Miss Chloe Williams (BA QTS with a specialism of Special Educational Needs; currently completing CCRS certificate).

Year 6A - Mr Peter Allen (BA QTS; CCRS certificate).

Year 6B – Miss Sophie Bolger (BA English Literature and Language, PGCE, CCRS certificate, Currently undergoing a Masters in Education)

Mrs Soo Pickavance (B Ed; CCRS certificate).

Mrs Christina O'Keefe (BA QTS; CCRS certificate; member of the R.E. team; Senior Leadership Team).

Resources - Teaching

General resources =

There are lots of visual stimuli and supporting materials in a central resource cupboard for staff to access and use whenever they need to within different topics. There is also a wide variety of supporting teaching materials to use when exploring other faiths. The RE team are responsible for making sure this is all in check and for carrying out an audit of resources on a regular basis. This ensures that every teacher has what they need to deliver the 'Come and See' programme.

Each class has a copy of the appropriate 'God's Story' and 'Church's Story' needed to support their teaching from the 'Come and See' programme. Each class has a copy of a 'Good News' Bible, whilst the upper Key Stage 2 classes have multiple copies for children to explore and refer to in more depth.

Each class has a crucifix and another cross of some design (we have tried to offer different variations on designs within each class). They also have a candle and anything else they might need for their focus table.

Calming music used for collective worship of any sort can be found on 'dropbox' for each teacher to access via their computer as well as the John Burland 'Come and See' music discs. Hard copies of the discs are kept in the central RE resources cupboard.

Relationship of RE to whole curriculum

Each class participates in an act of Collective Worship each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the class teacher is responsible for the Collective Worship of their own class. It should contain opportunities for prayer, scripture, quiet reflection and celebration. Children are supported in planning and preparing class and assembly Collective Worship.

Parents and Governors are invited to class assemblies and masses held in school and in Church. They are also invited to Christmas plays, leaving celebrations and services, and any other services that are organised. Governors are also invited to their assigned class 'Rejoice' celebrations.

The topics are usually taught as whole class teaching sessions with individuals relating to their experience. To focus the children's attention on the topic which is being covered at the time, stories, poems, pictures, teacher's own personal experiences and any experiences the children can contribute are used. Quiet, reflective music is played as the children enter the hall for assemblies or classrooms for class worship.

Religious Education Development/Improvement Plan 2018-20

Action	Strategy	Success Criteria	People	Date
To support all staff in the implementation of the revised 'Come and See' planning template and the inclusion of a learning journal in the Respond section of each topic.	All staff to use the revised planning template under the guidance of the R.E. team. R.E. team to monitor the completion of planning through agreed monitoring arrangements. Introduce learning journals for each class to formally record celebrating each topic that is studied.	Staff are using the revised planning template effectively, which shows a real focus upon the driver words and standard indicators instead of levels.	RE Team and teaching staff	Autumn Term 2018
To monitor 'Come and See' planning, teaching and assessment to ensure the inclusion of : <ul style="list-style-type: none"> • Differentiation • Ability groups • S.E.N. support • Formal Assessments • Effective LSA deployment • ICT links • Creativity • Community/Parish links 	Termly monitoring arrangements planned for each class. This includes monitoring of planning, children's books, children's portfolios, classroom displays, collective worship and teaching and learning. Feedback given to all staff highlighting any areas for improvement and celebrating success.	All staff growing in confidence in all areas of planning, teaching and assessment of 'Come and See' programme, as well as sharing collective worship with our children, evidenced in Monitoring file.	RE Team & S.L.T	Termly
To attend any training days/ co-ordinator meetings about any aspect of 'Come and See', collective worship, our Catholic life, and three members of staff to complete their CCRS certificate.	Staff who attend the training days and the R.E. team member who attends the Co-ordinator meetings are to feedback to all staff on any updates, upcoming celebrations and generally anything linked to the teaching and learning of Religious Education. Three teachers to complete CCRS, attend meetings and training on the assigned dates over the next two academic years.	Staff confident about new updates and effectively inform appropriate staff – this will be evidenced in planning, teaching and assessment, and the general Catholic life of the school. RE team to monitor the above. Three teachers will complete CCRS and have this valuable certificate in two years time.	RE Team and all staff	Ongoing
Each member of the teaching staff to be involved in the lesson study cycle process (3 separate lesson studies), using effective feedback strategies to improve the quality of questioning and feedback ensuring it has a direct impact upon the 'driver words' for children.	Lesson study cycles to focus on the promotion of driver words using effective feedback. Evaluations to develop the quality of teaching and learning and contribute to our new marking policy.	Feedback is effective in improving children's outcomes. Teachers have a clear understanding of effective feedback strategies. Teachers understand how to improve pupils' attainment through effective feedback. New feedback/marking policy created.	All staff	Autumn Term 2018

Action	Strategy	Success Criteria	People	Date
To continue to use our current R.E. tracking system effectively along with data analysis each term with a view to transitioning to the new standards of RE and tracking system.	Continue to use our R.E. tracking system for individual classes and collectively as a whole school. R.E. team to analyse termly data given by class teachers to give progress updates on each individual child as well as different groups, namely boys, girls, SEN, Pupil Premium, vulnerable. R.E. team members to attend termly pupil progress meetings to discuss with our Assessment Co-ordinator and staff, children's progress – highlighting any additional support that may be needed. Feedback and updates will also be given to the SLT and our Governing Body. Begin using the new standards of RE and new tracking system in Spring 2019.	Tracking system used effectively to highlight progress of individuals and all groups – boys, girls, SEN, Pupil Premium, vulnerable. Further support for children identified evidenced in planning. Begin to see the start of the transfer over to the new standards of RE as well as new tracking procedures in Spring 2019.	R.E. team and Assessment Co-ordinator	Termly
To build a school/parish partnership with our new missionary Fathers, the White Fathers.	SLT to visit the White Fathers at their new parish home once they are settled into their living environment. Once initial links are made in this partnership, R.E. team to meet with the Fathers at the beginning of the academic year and then each term thereafter, to organise links with the parish and community for each class. Celebrations in the form of class masses and Advent preparation. Each term will have different focus points: Spring = Lent and so forth. Each staff member will also liaise with the Fathers to plan time for the chosen Chaplain to visit each class and contribute to the teaching and learning in 'Come and See' and with collective worship celebrations. They will also explore our prayer room with all children as well.	Strong partnership links developed between staff/children /parents and the White Fathers. Parish and community links strengthened. All scheduled dates delivered and attended. Home/school/ community links continue to be developed and enhanced. School helping to support the Fathers in their missionary work linked to the Islamic community and refugees.	The White Fathers, Headteacher , SLT, RE team, all staff, children.	Termly
To continue to deliver the 'With You Always' Sacramental Programme, using the Church's programme.	To liaise with The White Fathers scheduling annual dates for parental meetings with the children embarking on their Sacramental journey, as a partnership. Chair of Governors, Deputy Headteacher and RE team to deliver the programme.	Knowledge and understanding developed for the children/parents involved - relating to their spiritual journey and applying their knowledge to daily Catholic life. All children to receive the sacraments of Reconciliation and Communion.	Children, their parents, Chair of Governors, Deputy Headteacher , RE team.	Annually
Review SED annually alongside Headteacher, SLT and staff.	Schedule meetings with appropriate staff. Discuss school priorities, successes, and areas for improvement.	An up-to-date SED using the new guidelines from the archdiocese.	RE co-ordinator, RE team, Headteacher , SLT and staff.	Reviewed Annually Autumn Term



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. Because of this, we have launched our 'Golden Rules' and our 'Playground Golden Rules' (Autumn 2018).

Our 'Golden Rules' are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after our property

Our 'Playground Golden Rules' are:

- We are gentle, we don't hurt others
- We are kind and helpful, we don't hurt anybody's feelings
- We play well with others, we don't spoil each others' games
- We care for the playground, we don't damage or spoil anything
- We listen, we don't interrupt
- We are honest, we don't cover up the truth

Aims of moral development:

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



St Vincent de Paul Catholic Primary School

Relationship and Sex Education Policy

September 2018

'Serving with Love, Striving for Excellence'

Rationale:

*'I have come that you might have life and have it to the full'
(John, 10.10)*

We acknowledge that Personal, Social, Health and Citizenship Education (PSHCE) as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationships, and are all encompassed in the title 'Relationships and Sex Education' (RSE).

Our belief in the unique dignity of the human person is made in the image and likeness of God, underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally, psychologically and physically towards our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the conference of Bishops of England and Wales and as advocated by the DFE, all Relationship and Sex Education in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All Relationship and Sex Education will be in accordance with the Church's moral teaching it will emphasise the importance of the Sacrament of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from, and support will be provided to help pupils deal with different sets of values.

Aims of Relationship and Sex Education (RSE)

- To encourage pupils' growth in self-respect, acknowledging we are all created in the image and likeness of God
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships
- To help pupils acquire the skills necessary to develop and sustain relationships
- To offer sex education in the wider context of relationships
- To ensure that pupils protect themselves and ask for help and support when needed
- To ensure that pupils are fully prepared for puberty
- To help pupils to develop a healthier, safer lifestyle

- To prepare pupils to play an active role as citizen and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God

Delivery of Relationships and Sex Education

Relationships and Sex Education is taught through our life style in school and through the subjects of Religious Education, Science, and PSHCE, and by way of a cross-curricular, integrated approach as a fundamental part of the Catholic life of the school.

All elements of PSHE and Citizenship, whilst non-statutory at Key Stage 1 and 2, are covered. Significant aspects of Relationships and Sex Education remain part of the National Curriculum for Science. These will be taught to all pupils. *(Parents unable to withdraw pupils from such lessons).*

Key Stage 1 (5-7)

- That humans move, feed, grow, use their senses and reproduce
- To name the main external parts of the body
- That humans grow from babies into children and then into adults, and that adults can produce babies
- To recognise similarities and differences between themselves and other pupils

Key Stage 2 (7-11)

- That the life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle

We acknowledge that every area of school life can potentially contribute to Relationships and Sex Education as the school, of its very nature operates through positive human relationships. We recognise, value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community.

Teachers will use their professional judgement when addressing issues in Relationships and Sex Education. Careful consideration will be given to the wide and varied experience and backgrounds of the pupils in their care.

While we operate a whole school approach to Relationship and Sex Education through our RSE Programme, pupils in Year 5 will learn about the emotional and physical changes of puberty. For this particular part of the curriculum, children will be taught together. A similar approach will operate in Year 6, when pupils will cover the life cycle and sexual intercourse.

Assessment Recording and Reporting:

A record is kept in teachers planning of the delivery of Relationships and Sex Education. The programme is assessed, monitored and evaluated by the coordinator in accordance with the schools monitoring and evaluation policy. Pupils are given the opportunity for self-evaluation at an appropriate level for each year group. Reporting is made in individual pupil's reports under 'General Development'.

Outside Agencies:

The expertise of outside agencies may be used appropriately to support but not at the expense of the school's delivery. The school is particularly thankful of the help available from the diocesan agencies and charities such as Nugent Care.

Curriculum Continuity:

The school has an ongoing dialogue with the PSHCE coordinator of St Vincent de Paul Catholic Primary School; Relationships and Sex, RE, Collective Worship, Spiritual, Moral and PSHCE policies complement each other as appropriate.

Safeguarding Procedures:

The school has procedures in place to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school.

The Governing Body:

The Governing body and Foundation Governors in particular recognise their responsibility to ensure the Relationships and Sex Education programme follows Diocesan principles and reflects the Church's teaching as outlined in "Learning to Love" the Bishops' of England and Wales document 2016.

The Role of Parents:

The Church has always recognised that it is the privilege and the responsibility of parents to educate and inform their children in all matters pertaining to personal growth and development particularly in the sensitive area of their moral education and sexual development. The Church also recognises that many parents require help and support in this task from both schools and parishes.

The Governing body fully subscribes to the views expressed by the Bishops' Conference and will always ensure that:

- Parents are supported in their task
- Parents are consulted and kept informed of the Relationships and Sex Education Programme, its contents, evaluation and review and any subsequent developments

Right of Withdrawal:

It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of Relationship and Sex Education, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from such lessons (not included in National Curriculum Science) after discussion with the Head Teacher.

Monitoring and Review:

This policy will be monitored annually by the Relationships and Sex Education coordinator and will be reviewed annually by the Governing Body. Parents will be consulted before any proposed changes.

This policy has been formally adopted by the Governing Body of St Vincent de Paul Catholic Primary School. It will be reviewed by the Governors and Head teacher in conjunction with all the staff annually from the date below.

Signed



(Chair of Governors)

Date: Summer 2018

Evaluation of Religious Education Handbook

Our Religious Education handbook is reviewed and updated accordingly at the start of every academic year. All staff are made aware of the amendments that have been made in order to ensure consistency of approach within RE.