



All Saints

Catholic Primary School
Anfield

Religious Education Policy

September 2023

RELIGIOUS EDUCATION POLICY

Aims

The aims of Religious Education at All Saints Catholic Primary School is to develop pupil's knowledge and understanding of religion, religious beliefs, practises, language and traditions and their influence on individuals, communities, societies and cultures. Our curriculum enables pupils to consider and respond to a range of important questions related to their own spiritual development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Our R.E. curriculum actively contributes towards many of the aims specified in the school's Mission Statement. The 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool forms the basis of Religious Education at All Saints Primary School. It promotes children's spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of the present and the future. As well as this, promoting our Gospel Values of dignity, gentleness, trust, peace, service, faithfulness and holiness which underpin everything we do and the ethos of the school.

Through the 'Come and See programme' everyone at All Saints are:

- "...to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition." (Here I Am p9)
- "...to help children to understand that religion is not just learning but for living and that all living can become 'religious'." (Here I Am p5)
- To provide an opportunity for both children and adults to explore their spirituality through their capacity to wonder, awe, reverence and imagination.
- To explore "...the relationship between faith and life in a manner which encourages investigation and reflection by pupils." (Here I Am p6)



All Saints provides a broad and varied R.E. curriculum, through a variety of teaching approaches and learning situations, to meet the needs of all our pupils. We seek to provide this for all, irrespective of gender, in accordance with our school policies on Equal Opportunities and Inclusion and in accordance with our statutory responsibilities under the Equality Act 2010.

Inclusion

At All Saints Primary we recognise our responsibility to provide a broad and balanced curriculum for all our pupils, as recognized in the Inclusion Statement in the National Curriculum. All aspects of the curriculum reflect the three principles essential to developing a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

CONTENT

- Our R.E. programme will include learning intentions, which take into account the religious and educational needs of all our children:
 - those from supportive Catholic homes.
 - those for whom the school maybe the first and perhaps only experience of church.
 - those from other Christian backgrounds.
 - those from other faith backgrounds.
- Our R.E. programme will provide many opportunities for celebrating joyfully, and prayerfully through music and in quiet times of reflection. This will take place in class, assemblies and whole school celebrations.
- Our R.E. programme will provide our children with knowledge and understanding of simple religious language. This will then facilitate a deepening of their experiences and awareness of religious activities, places, stories, symbols, rituals, people and objects.
- Our R.E. programme will be appropriate to the age and developmental stage of each child. A whole school approach is taken and each class follow the same themes at an appropriate level. The class teacher will ensure differentiation according to each child's ability. This will be evident in the planning and evaluation. The programme will also be structured to present the Christian message and beliefs in a clear and systematic way. "Classroom R.E. will be a challenging educational

engagement between the pupil, the teacher and the authentic subject material.” (Here I Am p6)

To fulfil our aims and objectives we use the Come and See Programme of Religious Education as prescribed by the Archdiocese of Liverpool. Links are made with the pupils’ own experiences and with universal experience of other faith traditions. The programme is therefore 'objective' and 'subjective.'

For all children the programme will raise questions and provide material 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. For those from committed families, it will deepen and enrich their understanding and living of their faith.

Overview of Content

Come and See helps us search for the answers to:

Where did I come from? (Life-Creation)
Who am I? (Dignity-Incarnation)
Why am I here? (Purpose- Redemption)

The Come and See flower has the image of Christ in the centre of it symbolizing that everything is rooted in Christ. Jesus is at the ‘heart of the programme’.

In the **autumn term**, we consider God the Father and the question, “Where do I come from?” – Life and Creation through the:

Church theme: Family-Domestic Church
Sacramental theme: Belonging- Baptism/Confirmation
Christian Living theme: Advent Christmas – Loving

In the spring term, we consider God the Son, Jesus and the question, “Who am I?” – Dignity and Incarnation through the:

Church theme: Local Church - Community
Sacramental theme: Relating -Eucharist
Christian Living theme: Giving – LENT/Easter

In the summer term, we consider God the Holy Spirit, and the question, “Why am I here?” – Purpose and Redemption through the:

Church theme: Pentecost - Serving
Sacramental theme: Inter-Relaying-Reconciliation
Christian Living theme: Local Universal Church – World.

Each term each Year group works through the same theme within a different topic.

The Process

Knowledge/Understanding/Skills/Attitudes

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.

Search- Explore

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Explore (This will take one week of Religious Education time to complete)

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 experiences 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.

There is only one learning intention for Explore.

Revelation-Reveal

This is the heart of the process where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Reveal (This will take two weeks of Religious Education time to complete)

The teacher and the children together discover the Christian understanding for 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.

It will involve:

- Learning about Scripture
- The teaching of the Church-its tradition
- Prayers, rites, psalms, hymns and other expressions of Christian faith
- The lives of outstanding Christians

The process of delivery will involve:

- Learning about religion
- Developing and 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, art
- Exploring what leads to understanding and meaning
- Asking questions and discussing
- Exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others
- Making links between Christian understanding and the shared life experience
- Valuing life experience
- Acknowledging and respecting difference(s)
- Being open to new perspectives

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

In the Reveal part of the process, a wealth of scripture is explored. Please refer to the scripture grid so that you can see what is used and when. It is expected that the children study the Word in an appropriate way and can fully access it. To this effect, most of the passages used come from God's Story.

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.

Respond (Respond will take one week of Religious Education time to complete)

Remember is the first part of this section. Teachers provide opportunities 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 this 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. There is a format in every topic, to offer guidance as to the content of the celebration. A copy of the Rejoice planner is put into the Prayer, Liturgy and Celebration class book.

In **Renew** the teacher helps each child to make an individual response, to hold in to and make their own, what they have understood of the topic. In this part the children will think about how can apply their learning to their lives.

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

Appropriate materials about other faiths will be included, in two discreet units of work each year. One unit each year on Judaism and one on another world faith: Islam, Hinduism or Sikhism. [This policy on other faiths will be reviewed in line with our creative curriculum planning (themed units of work on other faiths may be included).]

We will endeavor to ensure that all adults involved, teachers, parents, care assistants etc., understand the theological principals underpinning the children's religious education as well as how the programme works and its educational value. This will be provided through regular INSET. Simple explanations will be given in the school newsletter as each topic arises.

PLANNING

The **long term planning** is the responsibility of the senior management team. The approach chosen for use at All Saints Primary is listed in the previous section.

The **medium term planning** is the responsibility of the R.E. coordinator. Each term s/he will:

- Use the overview to note the basic question and Christian doctrine for that term.

- Use the theme pages to note the content and focus of each theme, key concepts, skills and attitudes, attainment targets and links to the Catechism of the Catholic Church and R.E. Curriculum Directory.
- Provide a planner for each term.

The **short term planning** is the responsibility of the class teachers. Under the direction of the R.E. coordinator, teachers use the planning model set by the Archdiocese.

Through their planning teachers:

- Allocate time (2 ½ hours per week for KS2 and 2 ¼ hours for EYFS/KS1) for learning outcomes to be achieved (annotating their planner with the date on which lessons are taught).
- Plan the topic to ensure achievement of the three learning outcomes.
- Select appropriate activities for the whole class or groups.
- Indicate opportunities for assessment using the agreed Diocesan assessment model.

Cross Curricular Links

When planning R.E. we recognise that there is a great deal of scope for cross- curricular work and integration with other subjects. At All Saints we seek to develop learning across the curriculum through R.E. wherever opportunities arise.[This is to be reviewed in line with our curriculum development]

Information and Communication Technology

At All Saints we believe that ICT is crucial in enabling children to function efficiently in any curriculum area. It is a skills based curriculum used and exploited in all areas of the curriculum, allowing all children to achieve and exceed expectations. The skills that children develop are encompassed into everyday activities and challenges within the classroom environment.

ICT opportunities will be made available throughout the school in the R.E. curriculum. Laptops are available for teachers to make use of during their Come and See lessons. This is an area we wish to develop further.

Teaching and Learning Strategies

All teachers have different styles of delivering the curriculum. It is up to their professional judgement as to which style they use to encourage all children to succeed at their own level. This may include:-

- full class teaching or activities,
- activities in small groups or pairs,
- individual work.

Whichever teaching style is used they must take account of the individual abilities of the children involved. Most good teachers use a mixture of all three styles combined to ensure good practice.

As an aim of R.E. is to provide an active response to life or worship, the teaching should include activities which evoke such a response e.g. story telling, reflection, worship, drama, artwork, music etc. These varied activities provide children with an active means of exploring their experiences more freely and deeply than through words.

As with all areas of the Curriculum the overall purpose of differentiation in R.E. is:

- To enable children to succeed in an activity.
- To challenge children beyond their comfort zone of knowledge, understanding and skills.
- To enable children to recognise their achievements and celebrate these.

Resourcing and Display

A special area is set-aside in each classroom. A prayer table or prayer area is intended to act as a focus for pupils during times of worship and quiet times. A special focus may be displayed for the week's theme, or a crucifix, candle or other artefact may be used as a centering object during prayer. Each class also has a 'Come and See' display board, situated close to the class prayer table (where possible).

Each class teacher is provided with a copy of "God's Story" appropriate to the age of the children being taught. In addition there is a collection of stories, readings and prayers that will be a source of ideas for class teachers in the school Collective Worship Area of the Staffroom.

The R.E. coordinator is responsible for the centrally stored resources for teaching other faiths and displays some of these in a designated area, RE room.

PUPIL PROGRESS

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

In summer 2000, the National Board of Religious Inspectors and Advisers published *Levels of Attainment in R.E. for Catholic Schools*. The document identifies two attainment targets:

AT1 – Knowledge and Understanding of Religion (Learning *about* Religion-content)

AT2 – Reflection on Meaning (Learning *from* Religion – skills)

Expectations In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. They provide support for the tasks of differentiation, assessment recording and reporting. Teachers and children also use the Driver words (see table below) to focus their teaching and learning, thus helping them to make good progress.

Driver words AT1 - learning about

AT2 - learning from Recognise, Talk about, Describe, Ask, Give reasons, Make links, Show understanding, Engage and respond, Identify and Explain.

Driver words	
AT1 - learning about	AT2 - learning from
Recognise	Talk about
Describe	Ask
Give reasons	Make links
Show understanding	Engage and respond
Identify and explain	Explain

Assessment

Assessment is focused by the overall aims and objectives of R.E. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See emphasises a wide range of achievement. In our school it involves:

Informal

In 'Come and See informal assessment involves looking back, holding on to and looking forward.

- looking back in order to recognise and value what has gone before.
- holding on to the discovery of the 'now' and owning it.
- looking forward in the light of the past and the now to shape and make the future.

All teachers evaluate their teaching, the children's knowledge and resources on each topic planner/ copied planning sheets. Teachers also indicate the initials of those children who exceed expectations and those that have underachieved. These assessments feed into the teacher's future planning. Children use self assessment using the school's whole school approach to assessment using Balance. The children verbally communicate their understanding using the balance wheel as part of this reflection to demonstrate their understanding.

Formal

The Foundation Stage collect recorded and photographic evidence of children's understanding and use teacher judgment to assess the children's understanding.

From Y1-6 formal assessment is undertaken using expectations and attainment levels, following the archdiocesan model. Assessment topics are highlighted by the coordinator for staff, and tasks provided by the archdiocese. A portfolio of H/M/L ability assessments are kept by the coordinator for monitoring purposes. Individual children's attainment target sheets are kept by the class teachers and passed up to the relevant year group each academic year.

Additionally, class teachers use Balance as an assessment tracker to give a "point in time" assessment of pupil progress throughout the year and to track starting and end points. This informs planning, identifies gaps and cohort trends.

Recording

Recording children's work provides evidence of their achievement. Pupils are involved in self assessment and dialogue with the class teacher regarding their work using our Balance Wheel.

Following the whole school approach to recording work each child in Y1-6 has a 'Come and See' book. All work relating to 'Come and See' is kept here. The Rejoice section of the topic can be found in the class Prayer, Liturgy and Celebration books.

The Foundation Stage classes do not have individual books, but record their work in a variety of ways e.g. whole class book, photographs and video clips shared on Seesaw.

Teacher Evaluation

Each teacher will write a short evaluation (when appropriate) following the teaching of each lesson on the photocopied planner. The R.E. coordinator may ask to see examples of planning with evidence of evaluation throughout the year as a way of monitoring standards and shared planning with year group partners.

Reporting

The school newsletter contains a brief explanation of each topic for the parents during the course of the year. During the exploration of each topic the children may be asked to gather information from home. Class teachers share learning with parents using images/videos on Seesaw and as a school evidence is shared on the school's twitter page. Our R.E. programme is closely linked to the Parish Sacramental Programme. We work with the parish of All Saints to provide suitable Sacramental preparation.

Comments on each child's end of year report for progress in R.E. are based on the 'Expectations' section at the end of each topic planner. Teachers can refer back to past planners to produce individual comments for parents to read.

Monitoring

The procedures for monitoring, reviewing and evaluating the teaching of 'Come and See' and the monitoring of teaching are as follows:-

- monitoring of R.E. work in children's class books.
- monitoring of planning and teacher evaluations at the end of each topic (when appropriate).
- informal and positive observations of each others classroom teaching.
- ensuring that each class has a 'prayer table' in class and a 'Come and See' display area.
- written evaluation and comments by staff, when appropriate, to aid future planning. e.g. on resources, evaluation sheets, class Masses, celebrations, new teacher induction etc.

REVIEW AND DEVELOPMENT

This policy is reviewed annually in consultation with staff. Following this review recommendations are made for the development of the subject.

The R.E. coordinator meets with all new staff to introduce the 'Come and See' scheme and how it is implemented in All Saints Primary School. Depending on the previous experience or newly qualified status of staff the following points will be included:-

- finding your way through the 'Come and See' Year book

- time allocated to 'Come and See'. i.e. 10% of curriculum time
- planning/evaluation procedures
- display
- Record of Achievement and "Come and See"
- explanation (over several weeks) of how the scheme works
- provide support in planning/teaching of initial topics when required.
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Where possible all new staff will attend the new teachers' induction day provided by the Department for Christian Education.

The R.E. coordinator advertises courses and services provided by the Department for Christian Education on the central Come and See board in the staffroom. Anyone wishing to partake in any of these, speaks directly to the R.E. coordinator. Any useful courses that are attended by the R.E. coordinator are fed back to the whole staff during staff meetings.

(Written with reference to "Come and See" and "Religious Education Curriculum Directory for Catholic Schools.")

To be reviewed Autumn 2024