

# St Brigid's Catholic Primary School



## Religious Education

### Policy Handbook

September 2024

#### Mission Statement

#### SCHOOL MISSION STATEMENT, AIMS AND OBJECTIVES

Our Mission Statement is: *Trusting in God – we love, believe and achieve....together.*

The Mission Statement is supported by the following aims and objectives:

#### EDUCATION

We aim to:

- Encourage children to have ideas and dreams and to be inquisitive
- Make learning fun
- To enable each person to live life to the full, grasp opportunities and fulfil their potential

We will do this by:

- Providing a range of experiences to inspire children including visits, visitors, theme days and theme weeks
- Providing opportunities for children to be amazed through topic learning, Religious Education and collective worship
- Giving children the chance to think, dream and wonder
- Offering a rich, broad and balanced curriculum
- Providing education which is inclusive within a culture of high expectations
- Offering learning experiences that are enjoyable and relevant, challenging but appropriate
- Encouraging independence, resilience and confidence
- Providing a safe environment where children feel able to take risks in their learning
- Supporting children as individuals in order that they succeed
- Supporting staff with regular and relevant professional development
- Encouraging creative and flexible teaching and learning
- Supporting personal, spiritual, emotional and academic development through Religious Education, PSHE, supporting Sacramental preparation, collective worship and a topic-based curriculum
- Monitoring progress and attainment to ensure that children achieve their potential
- Enabling children to self-evaluate and reflect on their learning and progress
- Encouraging collaboration
- Working with parents, providing information which will help them to support their child's learning

#### COMMUNITY

We aim to:

- Open our children's eyes to the world
- Be welcoming to everyone
- Develop relationships

*We will do this by:*

- Providing opportunities to discover the beauty and richness of God's world
- Celebrating together regularly
- Nurturing uniqueness in ourselves and each other
- Recognising all as children of God
- Involving the community in the life of our school through celebrations, assemblies and events
- Enabling the children to discover their place in their family, local, national and global communities by engaging in learning about their own and other communities, and through a range of fundraising activities
- Maintaining strong links with families, the Parish and the local community
- Supporting others in our local and global community through prayer, fundraising and other forms of support

## CHRIST/GOSPEL

*We aim to:*

- Share the 'Good News' through witness and love
- Celebrate uniqueness
- Provide a warm, caring environment to nurture each person

*We will do this by:*

- Being good role models
- Showing tolerance and compassion
- Forgiving others and ourselves
- Showing humility and kindness
- Accept differences in each other
- Recognising strengths in others and celebrating them
- Providing a secure and caring community
- Promoting an atmosphere of mutual respect, acceptance and forgiveness through all aspects of school life
- Exploring our own faith and the faith of others through Religious Education
- Praying together and celebrating collective worship together on a daily basis
- Supporting the Parish in preparing the children for Reconciliation (First Confession) and the Eucharist (First Holy Communion).

## Aims and Objectives of Religious Education

### *The aim of Religious Education*

In the life of faith at St. Brigid's Catholic Primary School, Religious Education (RE) plays a central and vital part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in RE. Therefore, RE is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.

The aim of Religious Education at St. Brigid's encompasses all children from whatever background providing collaborative activities which respects and promotes the child's innate capacity for wonder, awe, reverence, and imagination.

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

(Religious Education Curriculum Directory for Catholic Schools 2012)

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

- Religious education will be taught discretely and developmentally. It will include

engaging and comprehensive content to deepen knowledge and understanding of the Catholic faith, of key theological ideas and their application to life and culture.

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

### Objectives

In order to achieve our aim, we will utilise a Religious Education programme which:

- will provide opportunities for celebration, prayer, and reflection in implicit and explicit ways.
- will provide children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- will present a 'systematic presentation of the Christian event, message and way of life', in ways appropriate to the age and stage of development of the child.
- will require that the adults involved understand the underlying theological as well as educational principles.
- will provide the adults with adequate preparation for teaching about other faiths in context with the *Come and See* programme.
- is as academically respectable as other curricular areas and utilises appropriate strategies from the National Curriculum.
- respects the need for support for Religious Education co-ordinators and for regular CPD/training.
- respects the different pastoral needs and practices within our parish and supports the need for sacramental catechesis.

### The Religious Education Programme

To fulfil our aim and objectives we currently use the 'Come and See' Programme of Religious Education prescribed by the Archdiocese of Liverpool; however, we are preparing for the introduction of the new Religious Education Directory (statutory from Sept 2025). The aim of the 'Come & See' programme is to draw pupils into a systematic study of the teachings of the Church and the saving mystery of Christ which the Church proclaims. This is achieved through enabling all children to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupils' own experience and with universal experience. Links are also made with experience of other faith traditions.

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

For those from committed families, it will deepen and enrich their understanding and living of their faith. For Christians, life and faith belong together and so the programme uses both universal language and Christian language.

To support our aims, 10% of the length of the taught week for each Key Stage is devoted to the delivery of Religious Education (timetables should be given to the RE lead, K Quinton, for reference and scrutiny).

## Overview of Content

'Come and See' is developed through three themes based on the documents of the Second Vatican Council. The basic question / belief for each season time is explored through three kinds of themes which are gradually explored each time at greater depths. They are:

- Church (Lumen Gentium)
- Community of faith Sacraments (Sacrosanctum Concilium)
- Celebration of Ritual
- Christian living (Gaudium et Spes)
- Way of Life

## Church Themes

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

Autumn: To start the year, Come and See begins with **my** story: within a family. The Church honours the family with the title Domestic Church because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

Spring: After Christmas the children explore the theme of local Church which is **our** story. The parish is where people gather together to celebrate and practice care and love for each other. The diocese is the community of the Christian faithful.

Summer: The year finishes with the story of the **worldwide** community; the universal Church. In the Church, God is calling together his people throughout the world.' 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them.'

## Sacrament Themes

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

Autumn: Following on from an understanding of belonging to a family the theme of Baptism introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthened by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.

Spring: In the Springtime, after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of Communion with Christ and the Church. This sacrament is at the heart of 'Come and See' since it is at the heart of Christ nourishing His people.

Summer: The Sacrament of Reconciliation forms part of the work of the summertime when there is an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2, children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

### Christian Living Themes

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

Autumn: The Advent/Christmas theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'

Spring: In the Spring season, Lent and Easter are explored – Jesus' love for humankind knows no limit. Jesus offered His life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.'

Summer: The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with His Church, in a new way appropriate to this new age.'

Each theme is explored through a different topic in each age group (see appendices)

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.

The three springtime 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.

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 Process

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

### *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.

### *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, computer technology 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. 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. Older children can be offered the opportunity to write or draw in their responses.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

### Learning and Teaching styles

A variety of learning and teaching styles are utilised depending on the appropriateness of the subject matter, these will include whole class teaching, group and individual work. It is up to the individual teachers to make use of the most appropriate teaching styles which enable the needs of individual pupils to be met.

## Planning

The Bishops' require 10% of the taught curriculum time to be allocated to religious education. 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.

### ***Long Term Planning***

The themes and topics framework set out the programme for the year (see Come & See overview)

### ***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. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year phase groups or key stages. The overview which is the medium time plan is to be found at the start of each topic.

### ***Short term planning***

Short term planning is the responsibility of the class teacher. The teachers will use the planning from the Come & See document which will be annotated as appropriate.

### ***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 standard indicators and summaries showing the possible ability required by the activity for working below, working at and working above the expected standard.

### 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 topic pages and the programme also provides additional resources for pupils with SEND.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

'Come and See' aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities who may be accessing religious education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

Special Needs information is provided within the *Come and See* resources which will make available tried, tested and suggested activities for children, with cross-referencing into the programme's themes.

### Teaching Other Faiths/Religions

#### Why?

- Understanding and respecting each other.
- Appreciating the ray of truth and holiness in other faiths, which gives us all hope.
- A desire to search together for meaning and sharing in a common humanity.
- Learning to live with our neighbours.

#### When?

- Three discrete units of work will be taught each year in every class.
- Each unit will be one week's work:
  - EYFS / KS1: 2 hours
  - KS2: 2.5 hours
- Judaism is taught in every class in the Autumn Term.



- Hinduism is taught in every class in the Spring Term.
- Islam is taught in every class in the Summer Term.

#### How?

- Learning intentions are outlined in the *Come and See* teacher's book in the resource pack (available on the shared drive) along with possible teaching activities.
- In each lesson pupils should:
  - Look* at their own experience
  - Discover* another faith community
  - Respect* and appreciate what they have learnt

Pupils can also learn from a member of the faith community, make a visit to a place of worship, watch a video, and research using computer technology and books.

### 'Journey in Love' A Relationship, Sex and Health Education (RSHE) Programme

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

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the titles 'Relationship, Sex and Health Education.' (RSHE)

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

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

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

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

#### Delivery of Relationship, Sex and Health Education (See Policy)

Relationships, Sex and Health Education is taught using the 'Journey in Love' programme, through our lifestyle in school and through the subject of Religious Education, Science, PSHE and by the way of a cross-curricular, integrated approach as a fundamental part of the Catholic Life of the school.

All elements of PSHE and Citizenship are covered. Significant aspects of Relationship and Sex Education remain part of the National Curriculum for Science. These will be taught to all pupils. *(Parents are unable to*

withdraw pupils from such lessons.)

### Key Stage 1 (5-7)

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

### Key Stage 2 (7-11)

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

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

### Assessment and Evaluation

“In accordance with the Catholic Schools’ belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual’s worth.”

Assessment is focused on the Level of Attainment for Religious Education, in line with archdiocesan guidelines using Standard Indicators. Judgements are made based on the children’s learning about religion (AT1) and learning from religion (AT2). It does not assess faith or the practice of faith. Assessment in *Come and See* emphasises a wide range of achievement.

At the beginning of *Explore and Reveal* there is an indication of the Areas of Learning and the Attainment Levels (Standard Indicators) which are covered. At the end there is a standard summary for that topic. This provides the necessary information for teachers to assess attainment of children for all topics whether formally assessed or not.

Assessment at St. Brigid’s involves:

- Informal assessment, general observation and photographic evidence of children engaged in classroom discussions, tasks and activities;
- Observation and photographic evidence of contributions made to classroom displays;
- Review: end of task, activity, lesson, topic;
- Marking of more formal written work.

### **Formal assessment**

Despite the removal of formal assessment from statutory Archdiocesan guidelines, we continue to regularly assess using the previous format and guidelines. The pupils’ work is assessed once a term at a different stage of the *Come and See* process

The current assessment programme is based on a 3-year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2 and each strand is assessed once throughout the year; however, this will be reviewed annually prior to the introduction of the new Religious Education Directory (RED):

Year	2023/24	tbc	tbc
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Autumn	Sacramental Theme Baptism/Confirmation Belonging	Christian Living Theme Advent/Christmas Loving	Church Theme Domestic Church Family
Spring	Christian Living Theme Lent/Easter Giving	Church Theme Local Church Community	Sacramental Theme Eucharist Relating
Summer	Church Theme Universal Church World	Sacramental Theme Inter-relating Reconciliation	Christian Living Theme Pentecost Serving

Each class teacher provides a cross-section of assessment tasks to be monitored and moderated. Assessment is carried out as follows:

- Each term an assessment activity will be completed based on a chosen Learning focus in *Reveal*.
- An overall award is given to each child for termly tracking based on the assessed task, standard indicators and other evidence of learning.
- Assessment tasks will be moderated termly during staff moderation sessions

### Recording

At St Brigid's, recording provides evidence of and celebrates the individuals' achievements. Recording takes a range of formats:

- Marking comments are given verbally or written on pupils work in their RE book in line with the school's marking and feedback policy.
- Visual evidence e.g. photographs, dance, drama and celebrations
- Whole school files contain assessment tracking for each child.
- Floorbooks, Seesaw, iTrack and X (formerly Twitter) feed contains examples of children's *Come and See* work and any other celebrations throughout the school.

### Reporting

There are four dimensions to reporting in Religious Education:

- To provide feedback to pupils in their achievements and progress.
- To inform colleagues of the achievements of individual pupils and the areas studied by a class and year group.
- To inform parents/carers of the progress and achievement of their children.
- To inform parents/carers, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Formal reporting to parents/carers is done throughout the year during Parent/Carer meetings/calls and through the annual written report.

### Evaluation of teaching

A robust schedule of monitoring is followed in line with Archdiocesan requirements. It is important that all opportunities are taken to evaluate our teaching of Religious Education. This can be done individually and collectively and in a variety of ways including:

- Discussion at staff meetings and INSET

- Observation of assemblies
- Displays of children's work
- Observation and monitoring of class teaching
- Self-evaluation

### *Evaluation of learning*

Children are encouraged to evaluate their own learning at the end of each topic. The Remember and Renew

stages allow time for the recall and review of the work done and a chance to hold on to, and make their own, what they have understood of the experience. Children are encouraged to record their new learning in ways that are appropriate, developing from whole class recording in the Early Years to individual recording in KS2.

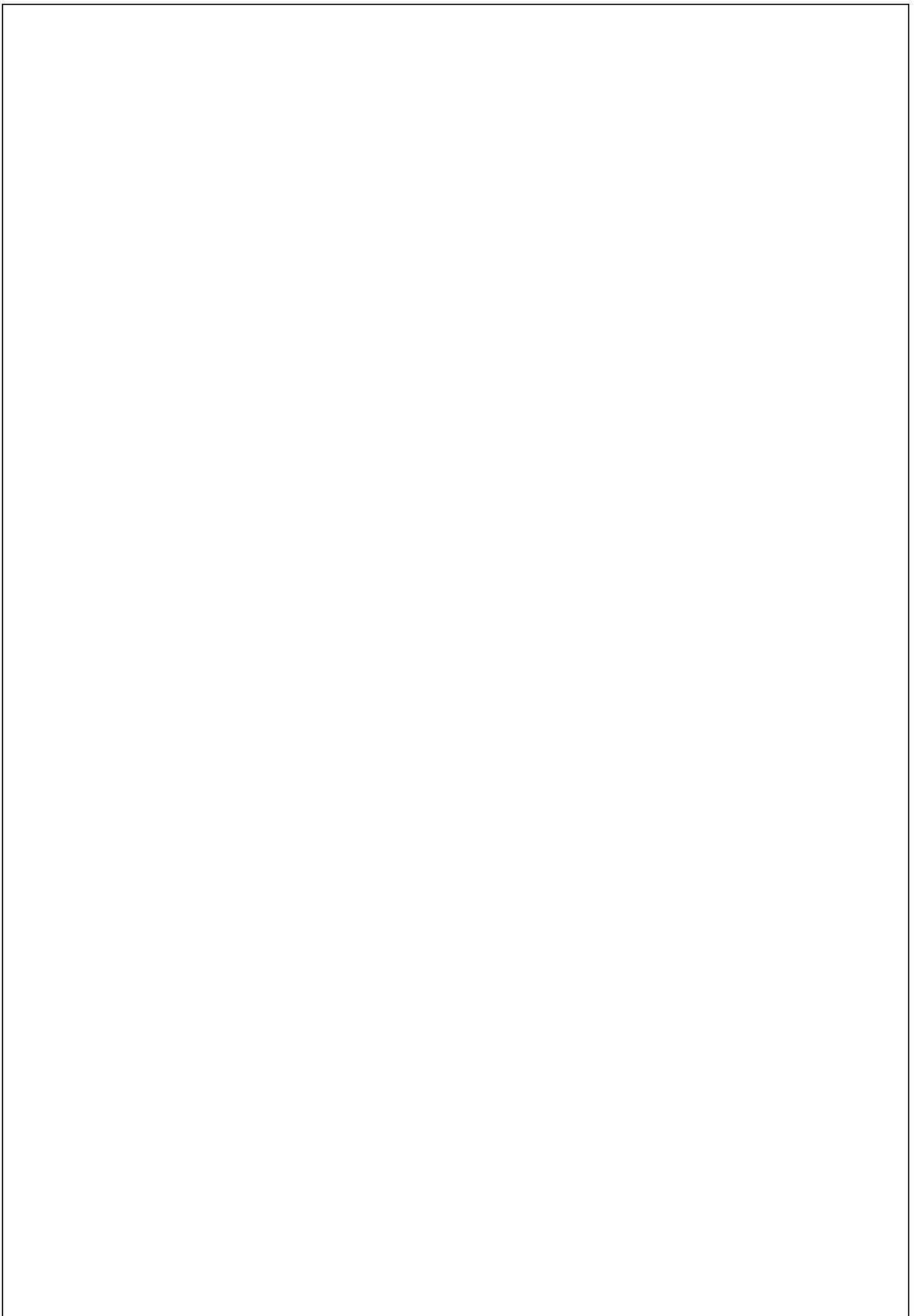
### *Parental Involvement*

#### Religious Life

- Invitation to Celebration Assemblies, Masses and other celebrations.
- Family Catechesis Workshops and Celebrations for First Reconciliation and First Holy Communion
- Outline of RE to all parents annually (September meetings) plus new pupils in Nursery and Reception classes.
- Content of each terms RE topics through class curriculum outlines and *Come and See* termly newsletter

#### *Annual Celebrations:*

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>➤ Welcome Back Mass</li> <li>➤ Remembrance Assembly</li> <li>➤ Advent Assembly</li> <li>➤ First Reconciliation Service</li> <li>➤ Early Years Nativity</li> <li>➤ Key Stage 1 Nativity</li> <li>➤ Junior Nativity</li> <li>➤ Advent Mass at the Cathedral</li> <li>➤ Joint Advent Mass with St Albert's School</li> </ul>	<ul style="list-style-type: none"> <li>➤ Welcome Back/Epiphany Service</li> <li>➤ Feast Day of St Brigid</li> <li>➤ Ash Wednesday (if in school)</li> <li>➤ Joint Easter Mass with St Albert's School</li> <li>➤ Easter Assembly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Welcome Back Service</li> <li>➤ First Holy Communion Mass</li> <li>➤ 'See How Much We've Grown' Assembly</li> <li>➤ May Day Procession at St Albert's</li> <li>➤ 'Look How Far We've Come' Assembly</li> <li>➤ Leavers Assembly</li> <li>➤ Joint Leavers Mass with St Albert's School</li> </ul>



## Resources

### ***Resources - Staff members***

The following staff have responsibility for teaching Religious Education to these year groups:-

Head Teacher	-	Mrs Rachael Tyler
Nursery	-	Miss Kaarina Gilchrist
Reception	-	Miss Ashleigh Dailey
Year 1	-	Miss Sophie Taylor
Year 2	-	Mrs Victoria McKay
Year 3	-	Mrs Nikita Tully
Year 4	-	Mr Chris Owen
Year 5	-	Mrs Louise North
Year 6	-	Mrs Kerry Quinton (RE Subject Lead)

### ***Staff communication***

Time will be given for staff to communicate and consult at staff meetings and in the provision of time on INSET days/TWILIGHTS. Time will also be given for the subject lead to feedback when they have been to co-ordinator briefings.

### ***Staff induction***

The Headteacher/R.E. Lead will ensure that all new staff, whether newly qualified or not, are fully aware of how to get the most out of the *Come and See* programme through discussion of topics, looking at planning and presentation and other appropriate methods and the Religious Education Handbook. Opportunities for further discussion and development over the following terms will also be given. New teaching staff will be given the opportunity to attend Archdiocesan training for both ECTs and those 'New to Come and See'

### ***Staff development and training***

At St. Brigid's, staff development is seen as crucial in raising standards of achievements for all our children. Staff meetings and INSET form an integral part of this development for the whole staff incorporating development of subject knowledge and self-evaluation. Teachers are encouraged to make use of the "Teacher's Information" in the *Come and See* file and each new topic is introduced to the staff with *Come and See for yourself*, which offers an opportunity for sharing, discussion and a chance to reflect on the topic at their own level before they begin teaching it.

### ***Resources for teaching***

- There are year group specific resources stored within each classroom and additional, general resources stored centrally which are available for staff to use and return.
- The RE Lead takes responsibility for resource ordering and organisation.

## Relationship of Religious Education to the whole curriculum

### ***Collective Worship - Prayer and Liturgy (see policy)***

The children participate in the statutory daily act of Collective Worship and this is often linked to the Religious Education themes. Prayer and Liturgy is carried out daily; whole school, key stage or within individual classrooms. Prayer and Liturgy will be in many forms giving time for greeting, prayer, song, thanksgiving, forgiveness, celebration, reflection, meditation and spiritual growth.

### ***Spiritual and Moral Development (see policy)***

Our Religious Education work must affect the Spiritual and Moral development of all the children in the school, but we hope that all subjects will help to develop these important areas. The children need to see the wonder of God in all things and need to know right from wrong, this is reflected in all that we do in our school – Daily Life and Relationships.

### ***Sacramental Preparations***

Children will receive the Sacraments of Reconciliation and Holy Communion in Year 4. In the Spring Term, Eucharist is explored across the whole school through topics such as Meals, Thanksgiving and Unity. In the Summer Term Reconciliation is explored across the whole school through topics such as Choices, Building Bridges and Freedom and Responsibility.

The *Respond* elements of each topic provide opportunities for participation in community worship, and allow children to experience the symbols of water, light, food and gesture, which will be used in the celebration of the Sacraments.

Sacramental Preparation is a three-way process: Home – Parish – School. Whilst the school plays an integral role in preparation, what is done in school is closely co-ordinated with the catechesis (the process of educating to and in faith) offered at home. Guidance is given to parents on how they can help their child with the programme preparation at home. Parents are invited to a series of meetings and workshops organised throughout the year of preparation to support them in supported their child's development in faith. Family catechesis workshops, led by Parish Catechists (including the RE Lead), take place as outlined in the Programme for Sacramental Preparation. During the workshops, parents are supported by catechists and the Parish Priest in working with their children to prepare for receiving each sacrament. This preparation is then continued at home based on resources and information given. This process puts a strong emphasis on the collective role of School, Home and Parish in children's faith development.

### ***Education for Personal Relationships***

We have a policy for PSHE and RSHE which has been accepted and adopted by the Governors.

### ***Equal Opportunities***

Our school mission statement is based on the gospel values of love, care and respect, which are based on the equality between all human beings regardless of gender, race, colour, social condition, language or religion, derived from our belief that each person is a child of God.

### ***Religious Education's influence on other School Policies***

As mentioned above Religious Education must influence all that goes on within our school and does not stand alone as a single subject or lesson. It is both implicit and explicit in many activities with school. Religious Education has a strong bearing on many policies, such as, Equal Opportunities, Policy for Promoting Good Behaviour, Special Educational Needs, Display and throughout our cross-curricular links and in our links with other schools, particularly High Schools and the wider Catholic cluster.

## Religious Education Development Plan

Religious Education is an integral part of the School Improvement Plan and will be considered and prioritised alongside each of the other subject areas.

The school has an RE Lead who works with the rest of the staff to develop Religious Education throughout the school. The lead participates in training organised by the Archdiocese and leads in-house school training. They also carry out monitoring of Religious Education. The CSED is reviewed annually to consider teaching, learning, resources, planning, assessment, record keeping and target setting. This informs the RE Action Plan/SDP for the following academic year.

It is the duty of the RE Lead to provide appropriate support for all colleagues and particularly for any newly appointed staff. The RE Lead must involve the Parish Priest and the Governors in any developments and in order to do so they must work hand in hand with the Headteacher.

### *Evaluation on Religious Education Policy*

It is very important that there is constant review and evaluation of Religious Education within the school, as has been mentioned above. This, as stated, will be covered annually and must involve initially the RE Lead and the Headteacher, followed by the rest of the staff, the Parish Priest and the Governors. Within this annual review, there will have to be continual development and questioning by all staff to ensure that Religious Education is a living and lived out subject within our school.

Examples of questions to be raised include:-

- How much time is given to Religious Education at present?
- How is this time used?
- Do pupils find the presentation of Religious Education to be on a par with all other areas of the curriculum?
- What teaching and learning strategies are used?
- Does Religious Education allow pupils to talk, to be listened to, to work in groups, pairs, alone?
- What are the aims and learning intentions of Religious Education lessons?
- What does the Religious Education curriculum consist of at present?
- What themes and topics do we explore?
- Is there a balance between different aspects of Religious Education teaching?
- What are the strengths and weaknesses of Religious Education teaching in our school?
- What do we do about evaluation, assessment, record-keeping and profiling?
- What resources do we have? Where and in what way are these stored?

It will be through this continuous review, evaluation and development of Religious Education that we will try to ensure, just as was stated at the beginning of this document, that Religious Education is a collaborative activity which respects and promotes all children's innate capacity for wonder, awe, reverence, imagination – for the spiritual.

*The RE Handbook will be updated annually and reviewed as appropriate.*