

# ST ALBERT'S CATHOLIC PRIMARY SCHOOL



## Religious Education Handbook for Parents 2019

# Contents

	<u>Page</u>
Contents Page	2
Mission Statement	3
School vision Statement	5
Aims of Religious Education	6
Objectives of Curriculum RE	7
Religious Education Programme - <i>Come and See</i>	8
<i>Come and See</i>	10
Planning	14
Assessment	15
Attainment Targets and Levels of Attainment	18
Recording	20
Reporting	20
Evaluation of Teaching	20
Evaluation of Learning	21
Staff Development	21
Staff Induction	22
Staff Communication	22
Relationship of RE to the Whole Curriculum	23
Links with Parents	25
Links with Parish	26
Sacramental Programme	26
Links with other Policies	27
Resources - Teaching	29

## **MISSION STATEMENT**

**Educating the children and serving the  
community, in the love of Jesus Christ**



*Learn, Serve and Love*

Educating children.....

- Through a curriculum that reflects that the person of Christ and the message of the church has received from him is the foundation of the whole educational enterprise of the School
  - Through a curriculum that is based on Gospel Values and in accordance with the doctrines of the Catholic Church.
  - Through the 'Come and See' Syllabus, as approved by the Archdiocese of Liverpool
- Through the belief in the value and dignity of every individual and the right of every child to be cherished and respected
- Through the desire to see the relevance of God's presence in our lives through religious teaching and promotion of the faith
  - Through the provision of a creative, inspiring, challenging and memorable curriculum
- Through the desire to ensure that every child is a successful and confident, life long learner who reach their full potential
  - Through the promotion of equality for all
  - Through the development of skills

.....Serving the Community

- Through the development of excellent relationships and partnerships with all in the school, local and parish community
- Through the promotion of mutual respect, acceptance and love
  - Through the ability to listen, support and serve

...in the love of Jesus Christ

- Through the person of Jesus Christ ensuring that his love and compassion become a reality for everyone
- Through the promotion of the Catholic Faith and Gospel Values which are at the heart of all that is done in school
  - Through the ability to listen and hear the message of God

## Vision Statement

### CHILD

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- C - child centred
- H - high standards and high expectations
- I - inspiring and memorable
- L - listening
- D - dreams and doors

*Embracing life, learning and prayer  
for successful, confident children  
today and tomorrow...*

## The Aims of Religious Education

The aims of Religious Education in St Albert'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.

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 RE Curriculum

The objective of Religious Education is to include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education.

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.

St Albert's will also endeavour to implement the following additional objectives;

- ◆ 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.

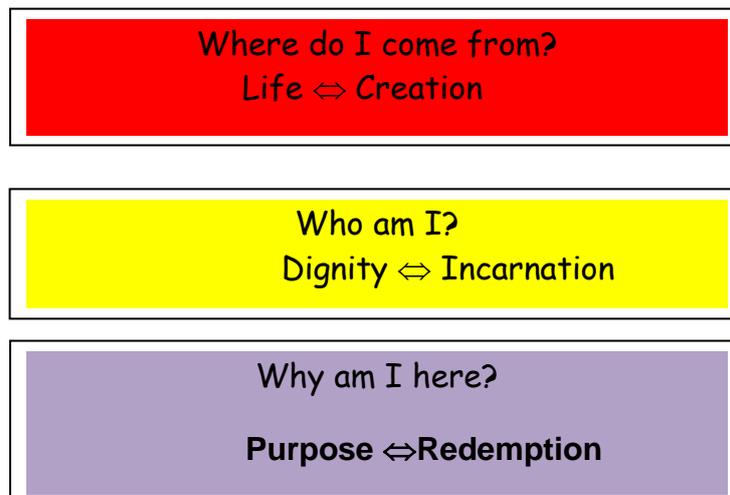
## The Religious Education Programme

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool.

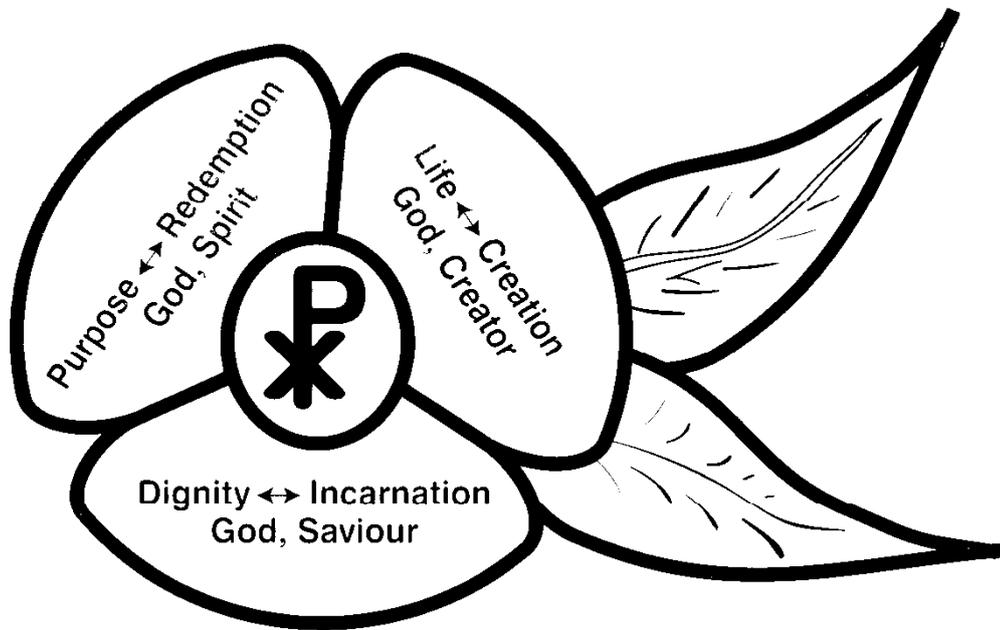
We recognise that 'Come and See' forms the foundation of our Religious Education programme and not the entirety of it.

### Overview of content

Central to the 'Come and See' I Am programme are three basic human questions and the three Christian beliefs that are the church's response in faith.



These three doctrines of Christianity express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all [creation]; who makes all holy [incarnation] and whose purpose is to draw all men and women into one, universal family of God [redemption].



## THE COMMUNITY OF FAITH ↔ CHURCH THEMES

<i>Autumn</i>	Family ↔ Domestic Church
<i>Spring</i>	Community ↔ Local Church
<i>Summer</i>	World ↔ Universal Church

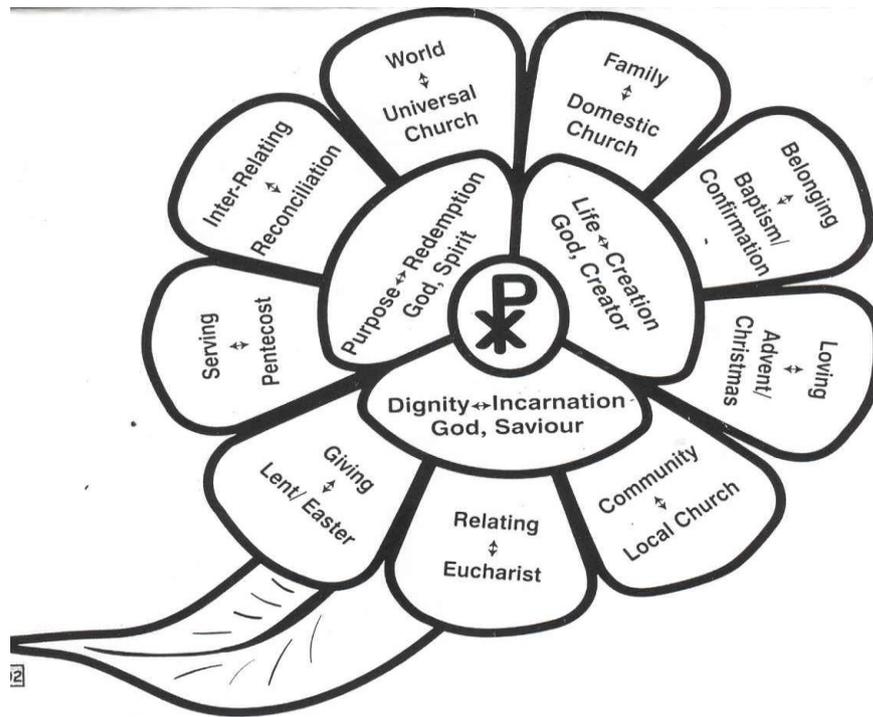
## THE CELEBRATION IN RITUAL ↔ SACRAMENTS THEMES

<i>Autumn</i>	Belonging ↔ Baptism/ Confirmation
<i>Spring</i>	Relating ↔ Eucharist
<i>Summer</i>	Inter-relating ↔ Reconciliation

## THE WAY OF LIFE ↔ CHRISTIAN LIVING THEMES

<i>Autumn</i>	Loving ↔ Advent/Christmas
<i>Spring</i>	Giving ↔ Lent/ Easter

Summer Serving ↔ Pentecost



### COME AND SEE PROGRAMME.

**FOCUS:** Each term a basic question is explored about life, its dignity, its purpose and a central Christian belief which relates to and addresses this question.

#### Topics:

- Each theme has **three** topics.
- Each topic is developed through **FIVE** levels which take account of the ages and stages of development of our children.

#### **These Five levels are:**

- Level Early Years   Nursery and Reception
- Level 1           Year 1
- Level 2           Year 2
- Level 3           Years 3 and 4
- Level 4           Years 5 and 6

The content is structured so that there is cohesion and progression in what children do and learn. For each level there are clearly stated

learning outcomes, achievable learning objectives and a variety of experiences and activities for each of the learning objectives. These allow teachers to select what is appropriate for the class or groups of children according to their different abilities.

## THE PROCESS: KNOWLEDGE/ UNDERSTANDING/ SKILLS/ ATTITUDES

The process for delivering the topics in 'Come and See' has three main elements - Explore, Reveal and Respond.

### Explore:

In Explore the children look at and focus on an aspect of life - experience that concerns themselves, their relationships and their world.

They can do this by:

- examining and investigating the theme;
- considering it from different angles;
- raising questions;

This may be done by:

- sharing a personal experience or providing an experience;
- telling a story;
- watching a TV programme or video or looking at photographs or slides;
- listening to a poem, music, or a song;
- listening to an invited guest.
- gathering information and collecting facts;
- asking questions and discussing;
- researching;
- collating and classifying their findings and focusing significant ones;
- discovering meaning and value and drawing conclusions.

### Reveal:

There are six learning focuses within Reveal for years 1 to 6 and from these learning focuses children develop their knowledge, understanding, skills and attitudes needed to fully develop themselves.

Here the heart of the process is reached - the presentation of the Christian understanding of this life experience. The teacher introduces the children to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.

Here time and space are set aside to:

- open new horizons;
- evoke a sense of awe and wonder and of the mystery of life;
- acknowledge difference;

- work with problems, come to terms with anxieties and grapple with puzzling experiences.

This is done by:

- creating a quiet, prayerful atmosphere;
- learning about the Scripture and the teachings of the Church
- sharing thoughts and feelings.
- making a personal response.
- listening to prayers, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians
- exploring all these in creative and practical ways through drama, writing, poetry, song, dance, music, personal research and investigation and service of others;
- making links between this Christian understanding and the children's own experience.

### Respond:

#### Remember

The teacher enables children to recall and review the work done in the topic.

This is done by:

- starting with a moment of quiet reflection
- giving time for children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group;
- asking specific questions to discover what learning objectives have been achieved;
- using gathered examples of work and resources as prompts;
- summarising and reinforcing learning that has taken place;

#### Rejoice

The teacher enables the children to celebrate in worship all that has been done and learned. Here time and space are set aside:

- to wonder at;
- to contemplate;
- to mark as special;
- to come to terms with;
- to give worth to the mystery of life <-> faith they have explored;
- to grow in awareness of and actively respond to the spiritual dimension of life;
- to develop the capacities and skills to participate in and plan worship and celebrations.

This is done by:

- bringing together the work done;
- selecting from it what is significant, relevant and meaningful;
- creating opportunities for thought, for prayer, for stillness and silence;
- fostering an atmosphere which may evoke responses of joy, sorrow, thanks, praise, acceptance and so on.
- expressing something of the new knowledge, insights, skills and attitudes acquired;
- formulating and recording statements of new knowledge;

### **Renew**

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. This can be done by:

- giving children time to reflect on what they would like to hold onto and never forget;
- helping them to focus on and choose a song, a hymn, a doctrinal statement, a poem, phrase or line, picture, photograph, symbol, story or reading which encapsulates their understanding and enables them to bring it to mind again
- exploring the possibility and potential for living in a deeper and fuller way;
- identifying ways of applying this in life;
- choosing examples of work for their profile;
- making entries in a personal journal.

### **Search**

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

### **Revelation**

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

### **Response**

At the end of *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 the individual pupils to be met.

# Planning

## 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.

<u>Year Group:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Foundation Stage	Myself, Belonging, Birthdays.	Celebrating, Gathering, Growing	Good News, Friends, Our World.
Year 1	Homes and Families, Belonging, Waiting	Special People, Meals, Change	Holidays and Holydays, Being Sorry, Neighbours.
	Beginnings, Signs and Symbols, Preparations	Books, Thanksgiving, Opportunities	Spread the Good News, Rules, Treasures.
Year 3	Homes, Promises, Visitors.	Journeys, Listening and Sharing, Giving All.	Energy, Choices, Special Places
Year 4	People, Called, Gift	Community, Giving and Receiving, Self-Discipline	New Life, Building Bridges, God's People.
Year 5	Ourselves, Life Choices, Hope	Mission, Memorial Sacrifice, Sacrifice	Transformation, Freedom and Responsibility, Stewardship.
Year 6	Loving, Vocation and Commitment, Expectations	Sources, Unity, Death & New Life.	Witnesses, Healing, Common Good

## Medium-term planning

Medium-term planning is the responsibility of the year group teachers and will be supported and monitored by the R.E co-ordinator who will:

- ◆ Use 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 topic.
    - \*Feast days and holy days
    - \*Special notes for planning
    - \*Global dimension
    - \*Other faith week

Ensure teachers use a Topic page for each topic to note:

- knowledge and understanding, skill and attitude to be developed and key words;
- link to theme and prior learning;
- progression for the learning outcomes through the years.

Teachers will employ a variety of **teaching strategies** to meet the wide range of needs among pupils in studying topics. These may include:

- Class Work / Group work / Individual work
- Worksheets
- Scripture related study
- Poster work / pictures
- Interviews
- Overhead Projector
- Interactive Whiteboard
- Video
- Role play / Drama
- Songs / Music

Teachers may plan the use of any of this work as a contribution towards Whole School Assemblies, Class Masses or the daily Act of Worship.

## Short-term planning

This is the responsibility of the class teacher. The teacher uses the planning model provided by the school. We aim to use the planning sheets provided by Liverpool Archdiocese. (Using Come and See planning sheets and annotating sheets. New Medium Term plans for all staff to complete) The amount of detail required will vary from topic to topic and class to class. The class teacher will:-

- ◆ allocate time for each learning outcome to be achieved;
- ◆ Plan the topic to ensure achievement of the three 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.
- ◆ Select 3 children for moderation during each topic.

## 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. Teachers choose from a variety of adult directed group activities in **Reveal** 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.

## Assessment

In keeping with Archdiocesan Guidelines children are formally assessed in 3 topics throughout the year and teachers make informal assessments for the other 6 topics. Portfolios of work are kept to show assessed work completed, whilst formally assessed topics are moderated by all staff at a moderation meeting.

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 Assessment:

- Observation of contributions made to displays
- Photographs
- Marking
- Observation of children engaged in classroom tasks and activities
- Discussion with children
- 'Renew' - applying children's learning
- Review - end of task, activity, lesson, topic.
- Portfolios of work kept for 2HA, 2AA and 2LA children.

### Formal Assessment:

Regular informed judgements on a wide variety of evidence should be made -

- Each child should be formally assessed three times a year using Archdiocesan formal assessment procedures set out on website.
- Concept Maps should be completed during the Explore and Remember stages of each topic. The activity should be chosen by the Class Teacher that enables children to show how they have met the learning outcome. This then will be marked against the expectation statements and the Attainment Levels.

## Attainment Targets and Levels of Attainment:

### Attainment targets:

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

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

### Record of Attainment in Religious Education

AT 1 Learning about Religion:  
Knowledge and understanding of:

AT 2 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:
1		Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Talk about their own experiences and feelings	Say what they wonder about
2	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer
3	Recognise some religious stories	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life

AT 2 - Reflection on Meaning [learning <i>from</i> Religion - skills]			
	In <i>Reflect</i> and <i>Relate</i> children will work to		
	AT2a	AT2b	AT2c
<b>Level 1</b>	Describe experiences	Identify others' feelings	Demonstrate curiosity
<b>Level 2</b>	Say what is important to them	Describe own and others' feelings and beliefs	Ask questions relevant to topics being discussed
<b>Level 3</b>	Make links between emotions and own behaviour	Discuss reasons, including religious reasons, for emotions	Show that questions have 'religious' answers
<b>Level 4</b>	Discuss beliefs and values that influence behaviour.	Recognise that everyone has personal beliefs and values.	Ask questions of meaning arising from own and others' experience.
<b>Level 5</b>	Identify some religious and non-religious beliefs and values.	Discuss beliefs and values different from their own.	Show that people have different answers to questions of meaning.

## Recording

- Assessments should be recorded on the Pupil Assessment Record sheet
- At the end of each topic children who exceed the level expected, or children
- Visual evidence e.g.~ displays
- Class Portfolios
- Curriculum Planning; including notes from observations.

## Reporting

In St Albert's, reporting is completed in a variety of ways:

- Discussion with the children about their work. This is done by the class teacher and should provide positive comments on their achievement and progress.
- Termly assessment. Our assessment procedures should inform other teachers of the achievement of individual pupils.
- Annual report to parents. This allows for teachers to comment on the progress, strengths and achievements of the children.
- The RE co-ordinator submits an RE action plan to the head teacher annually.
- The RE co-ordinator meets with the SLT to discuss, review and monitor the implementation of the action plan.
- The RE co-ordinator informs the parents of the RE topics and content for each year group each term in the RE newsletter.
- After the monitoring process the RE co-ordinator gives feedback to governors where she reports on relevant information, recent successes and achievements within the subject.
- Termly parent evening are held where parents are free to come and view their children's RE books and discuss any concerns with the teacher.

## Evaluation Of Teaching

- In StAlbert's , teaching is reviewed and evaluated by the teacher at the end of each lesson and recorded on the short term planning sheet. RE is monitored by the Headteacher and RE co-ordinator.
- The RE co-ordinator observes RE lessons as part of the monitoring cycle. Individual written and verbal feedback is given to each teacher

and generic feedback is given in staff meetings. An overall evaluation report is compiled identifying key areas of strength and development to further support the development of Religious Education Teaching.

- The RE co-ordinator also monitors pupil books, reviews RE displays, interviews pupils and staff, all as part of the monitoring cycle.

## Evaluation of Learning

Learning is constantly being evaluated by the children and by the teacher, when it is appropriate.

Children are encouraged to evaluate every lesson verbally in a plenary. This encourages children to recall points of interest and retain new information.

This evaluating process in St Albert's is continuous. The methods used in this process are:

**Careful listening:** during this method there has to be opportunity for

- Teachers to listen to individual children speaking in a one-to-one situation
- Teachers to listen to whole class discussion

**Effective questioning:** appropriate questioning by the teacher will lead to children raising and answering their own R.E. questions ~ thus becoming effective questioners.

**Recording:** children's written work provides teachers with an opportunity to evaluate what pupils have learnt.

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

## Staff Development

At St Albert's we are fully committed to the development of staff training to ensure the highest quality of teaching and delivery of 'Come and See'.

All staff are given the opportunity to complete RE courses where appropriate. The co-ordinator attends the termly RE co-ordinator meetings and ensures all relevant information is disseminated to the staff.

Newly Qualified teachers attend relevant training to further their understanding of the *Come and See* curriculum.  
Collective worship is modelled by experienced staff.  
Staff within each Key Stage engage in joint planning to ensure continuity and progression across all classes.

Whenever appropriate staff observe peer teaching in other classes in order to observe good practice of teaching in RE.  
If identified, support in Religious Education teaching is provided according to the professional development needs of staff.  
Before you begin sessions are often led by the RE co-ordinator before the beginning of each topic.  
Staff are encouraged to use *Come and See* to further their knowledge.

## 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 Albert'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 a '*Come and See*' topic day to help broaden their knowledge. If necessary, RE will form one of the NQT half termly action plans and consequently they will receive necessary support.

## Staff Communication

Staff meetings are held to discuss the teaching of R.E and the delivery of '*Come and See*'.

Time is also given to feedback from staff who have attended relevant R.E Inset/ courses.

All staff prepare together for each new topic using the '*Before you begin*' material from '*Come and See*'

Staff regularly discuss the R.E topics with the R.E co-ordinator formally and informally.

All staff plan collective worship for whole school celebrations.

# Relationship of RE to The Whole Curriculum

## Collective Worship

St Albert's Catholic Primary School in its approach to Collective worship endeavours to take into account the religious and educational needs of all who share in it.

### Aims

Collective Worship aims to provide opportunities for staff and pupils to come together to worship God by:-

- Providing the opportunity to enrich the religious experience of children and staff.
- To develop a community spirit.
- To promote and encourage a common ethos and share values and reinforce positive attitudes.
- Provide opportunity to consider and reflect spiritual and moral issues.
- To build a firm foundation of Liturgy.
- To develop a community spirit.
- To provide an educational and spiritual experience or activity to which all can contribute and from which all can gain.
- Ensure pupils have the opportunity to explore their own beliefs.
- To respect and celebrate life.
- To enable and encourage a sense of belonging.
- To promote each child's innate capacity for awe, wonder, reverence and imagination.

### Objectives

To fulfil the aims, St Albert's will provide opportunities for the community:-

- To celebrate Life and Learning
- To give worth to
- To wonder at
- To contemplate something of the mystery of God
- To enrich the religious experience of children and staff
- To pray together
- To take part in worship through drama and song
- To follow in the footsteps of Jesus, keeping the Gospel values at the heart of everything

- To explore the child's own experiences by helping each individual to GATHER, LISTEN, RESPOND and GO FORTH with regard to all acts of collective worship.

The Act of Worship at St Albert's is in accordance with rites, practices and beliefs of the Catholic Church. It is the responsibility of the governors. Every child has the opportunity to participate in daily worship. Parents have the right to withdraw their child from worship if they so choose.

*Please see the Collective Worship Policy for further information*

### Opportunities for Spiritual and Moral Development

Children at St Albert's will be given opportunities which will promote their spiritual and moral development not only through the RE curriculum and liturgical celebrations but in all aspects of school life. We seek to promote a Catholic setting where loving Christian relationships are developed and that we develop all our children to their full potential. To achieve this we aim to develop an atmosphere where positive relationships are valued and encouraged. We aim to ensure an experience of acceptance and tolerance within school situations and to nurture trust. This is evident in policies such as Behaviour, Bullying, R.E, Health Education, Sex Education and through assemblies.

We strongly believe that the Christian perception should permeate the entire curriculum and seek to recognise, affirm and celebrate the gifts and talents of all our children,

### Major Celebrations during the Year

On some holy days pupils and staff from KS1 and KS2 attend Mass at St. Albert's Church.

At the beginning of each term Father David comes into school and a whole school service is celebrated. Pupils can help prepare bidding prayers, and read readings, and sing hymns in support of the theme of the Mass.

During **Advent** and at **Christmas** pupils prepare with Assemblies and a Nativity Play and Carol Service. Each year a group of pupils goes out into the community to sing carols at a nursing home and for local elderly people.

During **Lent** and at **Easter** pupils prepare with a series of Assemblies, with Lenten fund-raising events for the Good Shepherd Fund, and with a drama and readings depicting the Easter Story.

Year 4 Celebrate the Sacraments of Reconciliation, Confirmation and First Holy Communion.

### Links with Parents

All parents are given a welcome pack containing relevant information about our school.

Each term the RE coordinator produces a newsletters informing parents of the 'Come and See' topics for the term. We encourage parents to link home life with the topics pupils are covering. Each topic is explained and aims are outlined so that the parents have the opportunity to become part of the R.E Education in their children's lives.

Each term welcome meetings are held in our Reception class and follow up visits arranged to welcome children and their parents and to introduce them to the school and staff.

Parents and parishioners are invited to join with our children in all whole school assemblies, school masses and productions throughout the year.

Parents are encouraged to attend Open Evenings with their child's class teacher and discuss their child's progress across the curriculum.

Parents of children with S.E.N are invited into school in order to discuss their child's progress and their new individual education plan.

The school supports the Church community in preparing children in Year 4 for receiving the Sacraments of Reconciliation, Confirmation and First Holy Communion. Parents of year 4 children are invited to attend preparation lesson with their child, which was led by the parish catechists. This ensures they are fully aware and involved in their children's preparation.

Curriculum and class meetings are held to ensure parents are kept informed of their child's education and any new strategies that may be put into place - for example Numeracy or Literacy initiatives.

We also offer initiatives such as Stay and play which encourages parents to work and play alongside their child throughout the day .

We also invite parents to become involved in the education of their children in school through helping within the classroom, listening to readers, accompanying classes on trips or helping with costumes for productions.

We have a very active P.T.A. who work very hard to raise extra funds for our school, this also helps to strengthen our home/ school links.

Parents are invited to become actively involved in the revision of our school development plan through the completion of questionnaires.

Parents are kept informed of what is happening in school through weekly newsletters, which are written by our Headteacher and distributed to children every Friday.

From Summer 2015, A parent's RE handbook is sent home and published on the school website.

Parents' 'Mission Days' are also due to be introduced as from Summer 2015. These will be designed to give our parents a better understanding of our Mission Statement and how it works in practice. They will be based around the themes of [Learn, Serve and Love](#) and parents will be invited into school to work alongside the children on one or more of these elements.

### Links with our parish

St Albert's Catholic Primary School has a close link with St Albert's Church and the Parish Community.

Father David Potter comes into school very regularly to meet the children and to celebrate Mass with us. Members of the Parish are invited to whole school Masses and celebrations.

Catechists from the Parish work alongside staff in the preparation of the Sacraments.

St Albert's Parish is regularly updated on events at school through the parish newsletter.

### St Brigid's



We have strong links with St Brigid's which we refer to as our Sister school. St Albert's church feeds the Parish of St Albert's and St Brigid's. The Governors are federated and staff and children work very closely. Both schools support one another and we come together for celebrations, masses and events

## **PARISH SACRAMENTAL POLICY**

St Albert's Parish, school and parents work together during Year 4 to prepare the children for the sacrament of Reconciliation, Confirmation and Holy Communion. Preparation of the sacraments is led by the Parish.

Parents are invited to a meeting, early in the programme, with the Parish Priest and RE Co-ordinator, and are given an insight into the main elements of the programme the children will study. They are then invited and encouraged to support the children during the preparation .

Reconciliation, Confirmation and Holy Communion are celebrated with family and Parish and St Albert's and St Brigid's schools come together for this.

Prayers are said for the candidates at school Assemblies and at Parish Masses, to reinforce the support of the school and parish community for the candidates at this time. A celebration mass is held in school in the summer term when the programme is complete and Pupils receive a certificates to mark their First Confession, Confirmation and Communion.

## **Inter-relationship between other school policies**

Education for Personal Relationships - the school prospectus gives indication of the fact that RE is linked to the whole curriculum. Not only does it give a brief explanation of our approach to RE, but it also specifies the ways in which it is linked to EPR.

## **Special Educational Needs**

In St Albert's 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 LEA.

## Information and Communication Technology

ICT is to be used in RE whenever possible. This could include use of interactive whiteboards, the digital camera, audio and visual equipment during lessons. Full use is made of the interactive resources on the 'Come and See' website.

## 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 children's work and to provide a stimulus for each topic.

## Cross - Phase Links

Each Y6 child is prepared for their transition to Secondary Schools through visits from their staff and visits to the school.

At St Albert's, we work hard to ensure a smooth transition for our pupils. We invite all Secondary Schools 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 Year 5 and Year 6 explore their own feelings as part of their Sex 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 Albert's 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.

## **Resources – Teaching**

Come and See Files for each class  
Parish Mass Book  
Together at Baptism  
My Missal  
Gifted in the Spirit - A Confirmation Workbook  
We Celebrate Reconciliation  
Making Things Right  
Celebrating the Gift of Jesus  
RE Today  
Children's Mass Book  
Book of Children's Prayers  
Lectionary  
Growing with Jesus  
Religious Education in the Infant school  
Building Family Faith  
My Rosary Colouring Book  
Moments that Matter  
Starting School (x2) Moving on (x2)  
Preparation for Sacrament of Reconciliation  
Teaching RE - Community 5 - 11, The Church 5 - 11  
My Lourdes Book  
My Lourdes Prayer Book  
Mass for Young People  
Help, I Can't Draw  
Jigsaw  
My Prayer Book  
RE - The Primary Years (x2)  
Sharing the Gift  
Catholic Primary School for School  
Lent is for Children  
Gospel Prayers  
Children's Lent and Easter  
Called to his Supper  
Help I Can't Draw  
Celebrating Mass with Children  
A Good Friday Liturgy  
Children's Lent and Easter  
We Celebrate the Eucharist (x2)  
Bible Stories Big Book

## Teaching Resources

God's Story (1 per class)  
Church's Story (1 per class)  
God's Story Big Book  
Church's Story Big Book  
Picture Books  
David Meets Goliath  
Jonah and the Big Fish  
Joseph the Dreamer  
Five Loaves and Two Fish  
Sampson the Super Strong  
Jesus gets Lost  
Ruth and Naomi  
The Secret on the Mountain  
Jesus goes to a Wedding  
Wind and Fire  
The Lost Sheep  
The Road to the Cross  
Jesus is Risen  
Jesus on a Donkey  
Jesus on the Sea  
The Christmas Miracle of Jonathon Toothy  
The Story of Christmas  
A Night the Stars Danced for Joy  
Easter  
I'll Always love you  
St Francis of Assisi  
Countdown to Christmas  
Wish You Were Here  
The Saints Vol 1.  
Hands Together Eyes Closed  
Man of the Cross  
Bernadette  
The Easter Story  
Noah's Ark  
Jonathon looks for God  
Celebrating Confirmation  
An Easter Parade  
Joan of Arc  
Variety of St. Paul Banners with CD  
Welcome to the Mass Big Book and DVD

## Key Stage One Assemblies

Assemblies for Infants	R Faulkner
KS1 Creative Assemblies	Heather Butler
Liturgies for little ones	C Rezy
The Tinder Box Assembly book (x2)	
Assemblies for infants	D Walker
Welcome - Celebrations with young children	J. Pate
The Infant assembly book	
It's our Assembly	
Good Morning Everybody	R Brandling
First Assemblies	R Pourton
40 Assemblies for Infants	
Wonderful World	M. Forster
Assemblies for Primary Schools	M. Cooling

## **Key Stage Two Assemblies**

Tell Us A Story	Rev. G Stewart
Bible Stories	M. Horton
Junior Assemblies	G. Witcher
Complete Assembly Resource Book	M. Anderson
Children's Daily Prayer	
Act One - 45 Bible Stories	M. Forster
Act Two - 45 Bible Stories	M. Forster
50 Stories for Assemblies	D. Self
And Jesus Said	A. J. McCallen
Time For Assembly	
A Book of Assemblies	
Join With Us Book 2	
Reflections	Rev. R. Askew
Telling the Easter Story	B. Martino
Meeting Points Assembly Book	F. Pinfold
The Junior Assembly Book	
First Focus - Stories for Assemblies	
More Assemblies for Young People	A. Bullen
The Time Line Assembly Book	B. M. Cooling

<b>Other Faiths Books</b>	
Out of the Ark	A Gareri
What do we know about Hinduism	A Gareri
Visit to a Hindu Temple	
Teaching RE - Islam	
Teaching RE - Judaism	
Folens Religious Education - Christianity & Judaism	C. Moorcroft
Folens Religious Education - Christianity & Buddhism (x3)	C. Moorcroft
Folens Religious Education - Christianity, Islam & Sikhism	C. Moorcroft
Exploring a Theme - When Christians Meet	
The Wizard Punchkin	J. Troughton
Badger Religious Education	C. Moorcroft
Water, Moon, Candle, Tree and Sword	
My Life as a Hindu	T. Guy
Folens Primary RE	P. Emmet
Teaching RE	
– Key Figures	
– Expressing Beliefs	
– Special Times	
– People and Worship	
– Creation	
My Little Siddur	
Children's Siddur	
BBC Festivals Resource Pack	
What do we know about Judaism	
My Life as a Jew	
Quest - Animated World Faiths	

<b>Other Faiths Resources</b>
Judaism Key Stage 1 Teachers Resource Pack (1, 2a&b)
Judaism Key Stage 2 Teachers Resource Pack (3a&b, 4a&b)
Kippah caps (x2)
Seder Plate
Havdalah Candle
Hanukah Candles
Covers (x2)
Animated World Religions Video

<b>Bibles</b>
The Lions Children's Bible (x6) The Lion First Bible (x2) Children's Illustrated Bible (x7) Other Children's Bibles (x4)

<b>Visual Resources</b>
Selection of themed RE posters Flipchart (x2)

<b>Videos</b>
Jesus and his Kingdom The first Christmas The Miracle Maker (x2)

<b>Music</b>
Selection of Taped Reflection Music Selection of reflection Music on CD Rejoice 1 CD x 1 Rejoice 2 CD x 2

Resources are stored in labelled baskets in the coordinators cupboard.  
Each teacher has their own Come and See file, Religious Education Teaching file and CD, God's Story and Church Story and CDs