

St John Fisher Catholic Primary School

Religious Education Handbook



2023-2024

St John Fisher: Our Mission

Believe in the light and you will be children of the light.

John 12:36

St John Fisher: Our Vision

At St John Fisher, we strive to create a school community where children and adults achieve their full potential and **SHINE!** We will achieve this through *engagement*, *high expectations* and by treating all with *respect* and *dignity*.

Our school Mission:

'Believe in the Light so that you will be children of the Light'.

John 12:36

A Child of the Light

We enable all children to be happy, confident and courageous.

We offer opportunities for prayer and reflection, allowing God's presence to be felt in an environment that is grounded in faith, celebrating the uniqueness of every member of our school community.

A School in the Light

We create a positive learning culture with our catholic values at the centre, which challenges our children to be independent, confident learners.

We promote inclusivity for all, ensuring all of our children have the opportunity to reach their full potential in a bright and stimulating learning environment .

A Community in the Light

We encourage families and other community members to work closely with us in order to create a vibrant and successful school.

We encourage children to be considerate citizens of a global community through acts of collective worship and community events.

RELIGIOUS EDUCATION HANDBOOK

1. OUR MISSION STATEMENT

‘Believe in the Light so that you will be children of the Light’.

2. THE AIMS OF RELIGIOUS EDUCATION

The aim of Religious Education in St. John Fisher Catholic Primary School is to promote the Catholic vision of 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 our Catholic school. Within this vision, religious education is a journey of formation involving every member of the school community, together with a pupil's family and parish community. Religious Education is the foundation of the entire educational process. For all children Religious Education is a core subject in the school's curriculum. It is a rigorous, academic discipline, taught, developed and resourced with the same commitment as any other subject.

The Religious Education curriculum in St. John Fisher Catholic Primary School aims to promote:

- Knowledge and understanding of the 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 an examination of and reflection upon religious belief and practice.

3. OBJECTIVES

The objectives of Religious Education in St. John Fisher Catholic Primary school are:

- Religious education is taught discretely and developmentally engaging with children's own beliefs and values which will develop good attitudes and dispositions so that they are instilled with a love of learning and a desire to go on learning.

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.
- To develop an awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour and of the vital relationship between faith and life.
- To provide opportunities for celebration, prayer and reflection in implicit and explicit ways. Children will be helped to find meaning and importance, both in their own life experiences and those of others, and to value them.
- To encourage study, investigation and reflection by children. Opportunities are offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- To develop appropriate skills, for example, the ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements.
- To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.
- To engage with difficult questions of meaning and purpose which everyone has to face, this enables children to think critically about their own questions of meaning and purpose.
- To offer our children a sense of self-worth through their experience of belonging to our caring community and an awareness of the demands of religious commitment in everyday life.

4. 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. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

During the academic year 2023-2024, Early years children and children in Year 1 will be introduced to the new Catholic Programme of Religious Education called 'To Know You More Clearly.' In Early Years, this programme will be used as a starting point for the Early Years curriculum.

For all children the programmes will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

Come and See

CONTENT

Each term a question is explored about a mystery of life and the Christian belief, which answers it.

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

The question is explored through three areas. A different dimension explored each term.

AREA: Faith community - The Church

Autumn Term	Family - Domestic Church
Spring Term	Community - Local Church
Summer Term	World - Universal Church

AREA: The Celebration in ritual - The Sacraments

Autumn Term	Belonging - Baptism, Confirmation
Spring Term	Relating - Eucharist
Summer Term	Inter-relating - Reconciliation

AREA: Way of Life - Christian living

Autumn Term	Loving - Advent, Christmas
Spring Term	Giving - Lent, Easter
Summer Term	Serving - Pentecost

RELATING THE TOPICS TO THE THEMES

Community of Faith - Church Themes
Celebration of Ritual - Sacramental Themes
Way of Living - Christian Living Themes

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The outcome of excellent religious education is religiously literate and engaged young people.

Religious Education Curriculum Directory 2012

This is delivered through a process recognised in the Catechism of the Catholic Church:

- by exploring their life experience to discover value and significance: **EXPLORE**
- by hearing, understanding and reflecting on the Christian message: **REVEAL**
- by bringing it to mind, by celebrating and by applying it: **RESPOND**

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 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
- 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.

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.

RESPOND will take one week of Religious Education time to complete.

Search

At the end of Explore, pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

Revelation

At the end of Reveal, pupils will have grown in knowledge, understanding and appreciation of Scripture, Tradition, Celebration, Christian living and prayer as the response of faith to these questions.

Response

At the end of Respond (Remember, Rejoice and Renew) pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives.

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

5. THE APPROACH CHOSEN

At St. John Fisher Catholic Primary School, we have decided to implement 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics.

Allocation of Curriculum Time

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key Stage 2, two and a quarter hour for Key Stage 1 and reception and one and a half hour for Nursery.

PLANNING

LONG - TERM

Senior Leadership Team responsibilities:

- To allocate 10% of curriculum time
- To Monitor timetables to ensure quality time for Religious Education
- Long-term planning – '*Come and See*' (b) page 23 plus pointers for long-term planning*

MEDIUM TERM PLANNING

The RE Lead responsibilities:

- Provide each teacher with a planner for each term's work
- Allocating the starting date for each topic
- Allocating time for each learning focus to be achieved - Delivery of the topic requires approximately ten hours.

It is recommended that: a quarter of the time is devoted to Explore, half the time to Reveal and a quarter to Respond.

Allocating time for the exploration of another faith:

- Autumn Term and in either the Spring or Summer Term (whichever is the longer)
- Indicating planning/teaching to be monitored

Provide a topic page for each topic to note;

- Knowledge and understanding, skill and attitude to be developed and key words
- Link to theme and prior learning
- Progression for the learning outcomes through the years

Come and See for Yourself

This resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Our whole staff will use the material together. It offers an opportunity for reflection, sharing and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, teachers will read and reflect on the readings and questions posed in their own time.

Other faiths

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of another faith. We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources to supplement this.

Hinduism Judaism
Islam Judaism
Sikhism Judaism

SHORT - TERM

The class teacher's responsibilities:

- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes
- To choose appropriate activities to explore this content
- To state the days on which these activities are to take place and date the planning sheet
- To indicate, at the Explore and Reveal stages of the process how the differing needs and abilities of the children are to be met
- To indicate the children to be assessed i.e. the whole class, groups or individuals and the activities chosen for this exercise
- To evaluate teaching

Adaptive Learning

As with all other areas of the curriculum, the purpose of adaptive learning in Religious Education is:

- To enable 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

In Come and See, adaptive learning is provided through a variety of scaffolds and challenges in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to Play plans and child friendly PPPs of children on the Special Education Needs (inclusion) register.

6. **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.

In St John Fisher Catholic Primary School, it involves:

Informal assessment - Key Stage 1 and Key Stage 2

Class teachers note on their short term planning the tasks, groups or individuals they are going to assess informally as the topic is progressing (marking, discussions, observations, plenary). Through general observations of children engaged in classroom activities and observations of contributions made to classroom displays.

EYFS

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

Formal assessment:

- Each child is assessed once a term by the class teacher (as advised by the Archdiocese). The Archdiocese information informs our school which topic and which section of the topic to assess to gain a wide range of assessments throughout children's school life. Children evaluate their work at the end of every topic.
- RE books, planning and lessons are monitored as per our school monitoring cycle
- Learning is continuously assessed through each topic and children above and below expectations are noted.

Expectations

In each topic, teachers are sent brief summaries of what children can be expected to know, understand and be able to do. They provide support for the tasks of differentiation, assessment, recording and reporting. Children's levels are recorded and given to the Headteacher and Lead.

- We follow the Archdiocesan model and formally assess one topic per term, on a rotational basis of themes, to ensure coverage of:

THE CHURCH
THE SACRAMENTS
CHRISTIAN LIVING

- To formally assess, we use the tasks/activities identified within the learning focus chosen by the Department for Christian Education each term. Each termly assessed piece of work is levelled, and recorded on each pupils' Religious Education Record of

Achievement' sheet, which is then passed on to each subsequent year group, to track progress and attainment. Levels of Attainment are moderated at Termly Staff Meetings.

At St. John Fisher Catholic Primary School, we follow the attainment targets and levels of attainment as outlined by the Bishop's Conference

Attainment Targets and Levels of Attainment

- AT1 – Knowledge and Understanding of Religion (Learning *about* Religion – content)
- AT2 – Reflection on Meaning (Learning *from* Religion – skills)
- 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

AT2

	i) beliefs, teachings and sources	ii) celebration and ritual	iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	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

Expectations

In each topic, teachers use Religious Education attainment targets to level children's knowledge and understanding in each topic. They provide support for the tasks of differentiation, assessment, recording and reporting.

7. RECORDING

At St. John Fisher Catholic Primary School we record achievement in several ways:

- All children in Key Stage 1 and 2 have a Religious Education book where all their written work is recorded. Books are marked by the class teacher and commented upon as appropriate in accordance with our marking policy. These books are monitored in accordance with our monitoring cycle.
- Children's work is also put on display in class and celebrated.
- Nursery and Reception classes have portfolios of work for each topic. Examples of recording in these books may be photographs of role play, group work, drawings or annotated work.
- Photographs are taken throughout topics and may be used on display or collated in individual class portfolios.
- Religious Education floor books are used in Early Years, KS1 & KS2 to show the journey from Explore to Reveal.

8. REPORTING

At St. John Fisher Catholic Primary School, reporting is completed in a variety of ways:

- Discussion with the children about their work is completed by the class teacher and provides positive comments on their achievement and progress.
- Termly assessment. Our assessment procedures inform other teachers of the achievement of individual pupils.
- Annual report to parents/carers allows for teachers to comment on the progress, strengths and achievements of children.
- The RE lead submits an RE action plan to the Headteacher annually.
- The RE lead meets with SLT to discuss, review and monitor the implementation of the action plan.
- The RE lead collates (for parents/carers) the RE topics and content for each year group each term in the RE newsletter.
- After the monitoring process, the RE lead feeds back to governors where s/he reports on relevant information, recent successes and achievements within the subject.
- Parents/Carers are given the opportunity to come and view their children's RE books and discuss any concerns with teachers at review day
- RE lead records and displays RE life on our school website

9. EVALUATION OF TEACHING

At St. John Fisher Catholic Primary School, teaching is reviewed and evaluated by teachers at the end of each lesson. RE is monitored in accordance with our monitoring cycle.

The RE lead observes RE lessons as part of our monitoring cycle. Individual written and verbal feedback is given to each teacher and generic feedback is given. An overall evaluation report is compiled identifying key areas of strength and development to further support the development of Religious Education Teaching

- The RE lead also monitors short term planning, pupil books, reviews RE displays, interviews pupils and staff, all as part of the monitoring cycle.

- Teachers update their individual pupil profiles during the formal assessment process and all teaching staff take part in reviewing and moderating samples of work.

10. EVALUATION OF LEARNING

Children complete an 'Overlearn' at the beginning of each RE lesson. This encourages children to recall points of interest and retain new information. During the Remember sessions, the teacher enables the children to recall and review the work covered in the topic. Teachers help children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community during the Renew sessions. This may be in the form of home learning, telling family about a topic.

Teachers use a variety of methods during Renew sessions to enable children to hold onto new learning, this may be through pair and share activities, where the children tell each other 3 things they now know.

11. STAFF DEVELOPMENT

All relevant courses are advertised and made available to staff members through the Archdiocesan Newsletter. R.E. co-ordinator attends all subject leader meetings and cluster group sessions. Teaching staff attend other relevant courses provided by the Archdiocese and disseminate information accordingly as and when required.

12. STAFF INDUCTION

New members of staff are offered support by the R.E. Leader in planning, teaching, assessing and evaluating. They will be sent on the courses available for new teachers in Catholic Schools. 'New to Come and See' and 'New to Prayer and Liturgy.' The whole staff is involved in upholding the Catholic Ethos of the school. The R.E. handbook is shared with all members of staff and reviewed every two years by the RE Lead, Senior Management and Governors.

13. Staff Communication Information from R.E. co-ordinators' meetings is disseminated at regular staff meeting and through emails. Planning and assessment pro-formas are distributed before each topic. The R.E. Leader is always available for advice and discussion. Termly newsletters are created to communicate with parents the curriculum content for the coming term (personalised to each year group as well as the Come and see newsletter)

14. RESOURCES

Each teacher has their own resources for a prayer focus and a display wall in class. These are updated to reflect the church calendar. Other resources are to be found in the Religious Education storage, located in the main foyer. Staff have their own password for Come and See website. Staff have copies of the relevant God's Story and Church's Story book and Good News Bibles.