

St. Michael's Catholic Primary School



Religious Education Handbook

Head teacher Mrs Jade Gordon

RE Lead: 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 Celebration of the Word together through whole assemblies, class assemblies, daily prayer and class prayer and liturgy sessions.



THE RELIGIOUS EDUCATION PROGRAMME

For all children the Religious Education 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.

The Spiral Curriculum

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose pupils to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever

deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

To know You more clearly – EYFS, KS1 and KS2

The Curriculum Structures

The model curriculum has six components that will be known as branches.

Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

Branch 1 Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1)

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
- They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

Branch 2 Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1)

- In this branch, pupils will learn that the prophets speak of God reaching to his people, calling them back into a relationship with him.
- In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.
- They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
- Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Branch 3 Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18)

- In this branch, pupils will experience the ministry of Jesus, the Word of God.
- They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.
- They will learn about the call of the disciples and the nature of being a follower of Jesus.

Branch 4 Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3)

- In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.
- They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.
- The title of this branch points both to the liturgical journey from the desert of Lent to the garden of

Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

Branch 5 To the ends of the Earth: ‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19)

- In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.
- They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Branch 6 Dialogue and encounter: ‘For “In him we live and move and have our being”’ (Acts 17:28)

- In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.
- They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

1. The approach chosen

Knowledge Lenses – set out the object of study for pupils, they indicate what should be known by the end of each age phase:

The study of the Catholic Religion

- Hear
- Believe
- Celebrate
- Live

The study of other Religions and Worldviews

- Dialogue
- Encounter

The Sacraments – these are taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

The approach encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met through a broad and balanced, cross-curricular, creative lessons.

Ways of Knowing – sets out the skills that pupils should be developing as they progress through their curriculum journey. The **three** ways of knowing are: understand, discern, and respond.

Come and See

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

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

THE CELEBRATION IN RITUAL ↔ SACRAMENTS THEMES

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

THE WAY OF LIFE ↔ CHRISTIAN LIVING THEMES

	<i>Autumn</i>	<i>Loving ↔ Celebrating life ↔ Advent/Christmas</i>
<i>Spring</i>		Giving ↔ The cost of life

With Jesus we can achieve what we [dream](#) and [believe](#)

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 a 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**

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 overseen by of the R.E Lead
The RE Lead:-

- ◆ Uses the overview in To Know You More Clearly/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 plan for each term's work/branch – this is supplied by the archdiocese and is sent out to staff and added to the google drive.

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 learning outcomes;
- ◆ 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.

To Know You More Clearly

The new Religious Education Directory Curriculum 'To know You more clearly' is being taught in EYFS, KS1 and KS2 this academic year.

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.

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.

Expected outcomes are a synthesis of the content outlined in the Knowledge Lenses and the skills described in the Ways of Knowing see page 40 Religious Education Directory. Each age phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember and be able to do using the language of the Ways of Knowing and applying it to the discrete knowledge within each lens. Each branch and Year group will have its own discrete expected outcomes. See pages 36-38 Religious Education Directory

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:

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 SLT and the RE Lead

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 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 Below, WTS, EXP and Above. They provide support for the tasks of differentiation, assessment, recording and reporting. Children's assessments are recorded on Sonar.

At St Michael's in EYFS, KS1 and KS2 we follow the ways of knowing

The Ways of Knowing table below sets out clearly the aims, skills and driver words which are progressive as an aid to helping teachers to make judgements on where they feel pupils are working at

Understand	Discern	Respond
<i>The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content.</i>		

Aim	In this way of knowing, you are aiming to help pupils to be able to: understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to: judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to: help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: Remember and apply the meanings of key texts, beliefs, and concepts. • Provide explanations by making links between religious texts, beliefs, and practices. • Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: • Think creatively and critically, testing ideas by imagining other possibilities. • Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. • Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: • Reflect on the meaning of what they have learned for their own lives. • Dialogue with others to understand themselves and others better. • Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned

Driver words and phrases	• Recognise... texts, beliefs, rites, ways of life. • Name... • Remember... • Recall... • Retell... • Describe... • Make links... • Explain... • Show understanding... • Interpret within a historical context...	Play with possibilities, asking 'what if?' questions. • Say what they wonder about. • Recognise similarities and differences. • Point out what is the same and what is different. • Express a point of view or a preference. • Listen to different viewpoints. • Support a preference with reasons. • Explain differences. • Construct arguments. • Weigh strengths and weaknesses. • Arrive at justified conclusions. • Recognise complexity with reference to different interpretations and historical context.	• Talk about their own feelings and experiences. • Respond personally to questions that are difficult to answer. • Make links between their own feelings and beliefs and their behaviour or way of life. • Compare their own and other peoples' responses. • Explain differences of belief and ways of life with reference to religious commitments. • Critically reflect on their own beliefs and ways of life in response to dialogue with others. • Respond with integrity to personal conclusions about questions of value and meaning.
--------------------------	--	--	---

Attainment Targets and Levels of Attainment

AT1: Learning about Religion:

Knowledge and Understanding of:

AT2: Learning from Religion:

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	
E P	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	

DATA

Religious Education is the "**core** of the core curriculum" in a Catholic school (St John Paul II). 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 – Page 6 Religious Education Directory.

There is currently no expectation that pupils in primary school should be formally assessed using the Religious Education Directory. Pupil progress will be ascertained through continuous informal on-going teacher assessment as pupils move through the branches. However, it is normal practice in every school to collect information on children's progress. Data from informal

on-going teacher assessment for Religious Education is at the heart of this process. Class data will show which children are working at the **expected age-related outcomes**. Pupils will move up, down and across these as they encounter new knowledge. As they become more proficient they will be enabled to make links and connections to new learning.

Religious education data is tracked through the Sonar tracker. This includes

- Class data
- Key stage data
- Whole school data
- Filtering groups of pupils ... compare Religious Education to ... other subjects, boys, girls, EAL, Pupils Premium, FSM, SEN etc...

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
- 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 data
 - Marking and feedback books
- 3 It informs parents of the progress and achievements of their children through:
 - Pupils, parent and teacher discussion
 - Written reports
 - Religious Education assemblies
 - Display of work
 - Photographic records of dance, drama and musical presentations on class dojo
 - Website
- 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

- Head teacher's report to governors
- Sacramental meetings for parents
- Religious Education assemblies
- Photographic records of dance, drama and musical presentations on dojo
- Displays of work
- Website

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 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 Lead monitors planning and children's work regularly.

Each class is responsible for a class assembly throughout the year, to which the whole school, parents and Governors are invited to attend.

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 Lead and the SLT on a rolling programme, according to the School 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;
- 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;
- 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 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.

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.

Staff Induction

All new members of staff receive a Staff Induction policy. This policy introduces them to the school ethos and mission statement. Early Career teachers at St Michael's all plan with an experienced member of staff who, along with the R.E Lead and Head teacher, are 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 20 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 Gordon and the SLT.

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within Religious Education 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 Masses and Class Assemblies held in school. They are also invited to Christmas Plays and Carol Services.

Father FitzGerald visits one class each week to deliver Collective Worship and children attend church at least once per term.

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.

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 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.

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

We believe that it is essential that Home, School and Parish work very closely together in preparing each pupil for the Sacraments. Confirmation, Eucharist and Reconciliation. Parents are invited to an initial meeting during which the process of preparation and the commitment required is outlined. Input from the parish priest, school and catechists is given. With You always program is a resource for parents and their children who are in Year 4. The resource encourages parents/carers and children to meet together with parish catechists, supported by the school, to learn about the sacraments using the family catechesis method. Parents are the first and best teachers of their children in the ways of faith as is made clear when the child is baptised. The goal of family catechesis is the evangelisation of the whole family with particular emphasis on the support of parents to pass on the faith to their children. Family catechesis helps support the Home-Parish-School partnership

PRAYERS

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 is 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 Head teacher 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.