

## The Aims of Religious Education

"The outcome of excellent religious education is religiously literate and engaged young people who have 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 aim of Religious Education in Our Lady and All Saints R.C. Primary school is to equip our children with the knowledge, understanding and skills to live a Catholic life by knowing and sharing in the love of Jesus. We aim to develop our children's faith commitment and spirituality appropriate to their age and capacity.

The following strategies and aims of Religious Education underpin the effective delivery in our school:

- RE is the core subject central to the life of our school which is taught discretely and developmentally
- Deepening of knowledge and understanding of Catholic faith and life
- Knowledge and understanding of the response of faith to the ultimate and deepest questions of human life, its origins and purpose
- The Christian vision of the human person
- Offer the children a sense of worth through their experience of belonging to a caring community
- Systematic study of :
  - The mystery of God as discovered through the Bible and through the life and teachings of Jesus Christ
  - the teachings of the Church
  - the lives of the saints
  - the relationship between faith and life

We aim to reach the religious needs of all our children including:

- Those from supportive Catholic homes
- Those for whom school may be their first and perhaps only experience of Church
- Those from other faith traditions and backgrounds

We understand that the ethos of the school determines the effectiveness of all that we do and so we try to make our school a prayerful Christian environment in which each child's talents are recognised and encouraged to develop to their fullest potential.

### The Objectives of Religious Education

In order to achieve our aim we will:

- Provide an R.E. programme that is academically rigorous and challenging
- R.E. coverage 10% of the length of the taught week for each Key Stage
- Provide a Catholic curriculum, one that uses not only R.E. lessons but other curriculum areas to lead children into an encounter with God, therefore developing a relationship between their life and faith in everyday terms
- Strive for excellence in teaching and learning by: clear learning objectives, key content, appropriate methodologies, differentiation, richness of resources, achievement of identified objectives and accurate methods of assessment
- Monitor and track progression through the cohorts
- Develop appropriate skills to listen, think critically, analyse and reflect, think spiritually, ethically and theologically
- Develop appropriate skills and attitudes which allow for a free, informed response to God's call in everyday life, appropriate to the age and stage of development of each child
- Provide opportunities to learn about other faiths, in order to encourage attitudes of respect and tolerance in a multicultural/multifaith society.

## The Religious Education Programme

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

### Overview of content

#### The Themes

*Come and See* is developed through three themes based on the 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 of belief for each season time is explored through three kinds of themes.

Community of faith <-> Church

Celebration of 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.

Autumn: My story~ my family~ **Domestic Church**

Spring: Our story~ local Community~ **Local Church**

Summer: The story~ the worldwide community~ **Universal Church**

#### Sacrament

The sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

Autumn: Belonging~ born into Christ's life~ **Baptism/Confirmation**

Spring: Relating~ God's love in our lives~ **Eucharist**

Summer: Inter-relating~ service to the community~ **Reconciliation**

#### Christian living

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

Autumn: Loving~ celebrating life~ **Advent /Christmas**

Spring: Giving~ the cost of life~ **Lent and Easter**

Summer: Serving in love~ feasts to celebrate~ **Pentecost**

Each theme is explored through different topics in each year group.

Classes 2, 3 and 4 will follow a 2 year cycle.

## 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 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:

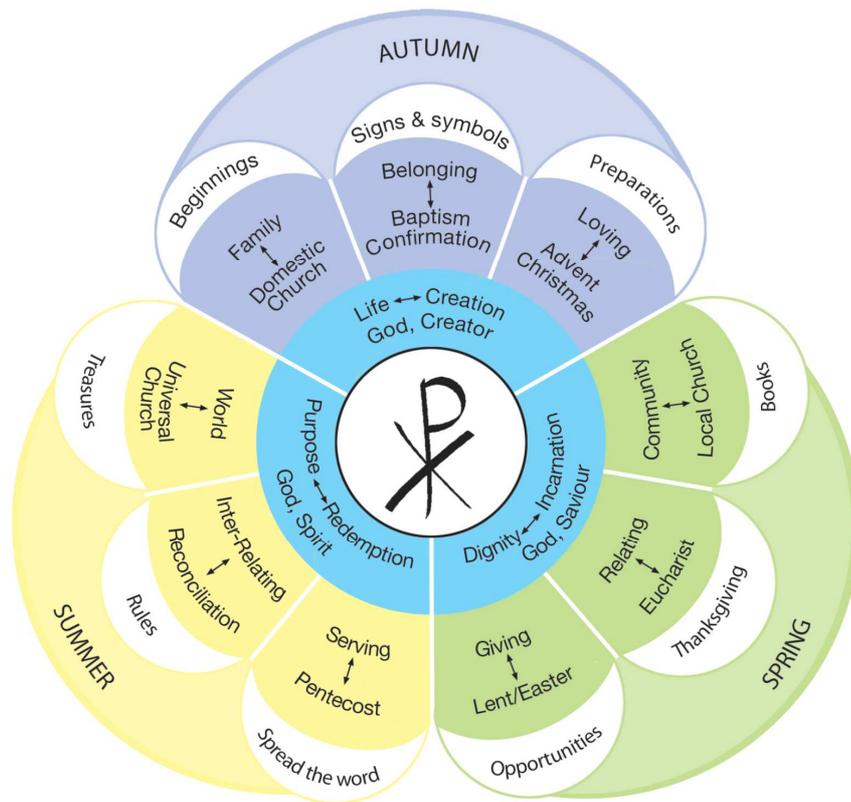
- Community ↔ Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- Relating ↔ Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving ↔ 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.

The icon below which is an example of year 2 shows how the programme develops from the central underpinning of the Word of God, Dei Verbum.



## The Process

### Knowledge/understanding/skills/attitudes

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

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

*.....Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.*  
Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation who comes to meet us and our **response** of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal** and **Respond**.

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

**Search-Explore:** The teacher helps the children to begin to look at and focus on the experience within their own lives. This will involve; exploring experiences, investigation, story telling, consideration of the *big* question, discussion, becoming aware of the questions raised, reflecting on significance of these experiences. Explore will take 1 week.

**Revelation-Reveal:** reveal is the heart of the process. The teacher and children together discover the Christian understanding of the mystery of the Trinity; Father, Son, Holy Spirit. This will involve: meeting and developing understanding of new religious knowledge, reflecting and wondering, gathering information and facts, researching, collating and classifying, solving problems, exploring experiences in many ways and using different media, asking questions and discussing, explore issues creatively, making links between Christian understanding and life experiences. Reveal will take 2 weeks.

**Respond: Response**

**Remember** is the first part of this section. The children will respond by remembering and celebrating all they have learnt. This can be done

through: creating a quiet, prayerful atmosphere for reflection, looking at and thinking about the work done, drawing attention to different aspects of the work, sharing thoughts and feelings.

**Rejoice** allows for the planning and taking part in a celebration. The children will become involved in the preparation at their level of development. The following format will be used

Gather<> Listen<> Response<>Going forth

**Renew** the children are helped to make a personal response, to hold onto and make their own, what they have understood from this topic. They will consider how they can apply their learning to their lives. Respond will take 1 week.

The approach chosen for Keystage 1 is whole class approach.

## Planning

### **Time allocation curriculum**

The Bishops require 10% of the taught time for Religious Education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this.

Within each lesson there needs to be a balance between input, discussion and activity.

### **b) Long term planning**

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

At Our Lady and All Saints there are **mixed age groups**, the class teacher needs to 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. A 2 year cycle exists to ensure no duplication takes place. Within all classes, teachers will need to 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 to ensure full coverage and to avoid duplication. The school leadership needs to monitor this to ensure the avoidance of repetition.

At Our Lady and All Saints School, the senior management is responsible for:

- Choosing an approach
- Ensuring that 10% of curriculum time is allocated to teaching of Religious Education
- Monitoring of timetables to ensure quality time for Religious Education

Each class follows a different topic based on the whole school theme. As we are a school with mixed age classes, this will be done on a two yearly cycle as outlined below.

**Cycle A - Based on Early Years, Year 1, Year 3, Year 5.**

	<b>Class 1 (R)</b>	<b>Class 2 (1/2)</b>	<b>Class 3 (3/4)</b>	<b>Class 4 (5/6)</b>
<b>Autumn 1</b>	Myself	Families	Homes	Ourselves
<b>Autumn 2</b>	Welcome	Belonging	Promises	Life choices
<b>Autumn 3</b>	Birthday	Waiting	Visitors	Hope
<b>Spring 1</b>	Celebrating	Special People	Journeys	Mission
<b>Spring 2</b>	Gathering	Meals	Listening and sharing	Memorial sacrifice
<b>Spring 3</b>	Growing	Change	Giving all	Sacrifice
<b>Summer 1</b>	Good news	Holidays and holydays	Energy	Transformation
<b>Summer 2</b>	Friends	Being sorry	Choices	Freedom and responsibility
<b>Summer 3</b>	Our world	Neighbours	Special places	Stewardship

### Cycle B - Based on Early Years, Year 2, Year 4, Year 6

	Class 1 (R)	Class 2 (1/2)	Class 3 (3/4)	Class 4 (5/6)
Autumn 1	Myself	Beginnings	People	Loving
Autumn 2	Welcome	Signs and symbols	Called	Vocation and commitment
Autumn 3	Birthday	Preparations	Gift	Expectations
Spring 1	Celebrating	Books	Community	Sources
Spring 2	Gathering	Thanksgiving	Giving and receiving	Unity
Spring 3	Growing	Opportunities	Self discipline	Death and new life
Summer 1	Good news	Spread the word	New life	Witnesses
Summer 2	Friends	Rules	Building bridges	Healing
Summer 3	Our world	Treasures	God's people	Common good

#### c) Medium term planning

The overall responsibility for medium term planning lies with the Religious Education subject leader. 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

At Our Lady and All Saints School, the Religious Education subject leader is responsible for:

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

The **overview** which is the medium term plan is to be found at the start of each topic. A copy of this is on the ***Come and See website*** so that teachers can adapt it to the needs of their class.

#### **d) Short term planning**

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the Archdiocese. The material for this planning will be found on the topic pages.

At Our Lady and All Saints RC School, each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating own teaching
- Highlighting the activities chosen for formal assessment of one topic per term
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the Religious Education subject leader
- Passing on the Record of Attainment sheets to the next class teacher

#### **e) 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. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for Foundation Stage but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Expressive arts and design

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

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

For years 1 and 2 there is a choice of two formats, foundation stage or as below for years 1 to 6. In Our Lady and All Saints Years 1 and 2 will follow the following format;

### **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 will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. **Some suggested activities,** the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated 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 y three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge

and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant. (see below for details).

3. **Renew:** this 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.

#### **f) 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, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media. In each topic there are attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity.

#### **g) Additional learning needs and/or disabilities**

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics. This 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.

### **Assessment**

Assessment is focused by the overall aims and objectives of Religious Education. In *Come and See*, it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in *Come and See* emphasises a wide range of achievement.

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

### **Informal Assessment**

- general observation of children engaged in classroom tasks and activities- observation of contributions made to classroom displays
- review: end of task, activity, lesson, topic
- marking of work is positive, encouraging and developmental with comments made on progress towards the learning outcome.
- A note is kept of those children who are achieving above or below expectations using the end of topic level descriptors

### **Formal Assessment**

Each term, every child is assessed formally.

The formal assessment tasks are taken from the Liverpool Archdiocese website which enables the children to show how they have met the learning outcomes. This will be marked against the expectation statements and attainment levels. Children should be assessed in AT2 in an ongoing way.

For moderation purposes each teacher will select a sample of children's work to bring to a staff meeting once per term to ensure levels achieved and teacher expectations are uniform within our school. The subject leader will keep examples of levelled work in the R.E. Formal Assessment moderation file. Formal assessment is undertaken after the **respond** session.

Foundation stage - a portfolio of annotated work from each topic including photographic evidence is kept by the class teacher - this is used as the evidence for formal assessment records.

Years 1- 6 Formal assessment using expectations and attainment levels on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2.

## **Attainment Targets and Levels of Attainment**

We use the Levels of Attainment AT1 - Learning about Religion, AT2 - Learning from Religion. Teachers plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. When planning, the 'Driver Words,' the level descriptions *and* the Topic expectations will help structure tasks. The Record of Attainment (on Liverpool Archdiocese website) is completed at the end of each term. Information gained from discussions, observations, class work and assessments etc. are used to find a 'best fit' level for the child. The Record of Attainment will go with the child's other records to secondary school to celebrate where the child is at in their learning and to enable further progress from the appropriate starting point.

## **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
- written comments on children's work
- visual evidence -for example, photographs of displays, videos of dance, drama, celebrations
- class/school portfolios
- pupils' self-assessment
- records of attainment
- tracking system
- data analysis
- pupil interviews
- moderation meetings

## **Reporting**

Our Lady and All Saints School fulfils each of the four dimensions to reporting in Religious Education. Reporting:

- provides feedback to pupils on their achievements and progress
- informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group
- informs parents of the progress and achievement of their children

- 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**

It is the responsibility of the RE subject leader and the Headteacher to monitor, review and evaluate the teaching of Religious Education.

Monitoring occurs in order to support staff and may include:

- Classroom observation/involvement.
- Monitoring of children's work, including book scrutiny and other work, e.g. photographs.
- Monitoring display work in class and around the school.
- Audit of resources to ensure quality teaching can take place.
- Team moderation of work for portfolio.
- Monitoring of planning.
- Children's interviews.

The frequency of this evaluation of teaching is set out in the school monitoring plan for each term. This ensures a variety of evidence is collected to form a whole overview of the teaching of RE.

A development plan for RE is written and reviewed annually to ensure the quality of the teaching and learning in RE. This forms part of the whole School Development Plan.

The subject leader reports to the Curriculum Committee and annually to the link Governor for RE.

### **Evaluation of Learning**

At Our Lady and All Saints School, children are enabled to evaluate their own learning, especially during the 'Remember' and 'Renew' stages of the process.

#### **Remember**

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.

### **Renew**

The teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Children will complete a task with thoughts about how they will take their learning forward.

The teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

A concept map may be completed by each class / pupil to record what they knew at the beginning of the topic and what they have learned by the end of the topic. This allows the children to reflect upon and evaluate their own learning.