

St. Michael's Catholic Primary School



Religious Education Handbook 2024-25

Headteacher Mrs Alyson Rigby

RE Co-ordinator: Mrs Nicola Roscoe



MISSION STATEMENT

St Michael's Catholic Primary School Community follows Jesus by living, loving, learning and working together

Our Core Values

Tolerance and Respect Relationships based on equality, trust and sincerity

Integrity and Honesty Decisions and actions based on Christian values- 'Doing the right thing'

Joy and Happiness Celebrating the gifts, skills and talents of all in our school community

Peace and Forgiveness Always being willing to say sorry and rebuild a broken relationship

Friendship and Nurturing High expectations for all in learning and behaviour

Courage and Aspire Personal drive and passion inspiring all

Diversity and Equality Accepting and promoting differences, whilst raising awareness that all should be treated equal



With Jesus we can **achieve** what we **dream** and **believe**

Aims of Religious Education

The aims of Religious Education in St Michael's Catholic Primary School are taken from '*Religious Education Curriculum Directory for Catholic Schools*' (The Bishop's Conference of England and Wales, Pub. CES 1996). We aim to promote

- ◆ The dignity and freedom of every person as creatures in the image and likeness of God.
- ◆ 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 examination of and reflection upon religious belief and practice
- ◆ In addition to this, we aim to inspire and encourage the beliefs and values which are lived out in the daily life of the Catholic school.
- ◆ To provide an environment full of creativity, where talents grow and uniqueness is celebrated. We encourage co-operation and develop new experiences through exciting teaching methods.
- ◆ To create 'awe and wonder' for all children encouraging each child a sense of self-worth and self-esteem.

The intended outcome of the Catholic, Religious Education in our school is religiously literate children who have the knowledge, understanding and skills appropriate to their age and capacity, to think spiritually, ethically and theologically.

The Objectives of Curriculum RE

At St Michaels' Catholic Primary School we believe that the Catholic Religious Education provided by our staff is not merely an added extra that we offer to pupils. It permeates the whole life of our school-in all aspects of the curriculum and extra-curricular activities. It is conveyed in the values and attitudes incorporated into the way the school is structured and managed.

The objectives of Religious Education in our school are:

- ◆ 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 awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- ◆ To encourage study, investigation and reflection by the pupils;
- ◆ To develop appropriate skills for example, 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 view 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.

- ◆ Teaching the Archdiocesan Religious Education Programme through the 'Come and See' scheme.
- ◆ Promoting mutual respect within our school community where everybody feels valued, regardless of race or culture

St Michael's Catholic Primary will also endeavour to implement the following additional objectives;

- ◆ We in St Michael's Catholic Primary School aim to achieve these objectives through detailed planning, regular assessment and monitoring and the teaching of RE for 10% of the timetable;
- ◆ Opportunities for celebration, prayer and reflection will be provided.
- ◆ Supporting the Parish Catechist in their preparation of children for the Sacraments and helping them to understand the importance and significance of the Sacraments.
- ◆ Celebrate daily Collective Worship together through whole assemblies, class assemblies, daily prayer and class prayer and liturgy sessions.



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'.

For all children the programme 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.

To know You more clearly

The new Religious Education Directory Curriculum 'To know You more clearly' is being taught in EYFS and KS1. The programme will be rolled out progressively across the school.

CONTENT

Overview of content

Central to the Come and See programme are three basic human questions and the three Christian beliefs that are the church's response in faith. Each term has a basic question ⇔ belief about the mystery of life is explored within the Catholic faith tradition.

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

The basic question ⇔ belief for each season time is explored through three kinds of themes.

Community of faith	Church
Celebration in ritual	Sacraments
Way of life	Christian Living

The basic question ↔ belief for each term is explored through three kinds of themes and each theme builds on the understanding of the previous theme.

THE COMMUNITY OF FAITH ↔ CHURCH THEMES

Autumn My Story ↔ my Family ↔ Domestic Church
Spring Our Story ↔ local Community ↔ Local Church
Summer The Story ↔ the Worldwide community ↔ Universal Church

THE CELEBRATION IN RITUAL ↔ SACRAMENTS THEMES

Autumn **Belonging ↔ born into Christ's life**
Spring Relating ↔ God's love in our lives
Summer Inter-relating ↔ Service to the community

THE WAY OF LIFE ↔ CHRISTIAN LIVING THEMES

Autumn **Loving ↔ Celebrating life ↔ Advent/Christmas**
Spring Giving ↔ The cost of life
Summer Serving ↔ serving in love ↔ feasts to celebrate ↔ Pentecost

Each theme is explored through different topic in each age group

The themes of each season

AUTUMN

The three autumn time themes are developed in the light of an understanding of Creation:

- **Family** **Domestic Church** focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.
- **Belonging** **Baptism/Confirmation** focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship.
- **Loving** **Advent/Christmas** focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

SPRING

The three spring time themes are developed in the light of an understanding of Incarnation:

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

- **Giving** **Lent/Easter** focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

- **Serving** **Pentecost** focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- **Inter-Relating** **Reconciliation** focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- **World** **Universal Church** focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

THE 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**

Search : 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. There is only one learning intention for Explore.

Revelation -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 share 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. There are 6 learning focuses for Reveal. The content of all 6 must be studied.

Response- RESPOND

This is where the learning is assimilated, celebrated and responded to in daily life. 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.

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 in their personal notebooks.

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

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 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.

THE APPROACH CHOSEN

At St Michael's 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 to set aside for RE. This is approximately two and a half hours per week.

Long-term planning

Long-term planning is the responsibility of our senior management team. They chose the most suitable approach for our school – the whole school approach.

The Bishops requirement of 10 percent of the curriculum teaching time is clearly indicated on class timetables. This time does not include time for collective worship and hymn practice. Teachers arrange their own timetable, which is checked by the senior management team.

Medium-term planning

Medium-term planning is the responsibility of the R.E co-ordinator

The RE Co-ordinator:-

- ◆ Uses the overview in Come and See to note the basic question and Christian doctrine for the term;
- ◆ Uses the theme pages to note
 - * the content and the focus of each theme
 - * links to the catechism of the Catholic Church and religious Education Curriculum Directory
 - * key concepts, skills and attitude
 - * attainment targets;
- ◆ Provides a planner for each term's work – this is supplied by the archdiocese and photocopied by the co-ordinator and given to staff. It includes:
 - *The basic question ↔ Christian doctrine for the term
 - *The three themes and topics through which these will be explored.
 - *Starting dates for each theme.
 - *Feast days and holy days
 - *Special notes for planning
 - *Global dimension
 - *Other faith week

Short-term planning

This is the responsibility of the class teacher. The amount of detail required will vary from topic to topic and class to class. The class teacher will:-

- ◆ Plan the topic to ensure achievement of the three learning outcomes;

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- ◆ Select appropriate activities for the whole class or groups of children;
- ◆ Indicate the children to be assessed, either, the whole class, groups or individuals and the activities chosen for this.

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;
- ◆ To challenge children beyond their comfort zone of knowledge, understanding and skills;
- ◆ To enable children to recognise their achievements and to celebrate these.

In Come and See, differentiation is provided through a variety of activities, stimulus and questioning, which meet the differing needs and abilities of children. It is essential to refer to IEP's of children on the Special Educational Needs register.

Come and See

The resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Ideally the 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 for staff to work together on the materials, teachers will read and reflect on the readings and questions posed in their own time.

To Know You More Clearly

The new Religious Education Directory Curriculum 'To know You more clearly' is being taught in EYFS and KS1 in this academic year. The programme will be rolled out progressively across the school.

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.

Assessment

Assessment is focussed by the overall aims and objectives of RE. In Come and See, it is related to the concepts, skills and attitudes to be developed through the exploration of these 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 Michael's Catholic Primary it involves:

Informal Assessment

- ◆ Marking
- ◆ Discussions
- ◆ Observations
- ◆ Plenary

Formal Assessment

- Each child is assessed once a term by the class teacher (as advised by the Archdiocese) The Archdiocese informs our school which topic and which section of the topic to assess to gain a wide range of assessments throughout the children's school life. Children evaluate their work at the end of every topic.
- ◆ RE books, planning and lessons are monitored by the Headteacher and the co-ordinator

Informal Assessment

Assessment takes place on an informal basis continually as this ensures that planning and teaching is reflective, thus allowing the children to achieve their full potential. This may take place through displays, discussions, observations, marking and feedback.

Religious Education assessment for Foundation Stage takes place within the learning areas of Communication, Language and Literacy, Personal, Social and Emotional Development and Creative Development using the Foundation Stage Profile. Evidence of this is kept in the child's learning journal and marking and feedback notes from lessons. Staff will then use insights in the summer term to formally assess their pupils against the appropriate standards ready for their transition to Year 1.

Expectations

In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for other subjects, these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting. Children's levels are recorded within teacher's files.

Attainment Targets and Levels of Attainment

At St Michael's we follow the attainment targets and levels of attainment as outlined by the bishops conference

Name of pupil.....

AT1: Learning about Religion:

AT2: Learning from Religion:

Knowledge and Understanding of:

Reflection on Meaning

	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:
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
6	Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues	Explain the significance for believers of different forms of religious and spiritual celebration	Explain how religious beliefs and teaching influence moral values and behaviour	Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion	Explain with reference to religious beliefs their own and others' answers to questions of meaning
7	Show a coherent understanding of faith, religion and belief using a variety of sources and evidence	Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration	Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences	Articulate their own critical response(s) to different religious beliefs and world views	Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose
8	Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them	Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression	Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies	Critically analyse and justify own and others' religious beliefs and world views	Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose
EP	Provide a coherent and detailed analysis of faith, religion and belief	Evaluate in depth the nature of religious and spiritual expression in contemporary society	Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life	Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views.	Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfillment with reference to religious and moral traditions and standpoints

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.

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 of Christian Education each term. Each termly assessed piece of work is levelled, and recorded on each pupils 'Religious 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.

RECORDING

Recording in Religious Education recognises that district nature of the subject;
Assessments made and the consequent records kept will;

- Recognise a wide range of achievement
- Be selective because not all evidence is suitable for recording or is able to be reduced.
- Be positive in order to record what pupils have done and can achieve
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes).
- Be open and based on collaboration between the teacher and pupil wherever possible.

When recording for Religious Education is simple and straight forward, it avoids becoming an unnecessary burden for the teacher.

REPORTING

Reporting in Religious Education is a natural part of teaching and integral to learning process.

There are four dimensions to reporting in Religious Education:

- 1 It provides feedback to pupils on their achievements and progress through:
 - Informal discussion with pupils
 - Regular discussion with pupils
 - Compilation of pupil records
- 2 It informs teacher colleagues of the achievement of individual pupils and the

- area studied by the class and year group through sharing and passing on:
 - Summative records
 - Pupil profiles
- 3 It informs parents of the progress and achievements of their children through:
- Pupils, parent and teacher discussion
 - Termly curriculum leaflets outlining topics to be covered
 - Written reports
 - Religious Education assemblies
 - Display of work
 - Photographic records of dance, drama and musical presentations
- 4 It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
- Curriculum documents
 - Termly curriculum leaflets outlining topics to be covered
 - Headteacher's report to governors
 - Sacramental meetings for parents
 - Religious Education assemblies
 - Photographic records of dance, drama and musical presentations
 - Displays of work

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration which with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

MONITORING

The RE Co-ordinators monitor planning and children's work yearly.

Each class is responsible for a class assembly throughout the year, to which the whole school, parents and Governors are invited to attend. This will be based on the current class 'Come and See' topic studied.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching, along with other curriculum subjects will be observed by the co-ordinator and the Headteacher on a rolling programme, according to the School Development Plan and RE Development Plan. With regard to monitoring teaching, the school follows the Diocesan guidelines. Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;

With Jesus we can *achieve* what we *dream* and *believe*

- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
 - Use teaching methods and strategies which match learning objectives and the needs of all pupils;
 - Manage pupils well and achieve high standards of behaviour;
 - Use time and resources, including ICT, effectively and efficiently;
 - Assess pupils work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
 - Set homework to extend or reinforce the work done in lessons;
 - Use resources to have a positive impact upon the quality of pupils learning and the standards, which they achieve.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

Evaluation of Learning

- Children are encouraged to evaluate every lesson verbally in a plenary. This encourages children to recall points of interest and retain new information.
- During the RESPOND sessions, the teacher enables the children to recall and review the work done in the topic. The teacher helps the 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 REVEAL sessions.
- Teachers use a variety of methods during RESPOND 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 know now. The children may be encouraged to make up questions for each other to be used in a quiz.

STAFF DEVELOPMENT

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

St Michael's sees the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and co-ordinator training, and will continue to support this. We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils with St Cecilia's

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have. Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans.

They may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting time is used for Inset, alongside other core subjects.

Before staff begin a topic they are requested to read the "Before You Begin" material. If time is available in staff meetings, this material will be share, to enable a deeper understanding of what each topic is about.

Staff Induction

All new members of staff receive a Staff Induction policy. This policy introduces them to the school ethos and mission statement. Most newly qualified teachers at St Michael's are familiar with Come and See. They all plan with an experienced member of staff who, along with the R.E co-ordinator and Headteacher, is willing to help and answer any questions.

All new members of staff will receive a copy of the RE handbook and are introduced to RE resources. New members of staff are also given the opportunity to attend an RE training day to help broaden their knowledge. If necessary, RE will form one of the ECT half termly action plans and consequently they will receive necessary support.

RESOURCES – STAFF

Teachers

We have 24 teachers, including the head teacher, all of whom have responsibility for providing Religious Education at St Michael's.

Mrs Nicola Roscoe is the lead for Religious Education in our school and leads the RE team, consisting of herself, and Mrs Rigby.

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within 'Come and See' lessons. They help develop the Catholic life of the school, through living the Mission Statement.

RE and ICT

Resources for teaching RE, particular topics or faiths, are organised and maintained by Mrs Roscoe. Staff are able to use these resources as and when the topics, feasts or season of the Church dictate. Each class has access to Gods Story, Churches Story, Good News Bibles and the RE folder on the google drive

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, and other technologies as enhancing the learning and teaching within lessons.

RELATIONSHIP OF RE TO THE WHOLE CURRICULUM

Each class must participate in an act of Prayer and Liturgy each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the teacher is responsible for the Collective Worship of their own class. Collective worship should contain opportunities for prayer, scripture, quiet reflection and celebration. Children are supported in planning and preparing class and assembly Collective Worship.

Parents and Governors are invited to all Masses and Class Assemblies held in school. They are also invited to Christmas Plays and Carol Services. Sometimes Governors are invited to class rejoice assemblies.

The topics are taught, usually as whole class teaching sessions with individuals relating their experience. To focus the children's attention on the topic which is being covered at the time, stories, poems, pictures, teachers own personal experiences and any experiences the children can contribute.

Quiet reflective music is played as the children enter the Hall at assembly time and during class worship.

SEND

In St Michael's Catholic Primary we recognise that all of our children are special and unique, we aim to provide a broad and balanced curriculum catering for each child's spiritual, intellectual, aesthetic, physical and moral development. We have a whole school approach to children with Special Educational Needs and we aim to provide a stimulating environment where pupil's interests are aroused and challenged and by providing extra stimulus and encouragement to those pupils with learning difficulties to allow them opportunities to enjoy success.

We aim also to recognise those pupils who need stimulation to challenge them to reach their full potential.

We recognise the vital need for partnership with parents and other agencies. These will include parents, the Archdiocese of Liverpool and the LA.

Display

All classrooms have a Religious Education display board and a focus table where children's work and objects relevant to the particular 'Come and See' topic are displayed. Children are encouraged to use this during times of prayer. We aim to use high quality displays to show we value to children's work and to provide a stimulus for each topic.

Cross – Phase Links

Each class 6 child is prepared for their transition to Secondary Schools through visits from their staff and visits to the school.

At St Michael's Catholic Primary, we work hard to ensure a smooth transition for our pupils. We invite all parents into school to do a presentation to the parents of year 6. This provides valuable information about their child's new school. Pupils visit the Secondary School of their choice and staff from the Secondary Schools visit the children where possible. The children also have the opportunity to attend Secondary School and experience lessons for a day.

During the summer term, year 5 and 6 explore their own feelings as part of their Sex and Relationships Education. They explore feelings, anxieties and concerns about moving to Secondary School. We aim to prepare children as much as possible for this transition in order to relieve some of their anxieties about the move.

The children's leaving is specially celebrated at the end of the year with a Leavers Mass. We celebrate their achievements in St Michael's Catholic Primary and wish them well for the future.

Equal Opportunities

- All children have the same access to RE activities regardless of their gender, race or cultural background.
- Each child is expected to listen to the views of other people, and respect that sometimes there will be differences of opinion.
- In the delivery of the syllabus the children are introduced to the views, beliefs and cultures of other faiths.

SACRAMENTAL PREPARATION

Children in Year 4 receive the sacraments of Reconciliation, Eucharist and Confirmation. Preparation is provided by St. Michael's and Sacred Heart catechists. Meetings are in church and parents attend with their children. School supports this process by encouraging participation, attending the meetings and reminding families of dates and times of meetings. The RE lead and EAL ambassador attend these initial meetings to support our EAL parents.

PRAYERS

With Jesus we can achieve what we *dream* and *believe*

Prayers in class daily – morning prayer, lunchtime prayer & home time prayer.

School Self Evaluation Document

Our CSED is monitored termly by RE lead and Headteacher. In future we will include the RE governor lead as part of this ongoing evaluation process. At the end of the school year, the CSED is reviewed and progress shared with governors. Each year, a new CSED is created showing strengths and areas for development.

RELIGIOUS EDUCATION ACTION PLAN

The RE School Self Evaluation Document is held by the Headteacher and may be inspected on request. This is part of the SED.

EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK

The Handbook is to be reviewed every two years.