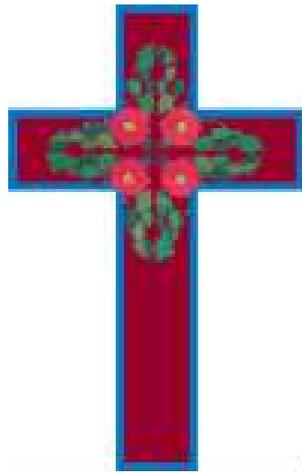


HANDBOOK FOR RELIGIOUS EDUCATION



Updated Spring 2018

Review Spring 2020

Chair of Governors _____
Headteacher _____
RE Governor _____
Parish Priest _____



Mission Statement

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'As one Holy Family, following Jesus, we learn, love and grow to fullness'.

Aims:

- Following the teachings of Jesus we will have the courage to live and learn together showing love and respect for each other.
- To nurture every aspect of the individual child: socially, emotionally, intellectually, morally and spiritually, encouraging them to have aspirations and reach their full potential.
- To develop firm partnerships with parents, carers and parish, whilst celebrating their place within the local, wider and global communities.

THE AIMS OF RELIGIOUS EDUCATION

“The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school. Within this vision, religious education is very much a journey of formation involving every member of the school community, together with a pupil’s family and parish community.” (*Religious Education Curriculum Directory for Catholic Schools*)

Keeping in mind the religious and educational needs of the children in our care:

- those from supportive Catholic homes
- those for whom the school is their first and only experience of Church
- those from other Christian traditions

At Holy Family we aim at to give our children

- knowledge and understanding of Catholic faith and life;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- the skills required to engage in examination of and reflection upon religious belief and practice;
- knowledge and understanding of other faiths.

OBJECTIVES:

In order to achieve these aims our school will:

- allocate appropriate teaching time and adequate resources to Religious Education in the knowledge that it is the “**foundation of the entire educational process**” in a Catholic school;
- ensure that planning, teaching and displays are of the highest quality;
- make effective use of regular assessment to ensure that pupils are making appropriate progress;
- have an effective monitoring system which ensures that standards are continually rising;
- ensure that staff understand the underlying principles, both theological and educational, of the *Come and See* programme and have appropriate qualifications and skills to teach it;
- ensure that staff have appropriate knowledge and adequate resources to teach other faiths;
- provide a comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life in ways appropriate to the age and stage of development of each child;
- promote study, investigation and reflection by the pupils;
- enable pupils to develop appropriate skills and attitudes;
- enable pupils to acquire religious literacy;
- promote free, informed and full response to God’s call in everyday life;
- teach pupils about Judaism and one other faith each year in ways appropriate to their age and stage of development;
- keep parents fully informed about the topics studied and the progress of their child;
- ensure that Governors fulfil their responsibilities regarding monitoring of the subject;
- continue to develop links with the parish community.

THE RELIGIOUS EDUCATION PROGRAMME

To fulfil our aims and objectives we use the ‘*Come and See*’ programme of Religious Education for Primary Schools approved by the Bishops’ Conference of England and Wales.

OVERVIEW OF CONTENT

Central to the ‘*Come and See*’ programme are three basic questions and the three Christian beliefs that are the Church’s response in faith.

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

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).

At the heart of the diagram is the *Chi-rho*, the symbol of Jesus Christ. He is the complete revelation of God.

* to emphasise the relationship of life and faith, ‘*Come and See*’ uses the symbol ↔
or ↑↓ to link universal and Christian language throughout.

THEMES

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

The community of faith ↔ Church themes are:

Autumn: Family ↔ Domestic Church
Spring: Community ↔ Local Church
Summer: World ↔ Universal Church

The celebration in ritual ↔ Sacraments themes are:

Autumn: Belonging ↔ Baptism/Confirmation
Spring: Relating ↔ Eucharist
Summer: Inter- Relating ↔ Reconciliation

The way of life ↔ Christian living themes is:

Autumn: Loving ↔ Advent/ Christmas
Spring: Giving ↔ Lent/Easter
Summer: Serving ↔ Pentecost

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The process for delivering the topics in '*Come and See*' has three stages, which enable pupils to develop knowledge, understanding, skills and attitudes. The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

“Before expounding the Church’s faith, as confessed in the Creed, celebrated in the Liturgy and lived in observance of God’s commandments and in prayer, we must ask what ‘to believe’ means.” (Catechism of the Catholic Church, 26)

In answer to this question, the Catechism addresses the human **search** for meaning, God’s initiative in **Revelation** and the **Response** of faith. This pattern informs the three-fold process through which this programme is delivered.

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, 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.

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 Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- become 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.

Respond

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. The 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.

<p><i>GATHER</i></p> <p>Consider how the children will begin the celebration.</p>
<p><i>WORD – LISTEN</i></p> <p>To some scripture read or enacted</p>
<p><i>RESPONSE</i></p> <p>How will the children respond to all they have heard?</p>
<p><i>GOING FORTH</i></p> <p>How will the children take away the message?</p>

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of their 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.

PLANNING:

Long Term

At Holy Family the **Governors** and **Senior Management** are responsible for:

- long term planning (choosing an approach)
- ensuring that 10% of curriculum time is allocated to **teaching** of Religious Education (does **not** include C.W./Hymn practice)
- monitoring of class timetables to ensure quality time and positioning is given to the subject

Medium Term

The termly planners provided by the Archdiocese contain the following information

- *Key question/belief,*
- *Themes,*
- *Links to Curriculum Directory,*
- *Attainment targets,*
- *Key concept /skill/attitude for each theme*

* (Medium term planner master copies are kept in *Coordinators/subject leaders* file and are also on the Christian Education Department website)

The Religious Education *coordinator/subject leader* is responsible for:

- naming the topics to be covered
- allocating the starting date for each topic
- allocating time for the exploration of another faith in the Autumn and in either the Spring or Summer (whichever is the longest term)
- indicating which planning/teaching/assessment/workbooks are to be monitored that term
- indicating any Holydays or relevant feast days
- noting any local/ global links e.g. Good Shepherd /CAFOD
- Ensuring that each teacher has *photocopies/file* of the topic at their level.

Each class teacher is responsible for:

- allocating time for each learning outcome to be achieved
- stating day/date work is to take place
- selecting appropriate content from the *Come and See* file to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes
- choosing appropriate teaching and learning activities to explore this content
- stating groups: (whole class/pairs/individuals small group)
- indicating how the differing needs and abilities of children are met at the *Explore* and *Reveal* stage of the topic (task/support/outcome)
- highlighting the task/s chosen for formal assessment (see Archdiocesan website for assessment ideas for one topic per term)
- noting any special or extra resources required
- noting any home or parish links
- evaluating teaching
- evaluating learning using the expectation statements and keeping a note of those pupils above/below expectations for the two topics not formally assessed each term

DIFFERENTIATION:

The purpose of differentiation in Religious Education is:

- to enable children to succeed in the set task or activity
- to challenge learners beyond their comfort zone of knowledge, understanding and skills
- to enable children to recognise and celebrate their achievements

In '*Come and See*' differentiation is provided through a *variety* of activities in **Explore** and **Reveal** which meet the differing needs and abilities of learners.

At Holy Family we aim to give each child an education appropriate to their age, aptitude and ability

- so, aware of the differing needs and abilities of the children within a class and, with reference to the IEP's of children on the Special Needs Register, each class teacher will select appropriate activities from those provided in the *Come and See* file to enable all learners achieve the learning outcomes.

*It is important that differentiation is by **task**, as well as by support and outcome, in order to challenge more able children and enable them to fulfil their full potential.*

TEACHING AND LEARNING:

At Holy Family teachers will:

- make use of the 'Teachers' pages' and 'Teachers' Notes in *Come and See* to enhance their own knowledge, skills and understanding
- continually update their knowledge and skills through attendance at in-service and Topic days
- use their expertise and skills to ensure that **all** learners are given the opportunity to acquire knowledge, skills and understanding appropriate to their age and ability
- select from a variety of activities e.g. stories, poetry, dance, discussion, role play, hot – seating, drama, art, music, different forms of writing, I.C.T. etc that will enable children to make a *variety* of responses
- use a variety of teaching styles e.g. whole class, group, individual
- encourage children to develop a wide range of skills e.g. observation, discussion, investigative, communication, evaluative, interpretative
- be aware that teaching and learning in Religious Education is also implicit as well as explicit

Format of a *Come and See* lesson:

- Sharing and exploring learning objective and adding it to *Come and See* display
- Introduction: of lesson which will include explanation of keywords (which will also be added to display)

- Main activity: variety of suitable teaching and learning activities/ differentiation as appropriate
- Plenary: summing up of learning and relating it to Learning Objective
- Use of self-assessment to enable children to check on their own new understanding.
- Future learning in next lesson may also be referred to.

FORMAL ASSESMENT CYCLE:

Topics and Themes are assessed on a three year cycle so that each **theme** is assessed formally **twice** throughout Nursery, Key Stage 1 and 2

Appendix 1: Assessment Cycle

Appendix 2: Attainment Targets

RECORDING:

As recording provides evidence of achievement the teachers at Holy Family will aim to provide an accurate and comprehensive assessment of each child's knowledge and understanding in manageable form.

At Holy Family this is done:

Foundation Stage:

Recording topic work/knowledge either in individual folders/workbooks or in annotated class portfolio with photographic evidence

Years 1 – 6:

Each child

- recording their topic work in a *Come and See* workbook
- evaluating at the end of the topics not formally assessed (may be short summary of their new learning in visual or written form / a concept map)

Each class teacher:

- recording information from informal/ formal assessments
- writing comments on children's written work
- displaying individual/group work on a class display
- keeping visual evidence e.g. photographs of role play/ displays etc in a class folder/portfolio

REPORTING:

Teachers are responsible for:

- providing feedback to pupils on their achievements and progress
- keeping records up to date and informing colleagues of the achievement of individual pupils e.g. passing on individual record when moving to a new class/ Key Stage/school
- keeping the Headteacher and Religious Education coordinator fully informed of standards within their class
- keeping parents/carers fully informed of the progress and achievement of their children in Religious Education (Parents Evening/ written reports)

At Holy Family:

- feedback is given to pupils during lessons and through positive marking of written work. Any errors/misconceptions and particular strengths are noted and the information is used to inform the next lesson
- written information: (formal assessment files for Religious Education are passed on to colleagues/Secondary school before learners enter a new class/school
- teachers keep planning, marking, assessment and recording up to date (all planning is uploaded onto the VLN for monitoring purposes)
- parents/carers evenings are held in autumn and spring term and a written report is sent home once a year in summer term.

The school through its Headteacher and R. E. Coordinator will keep parents/carers, governors, the Parish and Archdiocese fully informed about the:

- content and quality of Religious Education
- the achievement of its pupils

At Holy Family this is done by:

- sending a curriculum newsletter to parents/carers, governors and parish priest each term which gives detailed information about R.E. topics.
- inviting parents/carers to celebrations
- involving parents/carers through Religious Education homework
- inviting the Parish Priest and parishioners to be involved in *Come and See* topics/ celebrations as appropriate e.g. visiting Church during Baptism topic/ priest/deacon coming in to role play Baptism
- inviting governors with responsibility for Religious Education to suitable celebrations
- including governors with responsibility for Religious Education in the annual *Self Evaluation of the Catholic Life and Identity* of the school
- providing all Governors with detailed information about standards in Religious Education using evidence from monitoring and formal assessment
- sharing documentation and evidence with the Archdiocese during Section 48 Inspections
- Reporting to governors termly through curriculum committee and Headteacher's report.

MONITORING AND EVALUATION:

When monitoring teaching, learning and standards use will be made of the guidelines provided for Section 48 Inspection. (see pre inspection handbook)

At Holy Family teaching, learning and standards in Religious Education are monitored through:

- scrutiny of planning, workbooks, assessment
- observation of teaching and learning in classes
- observation of Religious Education displays
- discussion with learners

Each term the Religious Education Coordinator will:

- scrutinise a selection of planning, workbooks and assessment (this is done on a rota basis as indicated on medium term planning)
- observe teaching and learning on a rota basis (indicated on medium term planning)
- give feedback to individual staff
- use the information from monitoring to share good practice/areas for development with all staff during staff meeting
- arrange/provide inset as a response to observed needs. This may be in-house or attendance at *Topic* days held at LACE
- keep the headteacher and governors fully informed about the quality of teaching, learning and standards (gathered from formal assessment) in Religious Education to enable them to fulfil their monitoring role
- keep evidence for Section 48 Inspection e.g. records from monitoring of planning, workbooks, lessons and assessment/any general feedback given to staff/ in-service provided/ resources bought etc

Each year:

- The Headteacher, Senior Management, Religious Education coordinator and governors will evaluate Religious Education and the *Catholic Life and Identity* of the school using the format provided by the Archdiocese (*Self Evaluation Document*)(*staff, learners and parents/carers will be consulted*).

EVALUATION OF LEARNING:

Children are enabled to evaluate their own learning:

- through review/discussion of lesson/self-assessment during plenary session
- by looking back over a topic to choose readings/pieces of work etc for the class celebration at *Response*
- recalling and recording their new learning during *Remember*
- finding practical ways of living out the Christian message they have explored during *Reveal*
- recording their new learning at the end of the topics not formally assessed (short summary of learning in visual/ written form or a concept map)

DISPLAY:

At Holy Family teachers and children take pride in the quality of their work and display.

Religious Education display will be used as a teaching resource which is built up as a topic progresses to give learners the opportunity to:

- become familiar with the 3 stages of *Come and See*
- know the learning objective for each stage
- become familiar with keywords
- share their work with others and provide evidence of their knowledge, skills and understanding at **each** stage
- learn from other children's work

Displays will also be used by the Headteacher and Religious Education Coordinator to monitor the work of a class.

As well as learners work, displays may also include artefacts, symbols, photographs and posters etc depending on the topic.

Classes are also invited to contribute to the Religious Education displays in the *hall/corridors* which may be seasonal or related to the *Come and See* topics.

RESOURCES

At Holy Family use will be made of all relevant resources, visits and visitors to enrich children's Religious Education

Equal Opportunities

Acknowledging that each person is unique and created in the image and likeness of God, we aim at Holy Family to provide equal opportunities for all children regardless of race, ability, gender or age.

This will mean providing a rich variety of teaching and learning activities, use of differentiated tasks, support and high quality resources to enable each child to fulfil his/her potential.

OTHER FAITHS/ MULTICULTURAL EDUCATION

Vatican II in its document *Declaration on the Relation of the Church to Non-Christian Religions* (1965) affirms that all peoples of the earth with their different religions form one family. *The Catechism of the Catholic Church* (1994) reinforces this view and reminds us that 'The Church's bond with non-Christians is in the first place the common origin and the end of the human race'. (842)

The Church teaches that, while living out our Christian faith, we are called to listen in dialogue and be ready to learn from those of other faiths, many of whom may, in our multicultural society, be our neighbours. (Come and See p.462)

'The multicultural approach to education is threaded through the entire curriculum including Religious Education, and is demonstrated in the choice of music, art and

literature. This reflects the multicultural diversity of Christianity which is found in our Catholic schools and in society. The teaching of other faiths, which will include culture where appropriate, is about the **religious** beliefs of those faiths'. (*Come and See*) p.462

At Holy Family

- we will portray our country as a multi - faith community
- promote respect and tolerance toward people of other faiths and cultures
- help learners understand how Christianity has its roots in Judaism
- we will distinguish between a multicultural approach to education and the teaching of *other faiths*
- we will teach the 'Other Faiths' section of *Come and See* discretely so that each faith is treated with integrity and not by comparison or by isolated festivals
- we will teach the key concepts of the religion being studied
- staff will be encouraged to study.
- staff will be given opportunity to develop their own understanding through attendance at in-service either in school or at LACE
- we will use the scheme of work in the *Other Faiths* section of *Come and See* to ensure progression in learning

At Holy Family the teaching of Other Faiths will

- focus on the key teaching of one faith at a time
- start from the religion's own understanding of itself
- give learners an understanding of what it means to be a member of a particular faith community through visitors/visits/ICT/books etc.

This will comprise of a week of Judaism in Autumn term and Islam, Sikhism or Hinduism in Summer term.

STAFF DEVELOPMENT

At Holy Family staff development needs are identified through monitoring of Religious Education and through discussion with teachers.

Staff are encouraged to continually enhance their own knowledge, skills and understanding of Religious Education:

- through making regular use of the 'Teacher's Information' pages at the beginning of their *Come and See* file
- sharing with other staff the 'Before you Begin' and theme pages and having joint planning sessions before beginning a new topic
- by using the 'Notes for teachers' provided for each topic
- through receiving feedback from monitoring of planning, workbooks, teaching and learning, assessment and display
- through sharing of 'good practice' within the school and beyond
- through receiving feedback from coordinators meetings and Topic/Other Faith days
- through attendance at regular in-service provided either in-house or at L.A.C.E.

STAFF INDUCTION

At Holy Family the **Senior Management team** are responsible for:

- the induction of newly qualified /new staff into the Catholic life of the school

The **Religious Education coordinator** is responsible for:

- the induction of newly qualified staff/ staff and long term supply teachers to *Come and See* (file, planning, teaching and learning, recording, assessment, reporting)

NQT's are also given opportunity to attend the special *Come and See* day provided by the Archdiocese.

Each **class teacher** is responsible for:

- the induction of students and new classroom assistants to *Come and See*

STAFF COMMUNICATION

The Religious Education coordinator

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

RESOURCES –STAFF MEMBERS

Our best resources are dedicated staff members who share their own life experiences and their living of the Christian faith with the children.

Each class teacher is responsible for the Religious Education of the children in his/her care.

RESOURCES - TEACHING

Classroom:

Come and See file for each teacher
God's Story sets for each class
Church's Story class set
Good News Bibles (upper Key stage 2)

Shared:

Come and See C.D. Rom
Rejoice C. D's
God's Story C.D. Rom
Church's Story CD Rom
CAFOD posters/packs
Other Faiths artefacts/videos
Prayers for a Fragile World
Lion Easter Book
Assembly Stories from Around the World

Reference:

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

RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

At Holy Family we aim to:

- help all members of our school community recognise and appreciate the religious and spiritual dimensions of life appropriate to their age and maturity (see policies included in Handbook)
- promote a deeper knowledge, appreciation and understanding of the Catholic faith whilst at the same time respecting *other faith* traditions

As a Catholic school Religious Education is **the foundation of our entire educational process**. The beliefs and values studied in *Come and See* inspire and draw together **every aspect** of our school life. *This is stated in our Mission Statement and reflected in **all** our policies as we try to live our vision of having Christ at the heart of our community.*
(see policy file)

Links with Parents, Parish and the local community

Parents receive a termly Come and See newsletter. Parents are invited to Rejoice celebrations and other Masses and services in school at different points in the liturgical year. New parents receive information on the Come and See through the school prospectus and parents meetings. Visitors from the Parish/local community during appropriate topics are invited into school and the Parish Priest is a regular visitor to school

Your schools contribution to Sacramental Preparation:

Sacramental preparation takes place in school – the children prepare for Holy Communion and Reconciliation in Year 4. The parents attend meetings in school attended by the Parish Priest and catechists and are invited to Masses of preparation.

RELIGIOUS EDUCATION DEVELOPMENT PLAN

See Self Evaluation Document

EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK.

This Handbook will be reviewed annually, as part of the *Evaluation of Religious Education and the Catholic Life of the School*, by the Senior Management team and the Religious Education coordinator

It may be changed/updated at any time to include new information from the Christian Education Department / our own staff so that it always remains a ‘working’ document.

Governors, teachers and Parish priest receive a current copy of this document.