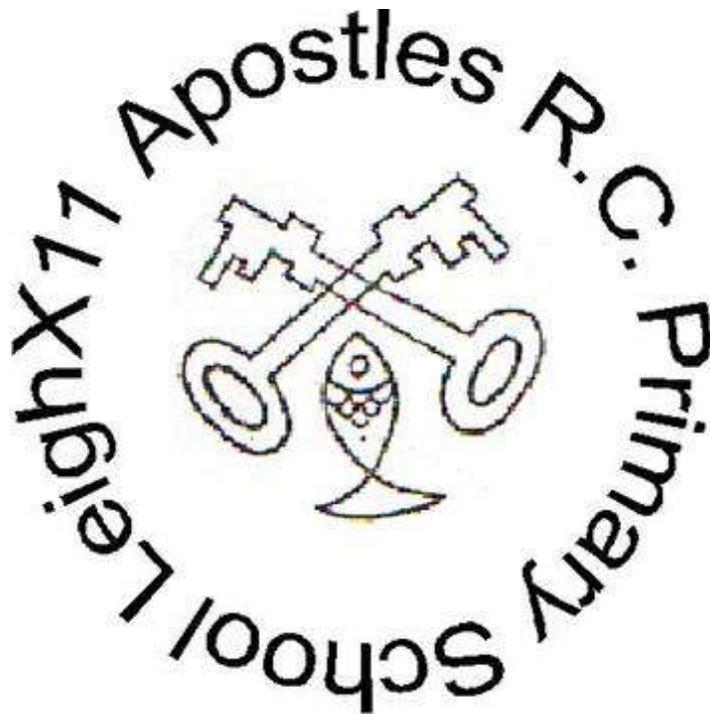


XII Apostles RCPS

R.E. Handbook

Updated January 2018



Mrs C. Featherstone

Through learning and loving we will follow Jesus.



Mission Statement

Through Loving and Learning we will follow Jesus

Aims

- 1. To place Christ at the centre of everything we do**
 - 2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential**
 - 3. To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.**
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- 1. To place Christ at the centre of everything we do ...**
 - a) Create a community where everyone will matter and everyone will be treated with love**
 - b) Integrate the Gospel values and the teachings of the Catholic Church into every aspect of learning, teaching and the totality of school life**
 - c) Support the children's journey of faith**
 - d) Ensure the Mission Statement is the foundation of all policies**
 - e) Ensure the outward signs of the school are firmly rooted in Christ**
 - 2. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential ...**
 - a) Ensure that the vision of education will be based on the Christian understanding that each person is made in the image and likeness of God and therefore has dignity**
 - b) Educate and develop the whole child: learning from the Bible and through visiting Church ; learning through Religious Education and through Collective Worship; providing opportunities for prayer, liturgy, assemblies and celebrations**
 - c) Support parents in their responsibility for the academic, physical, spiritual, moral and religious education of their children in accordance with the teachings of the Church**
 - d) Recognising the talents and gifts of all**
 - e) Find out about the special role God has for everyone and support this journey**
 - 3. To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it ...**
 - a) Work in partnership with parents, parish and the wider community**
 - b) Create a community rooted in faith and inspired by Christian values where everyone feels valued**

- c) **Promote an understanding and respect for all; being a service to society enabling children to understand their communal obligations, personal aspirations and their role as citizens in society and the world.**
- d) **Promote community cohesion at school, local, national and global levels**
- e) **Respect the equal human rights of all our pupils and educate them about equality**

THE AIM OF R.E.

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.

The aim of R.E. in XII Apostles' School is to provide objectives and learning situations which take into account the religious and educational needs of all our children, those from supportive Catholic homes, those for whom school may be their first and perhaps only experience of church, those from other Christian traditions and those from other faith backgrounds.

THE OBJECTIVES

This aim will be achieved through the following objectives:

- a) Religious Education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of the key theological ideas and their application to life
- b) Ample opportunities will be offered for children to apply and use their knowledge and skills in a cross curricular studies to deepen their understanding of religious truths and to think creatively
- c) 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
- d) 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
- e) To offer the children a sense of worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life
- f) By providing opportunities for celebration prayer and reflection in implicit and explicit ways and providing the children with the language of religious experience and a literacy in religious activities, places, stories, symbols, rituals, people and objects.
- g) By presenting a systematic presentation of the Christian Event, message and way of life appropriate to the age and stage of development of the child.

- h) By ensuring that the staff understand the underlying theological principles as well as the educational principles, providing training where necessary
- i) By including appropriate materials about other faiths and providing opportunities to visit different places of worship
- j) By ensuring that the R.E. is academically respectable.
- k) By taking account and being respectful of different pastoral needs and practices in our dioceses.
- l) By including examples of supportive and supplementary materials for sacramental catechises.
- m) By providing opportunities to develop an understanding of loving relationships through the RSE scheme, A Journey in Love.

THE R.E. PROGRAMME

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

The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. The programme also aims to link the pupil's own experiences with universal experiences and to link with the experience of other faith traditions.

Alongside this, the programme A Journey in Love is used to develop the children's understanding of meaningful and loving relationships through Relationship and Sex Education (see RSE policy).

OVERVIEW OF CONTENT - CONCEPTS

Central to the R.E. programme is the Christian belief in Jesus Christ, Word and Revelation of God. Each term a basic question or belief about the mystery of life is explored with the Catholic faith tradition. They are as follows:

Autumn	-Where did I come from?	Life	-	Creation
Spring	- Who am I?	Dignity	-	carnation
Summer	- Why am I here?	Purpose	-	Redemption

Each question or belief is explored through three kinds of themes each term. These themes are:

- a) **Community of Faith** - **Church Themes**
- b) **Celebration in Ritual - The Sacraments**

c) **Way of Life** - **Christian Living Themes**

THE PROCESS - SKILLS AND ATTITUDES

The process for delivering 'Come and See,' has 3 elements which enable the development of understanding, skills and the fostering of attitudes.

Those 3 elements are:

- a) Explore – an opportunity for children to relate to their own experiences
- b) Reveal – an opportunity to listen to and explore scripture, developing a deeper understanding of the themes
- c) Respond – an opportunity to remember and reflect upon learning, celebrating this together as a class.

THE PROCESS – THE APPROACH

The approach that is used in school is the whole school approach that requires the whole school to explore the same theme but completing different topics in each year group. Throughout the year groups, driver words are used to challenge children as they progress throughout school, therefore developing a deeper, more secure understanding of these themes. This enables children to study scripture; progressing from recognising aspects and retelling bible stories to making links across themes and demonstrating a broader understanding of their learning.

In addition, during the Autumn and Summer terms one week is given to the exploration of another faith following the guidelines in the class files. There is 10% of the curriculum time given to RE. This means 2hrs 15 mins at KS1 and 2hrs 30 mins at Key stage two.

PLANNING

Long term planning

The Long Term plan is taken from the Come and See programme. SMT ensure that there is 10% of curriculum time devoted to teaching Religious Education. All classes will explore the same theme but teach different topics. Each class teacher has a copy of the Long Term plan. Class teachers should follow this and their individual copy of Come and See, detailing the objectives and activities to be taught pertinent to their age range.

When following the Long term Plan from Come and See, teachers must have regard for their attainment levels when developing activities for the children.

Medium Term Planning

The overall responsibility of medium term planning is the RE Subject Leader who will provide this plan for all class teachers at the start of each term. The medium term plan will promote significant feast days, relevant celebrations and global dimension e.g. CAFOD's family fast day. It will also indicate which formally assessed theme will take place each term. It is essential for the understanding of the topic that teachers reflect on the theme pages, and come and see for yourself before beginning planning their short term plans.

SHORT TERM PLANNING

The class teacher is responsible for short term planning. They will select the appropriate activities to ensure the achievement of the learning focuses and overall learning outcome, considering the big question of the topic. They will include the following on all short term planning: the starting date on which these activities are to take place (may be filled in after lesson taught due to weekly timetable changes), Indicate the groupings to show how the differing needs and abilities of children are to be met, Indicating the resources required, planning time for formal assessments as necessary, ensuring planning is annotated and differentiated to meet the needs of all pupils, and finally evaluating their own teaching. They must also highlight the driver words and key vocabulary to enable the children to have the greatest chance of success in the formal assessment. Teachers must plan and use driver words consistently to allow opportunities for differentiation within year groups and progression throughout the school.

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. It offers support and motivation to the learner. 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.

INFORMAL ASSESSMENT

This is general observation of children engaged in classroom activities and tasks, observation of contributions made to classroom displays and discussion with the children. In lessons, the class teacher annotates their planning accordingly. This is then used to inform future planning and as an aid to assessing the children when the topic is finished. These annotations and observations can also be used alongside the formal assessments to justify a teachers decisions. This may further be discussed within moderation meetings.

FORMAL ASSESSMENT (Attainment targets and levels of attainment)

Each term the formal assessment tasks are used– provided by the diocese. Judgements are then made and recorded on the child's individual record of attainment. Moderation meetings take place throughout the year to ensure the judgements given to the children are consistent throughout the school. The subject leader also attends termly cluster groups meetings to moderate assessments across schools. Also, regular informed judgements on a variety of evidence against broad criteria which allows pupils to respond at different levels,

will be made. There are two attainment targets AT1 knowledge and understanding of religion (Learning about Religion Content) AT 2 – Reflection on meaning (Learning from religion and skills) Each pupil in each class has a Record of Attainment. This is in the front of their formal assessment book. Once the formal assessment has taken place the class teacher will assess the child according to the relevant criteria, and record this on the attainment sheet. 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

RECORDING

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

Notes from observations (formative assessment sheets or annotations on planning)

Written comments on children's work

Visual evidence – photographs of displays / celebrations / collective worship, videos, drama

School portfolios

Pupil's self assessment

Individual Record of Attainments

Individual assessment book

Moderation Portfolios

REPORTING

There are four dimensions to reporting in RE.

This 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.

It informs parents of the progress and achievement of their children.

It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

DIFFERENTIATION

As with other areas of the curriculum, the purpose of differentiation in RE is to enable the children to succeed in the set task or activity. To challenge children beyond their comfort zone of knowledge, understanding and skills. To enable children to recognise their achievements and celebrate these. Teachers differentiate in Religious Education using mainly the driver words. These words allow children to work at the appropriate level for their ability and teachers can adapt these accordingly to support or challenge children.

Teachers also differentiate using their detailed knowledge of the children, by task, support or outcome.

LEARNING AND TEACHING STYLES

The school policy encourages all staff to use a variety of learning and teaching styles, ranging from whole class, to group work and where necessary individual tuition. The variety of learning and teaching styles will also be used to deliver the 'Come and See,' programme.

EVALUATION OF TEACHING

The evaluation of teaching like the evaluation of learning is a continuous process carried out by the staff. The children's responses and the quality of work produced enable staff to judge if their teaching has been effective. The staff will annotate plans accordingly and this will then inform their planning in the future so that adjustments can be made where required. At regular intervals during the year, the Headteacher and the RE Subject Leader / Deputy Headteacher may observe RE and Collective Worship in lessons. A record of these observations are kept in the R.E. Evaluation and Monitoring File. At least once per year, staff are asked to provide examples of work from pupils of high, average and low ability so that the RE Subject Leader can scrutinise the work produced in each class, ensuring a high standard of teaching and learning throughout the school in which the children are progressing. The findings are then related back to the rest of the staff. Pupil Interviews also take place at least once a year and this provides further evidence of the teaching in school. The Subject Leader uses the documents provided in the Monitoring Pack to provide further information

EVALUATION OF LEARNING

When the children are in Reception the process of evaluating their capabilities and the standards that they are able to achieve begins and continues throughout each year. In Come and See, the remember part begins the process for the children to evaluate their own learning. The new understanding will enable them to make a personal response in their daily lives. This can be done through creating a quiet, prayerful atmosphere, looking at and thinking about the work completed, sharing their thoughts and feelings. In the renew section the teacher helps each child to make an individual response to hold onto and make their own, what they have understood of the topic. In this part the children evaluate what they have learnt and then apply this learning to their own lives.

The children's standards of achievement in English, particularly in Speaking and Listening, Writing and Spelling will be referred to when evaluating their work in the 'Come and See,' programmes. However the overall objective of the lesson will always take precedent when evaluating and marking work.

The children's standards of achievement in other subjects will also be referred to whenever work in the 'Come and See,' programme makes it appropriate.

Staff Development

The staff and the RE Subject Leader have regular opportunities to attend inservice and training provided by the Diocese and opportunities are available at staff meetings to disseminate any information relevant to the rest of the staff. All staff are asked to refer to

the Come and See for Yourself pages, alongside the theme pages, before beginning a topic and this is further discussed in staff meetings.

The RE Subject Leader attends termly cluster group meetings in which schools moderate work, share ideas and share examples of outstanding practise.

Staff development is identified as part of the Monitoring and Evaluation Process and through Performance Management procedures.

For staff development including in-service planned please refer to the RE action plan.

For inservice completed over the last two years please refer to the SED

STAFF INDUCTION

Newly qualified staff and those new to the school are invited to a series of In-service meetings. Whenever possible these will be with the whole staff. If that is not possible the new member of staff will meet with the Headteacher or Deputy Head and/ or the teacher who taught the children previously. The policies and the approaches to R.E. and the 'Come and See' programme will be explained. The new member of staff is allocated a mentor for an initial period of twelve months. The second part of the staff development follows the individual teachers' personal development plans. Throughout the year teachers are invited to apply for courses for which they feel will help in their personal development, and staff development is also identified through the Monitoring and Evaluation Procedure. As a school that works alongside the Catholic Schools Direct Programme, students who work within the school also receive this level of support in line with their training from LACE.

STAFF COMMUNICATION

The overall plan is outlined at the beginning of each year in the school's improvement plan. At the beginning of each term, a programme of staff meetings and In-service meetings are planned out and given out to each member of staff. This is supplemented with the programme for school self-evaluation and monitoring. Whenever it is appropriate these programmes will include aspects of RE. In addition, more detailed and upto date information is given out at the beginning of staff meetings. This is where relevant information from advice given by the archdiocese is shared. A calendar of events and notices is posted in the staff room each week.

RESOURCES - STAFF MEMBERS

The most important resources for RE are the people working in school. Each class teacher is responsible for the teaching of RE to their class. They will be supported when time tabled by Classroom Assistants. All staff members are expected to play a vital part in the development of the Spiritual and Moral Education of the children and be positive role models for the children in the way they conduct themselves in school.

Teacher	Year	Qualification
Sheenagh Newton	Headteacher	BA QTS Catholic Teaching Certificate
Jacqueline O'Boyle	Y1 Teacher SENCO	BA QTS Catholic Teaching Certificate
Andrea Yates	Y1 (maternity)	BA PGCE Catholic Teaching Certificate
Tracey Whitton	Y2	BSc QTS Catholic Teaching Certificate
Catherine Featherstone	Y3 (maternity)	BA QTS Catholic Teaching Certificate
Amanda Hitchen	Y4	BA QTS
Connor Rowlands	Y5	BA QTS Catholic Teaching Certificate
Catherine Marsden	Y6	BA PGCE Catholic teaching Certificate
Stephanie Hope Maureen Ryan	Support teacher	BA QTS Catholic Teaching Certificate HND

RESOURCES – TEACHING RESOURCES

Every class teacher has their password for the Come and See website and are encouraged to use this as their main resource and the Come and See books are no obsolete.

All the staff have access to computers, ipads, overhead projectors, CD players and the Come and See CDs.

All the staff have story / non-fiction books relating to the topics in Come and See.

There are copies of God's story 1/2/3 and CDroms.

Supplementary books, posters, artefacts are located in the RE cupboards and in individual classrooms. They are available to all classes.

The RE subject leader is allocated a budget at the beginning of each financial year. The RE Subject leader is responsible for their storage and maintenance.

RELATIONSHIP OF R.E. TO WHOLE CURRICULUM

- a) Collective Worship -An act of collective worship will be taken each day at a suitable time for the class teacher and the children. Prayers will be said before lunch and after lunch.

The whole school will come together on Mondays, Wednesdays and Fridays for a whole school act of collective worship.

In consultation with the Parish Priest a programme of Liturgical Celebrations will be planned at the beginning of each term.

The liturgical prayer group plan and deliver collective worship to different year groups and within whole school assemblies. These may be based on world events or the liturgical calendar (see liturgical prayer group file).

- b) Spiritual and Moral Development - The spiritual and moral development of all the children will be an intrinsic part of everything that is done in the school both in and out of the classroom.

Following the guidelines provided by the Department for Christian Education of the Archdiocese of Liverpool, every member of staff will strive to ensure the spiritual and moral development of the children in their care. (see Spiritual and Moral Development policy)

- c) Relationship and Sex Education - The programme A Journey in Love is taught progressively throughout the school. Parents, Governors and Staff are aware of the content of this programme and can access information on the school web site.

- d) Links with Parents - Links with parents begin formally in the twelve months prior to the child starting school. Parents are invited to come into school several times in the Spring and Summer terms before their child starts school. Throughout each Key Stage there are several parental programmes to attend.

Throughout the child's years at school there are two formal parents evenings each year and several informal meetings to discuss aspects of the child's work or the development of teaching programmes.

There is a very active Friends of X11 Apostles' Association which meets regularly and which organises social and fund raising events.

Each Thursday during term time there is a Parents' Coffee Morning in the staff room.

- e) Links with the Parish - Links with the Parish are fostered most strongly when the school and the Parish join together to celebrate feast days and special days in the celebration of Mass and The Sacraments.

The Parish is also invited to join the children in school for the celebration of Mass and The Sacraments and in Assemblies and Concerts. The school and the Parish also join together in various social events throughout the year.

The parish priest also invites one class each month to attend a mass at the church. Each class also has the opportunity to participate in a 'treasure hunt; around the church to develop their understanding of religious signs, symbols and the mass as a whole.

The Legion of Mary also come into school once a month the pray the Rosary with different year groups.

- f) Parish Sacramental Policy - The school alongside the Parish work together to support the children and parents through the, 'With You Always programme,' recommended by the diocese. School's contribution to Sacramental Preparation. The Parish's Sacramental Policy holds that the members of the family are the most important people in the preparation of the sacraments. The school and parish provides help, support and guidance for the parents in this preparation.

The school helps to provide this support and guidance for parents in the preparation and celebration of the sacraments of The Eucharist, Confirmation and Reconciliation taught through the With You Always programme.

- g) The Relationship between R.E. and school policies - All our school policies begin with the mission statement. Our mission statement aims to answer the three fundamental questions at the heart of R.E. Where did I come from? Who am I? Why am I here?

Therefore the aims of R.E. in X11 Apostles are the same as the aims which guide all our policy decisions.

R.E. ACTION PLAN / RE. S.E.D

See the attached RE Action Plan for 2017-18 and the RE S.E.D.

EVALUATION OF R.E. POLICY

At the end of the school year, a part of the In-service Days will be spent reviewing the R.E. policy and the annual review of the Mission Statement.

THE APPENDICES

- 1 RE Action Plan
- 2 RE SED
- 3 Mission Statement
- 4 School Policy for Collective Worship
- 5 School policy for the Assessment of RE
- 6 School policy for spiritual development
- 7 School policy for Moral Development
- 8 School policy for RSE
- 9 Liturgical Prayer Group File

