

St Albert's Catholic Primary School



Religious Education Handbook



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

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In St Albert's we...

Educate the children and serve the community in the love of Jesus Christ.
Offer an all round education that develops every aspect of the individual, giving everyone the opportunity to reach their full potential.

In School we will do this by...

- ✦ Being a welcoming and caring school family.
- ✦ Nurturing the spiritual and moral development of each child.
- ✦ Providing opportunities for quality Collective Worship and enriching Liturgical celebrations.
- ✦ Being positive role-models, who live out the Gospel Values, treating each other with respect and fairness, willing to forgive and be forgiven.
- ✦ Promoting an understanding of, and respect for, people with other beliefs.
- ✦ Providing an outstanding Religious Education through a creatively taught and well resourced programme.
- ✦ Recognising the needs of individual children and providing a challenging, creative and differentiated curriculum.
- ✦ Assessing individual progress to celebrate achievement, inform planning and improve learning.
- ✦ Promoting the development of all members of our school family through the provision of a rich variety of learning opportunities in a safe environment.
- ✦ Enhancing the children's education through trips out and visitors to school.
- ✦ Continuing to develop positive relationships between the Primary and Junior schools and the Parish community. (E.g. Termly Ethos meetings, Transition programmes, Liturgical events in Church)
- ✦ Supporting families in their role as 'first educators.' (E.g. Family literacy and numeracy, Share, Welcome meetings)
- ✦ Ensuring clear and effective communication with all stakeholders. (E.g. Parent review days/ evenings, Learning stories, Newsletters, Reports, Regularly updated website, Friends of St Albert's)
- ✦ Further developing links with the wider community. (E.g. working in collaboration with local schools, School Council Community Cohesion Project, Supporting war veterans, Fund raising events)
- ✦ Developing our responsibilities as members of the local and global community. (E.g. Eco-Council, Play leaders, Fund raising for a variety of charities)

THE AIMS OF RELIGIOUS EDUCATION

For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith Religious Education will be catechesis, and for some children and young people Religious Education will be evangelisation, the first opportunity to hear the good news of the Gospel.

The aims of Religious Education in St Albert's Catholic Primary School are:

- ✦ To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- ✦ To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- ✦ To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society.
- ✦ To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- ✦ To develop the critical faculties of pupils so they can relate their Catholic faith to daily life.
- ✦ To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- ✦ To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- ✦ To bring clarity to the relationship between faith and life, and between faith and culture.

'The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.' (Religious Education Curriculum Directory for Catholic Schools 2012)

The following strategies and aims underpin the effective delivery of Religious Education in St Albert's Catholic Primary School:

OBJECTIVES

The objectives of Religious Education in St Albert's Primary school requires:

- ✦ Analysis and reflection and critical appreciation of sources.
- ✦ Marked progression through the different stages of education.
- ✦ The unequivocal support of the management of our school.
- ✦ 10% of the length of the taught week for each key stage of education.
- ✦ The encouragement of investigation and reflection.
- ✦ Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life.
- ✦ The use of skills in other areas of the curriculum.

Religious Education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.

Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.

Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.

Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.

Offer the children a sense of self worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life. (Come and See p.11)

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.

Overview of content

Three questions

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

- ✦ Where do I come from?
- ✦ Life - Creation
- ✦ Who am I?
- ✦ Dignity - Incarnation
- ✦ Why am I here?
- ✦ Purpose - Redemption

These three doctrines of Creation, Incarnation and Redemption 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].

Themes

Come and See is developed through three themes based on the above 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

a. Church

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

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

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

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

b. Sacrament

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

1. Autumn - Belonging ~ born into Christ's life. Following on from an understanding of belonging to a family the theme of Baptism introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthen by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the

Sacrament of **Confirmation**, whereby the baptised are more perfectly bound to the Church and are enriched with a special strength of the Holy Spirit, the Sacrament of **Ordination** for the service of the Church and the Sacrament of **Marriage**, perfecting the human love of wife and husband.

2. **Spring** - Relating ~ God's love in our lives ~ **Eucharist**. In the Spring time after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people

Theological foundations

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

c. **Christian living**

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

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

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

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

Each theme is explored through a different topic in each age group.

The themes of each season

AUTUMN

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

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

SPRING

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

- ✦ Community Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- ✦ Relating Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- ✦ Giving Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

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

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

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

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.

It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.

.....Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation who comes to meet us and our **response** of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal and Respond**.

EXPLORE

The teacher helps the children to begin to look at and focus on the experience within their own lives - concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

- ✦ Exploring experiences through story, music, drama, dance, art, etc
- ✦ Investigation
- ✦ Story telling
- ✦ Consideration of the big questions
- ✦ Discussion
- ✦ Becoming aware of the questions raised
- ✦ Reflecting on significance of these experiences.

Religious Education learns from evangelisation and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God's revelation. Religious Education Curriculum Directory 2012 EXPLORE will take one

week (or $\frac{1}{4}$ of the time allocated to a topic) of Religious Education time to complete.

REVEAL

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ to Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- ✦ meeting new knowledge of religious education;
- ✦ developing an understanding of this new knowledge;
- ✦ reflecting on the wonder of the mystery;
- ✦ gathering information and collecting facts connected with this knowledge;
- ✦ researching, collating and classifying;
- ✦ becoming aware of the questions raised;
- ✦ working with problems and grappling with puzzling experiences;
- ✦ exploring experiences through story, music, drama, dance, art;
- ✦ exploring what leads to understanding and meaning;
- ✦ asking questions and discussing;
- ✦ exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- ✦ making links between Christian understanding and the shared life experience;
- ✦ valuing life experience;
- ✦ acknowledging and respecting difference(s);
- ✦ being open to new perspectives.

REVEAL will take two weeks (or $\frac{1}{2}$ of the time allocated to a topic) of Religious Education time to complete.

RESPOND

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

This may be done through:

- ✦ creating a quiet, prayerful atmosphere for reflection
- ✦ looking at and thinking about the work done
- ✦ drawing attention to different aspects of this work
- ✦ sharing thoughts and feelings.

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. The grid below, which is in every topic, offers guidance as to content of the celebration.

GATHER

Consider how the children will begin the celebration.

WORD - LISTEN

To some scripture read or enacted

RESPONSE

How will the children respond to all they have heard?

GOING FORTH

How will the children take away the message?

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

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

RESPOND will take one week (or $\frac{1}{4}$ of the time allocated to a topic) of Religious Education time to complete.

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

The approach chosen for Foundation Stage.

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5 or age 3 to 7 in Wales. In the foundation phase Religious Education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

- ✦ Personal, social and emotional development
- ✦ Communication and language
- ✦ Literacy
- ✦ Understanding the world
- ✦ Art and design
- ✦ Creative development (Wales)
- ✦ Throughout the programme Nursery and Reception the process will be divided as follows:
 - ✦ Whole class core Input; (teacher led).
 - ✦ Adult directed group activities and; (teacher or assistants work with groups of children).
 - ✦ Continuous provision (child centred learning across the areas of learning in the foundation stage).

The Approach Chosen for Key Stage 1 and 2.

We will use the format as below for years 1 to 6.

The structure within both Explore and Reveal from years 1 to 6 comprises of the following sections:

1. Learning focus: the overall focus of the session.
2. Content: some suggestions for input to develop the focus.
3. Some key questions follows the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. Some suggested activities, the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children

using symbol supported text. The **Respond** structure is the same for Foundation stage as well as Key stage. This is the opportunity for children to respond to what they know and understand y three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).

2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.

3. **Renew:** this where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

PLANNING

LONG-TERM

The senior management is responsible for:

- ✦ Choosing an approach
- ✦ Ensuring that 10% of curriculum time is allocated to teaching of Religious Education
- ✦ Monitoring of timetables to ensure quality time for Religious Education

The themes and topics framework sets out the programme for the year.

In classes where there are **mixed age groups**, the class teacher needs to work out, in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication. Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics to ensure full coverage and to avoid duplication. The school leadership needs to monitor this to ensure the avoidance of repetition.

MEDIUM-TERM

- ✦ The Religious Education Co-ordinator is responsible for:
- ✦ Allocating the starting date for each Theme Allocating the appropriate amount of time for each part of the process Allocating time for the exploration of another Faith (Judaism) or Religion (Islam, Hinduism or Sikhism); if it is being covered this term.
- ✦ Hi-lighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day Indicating which classes planning, teaching, assessment and books are to be monitored Indicating which formally assessed Theme will take place each term and then collating the assessment data and transferring it onto 'whole school' tracking.
- ✦ The overall responsibility for medium term planning lies with the Religious Education subject leader. It is essential for the understanding of the topic that teachers reflect on the **theme pages, Come and See for Yourself** at the start of each topic. These are the same regardless of age group because they explore the theme which underpins the topic. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year groups or Key Stages.

The **overview** which is the medium term plan is to be found at the start of each topic. A copy of this is on the **Come and See website** so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together. The following template shows the content and purpose of the overview:

THEME – TOPIC – TOPIC OVERVIEW

Scripture

TEACHERS' NOTES

YEAR LENGTH OF TOPIC: 4 weeks

TOPIC TITLE

Catechism of the Catholic Church

The notes within this box are essential for the teacher's own personal understanding of the topic at an adult level. They need to be studied carefully before planning.

ABOUT THE TOPIC

Prior learning: this outlines the knowledge and understanding of previous topics within the theme

This topic: learning outcomes this details the overall learning focus within the process

Knowledge and understanding:

- ✦ Learning outcome, from the Explore part of process - EXPLORE
- ✦ Learning outcome, from the Reveal part of process - REVEAL
- ✦ How the two outcomes fit together - RESPOND

SCRIPTURE

This is the Scripture which will be used in the topic. The Biblical references are given as well as the references in God's Story where it is appropriate.

The scripture used through Come and See can be found in the Scripture framework.

SOME QUESTIONS OF MEANING & PURPOSE

This highlights some of the significant questions, which may arise in this topic.

RESOURCES

This is a list of the suggested resources used during the topic, this does not preclude the use of resources known to the teacher.

TRADITION

This is an outline of the Church's teaching used in this topic.

CORE VOCABULARY

These words will help the children become religiously literate.

ATTAINMENT TARGETS

AT 1 *learning about religion*

i beliefs, teaching & sources

ii celebration and ritual

iii social & moral practices & way of life

AT 2 *learning from religion*

i engagement with own & others' beliefs & values

ii engagement with questions of meaning

CROSS CURRICULAR LINKS

COME & SEE WEBSITE

This refers to the material that can be found on the website.

Whilst making links with other areas of learning it is important that teachers remain focused on the learning intentions of the religious education topic.

LITURGICAL/PRAYERS LINKS SONGS/HYMNS TO SING RE CURRICULUM DIRECTORY

This will show the correlation between the Areas of Study in the Directory and Come and See.

This indicates the aspects of liturgy or prayer which are explored in this topic.

POINTS TO REMEMBER

Be aware that sometimes sensitive issues may be raised by the topic. This is a list of the suggested song or hymn that might be helpful.

SHORT-TERM

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the diocese. The material for this planning will be found on the topic pages.

When planning, the 'Driver Words,' from the level descriptors will help structure tasks. Teachers should ask 'What must I do in this topic to enable the pupil to achieve...'

Each class teacher is responsible for:

- ✦ Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- ✦ Stating the days on which these activities are to take place
- ✦ Indicating groupings to show how the differing needs and abilities of children are to be met
- ✦ Planning time for formal assessments as necessary
- ✦ Evaluating own teaching
- ✦ Hi-lighting the activities chosen for formal assessment of one topic per term
- ✦ Following the school tracking procedures for information gathered during on-going assessment
- ✦ Completing the Record of Attainment sheet at the end of each term
- ✦ Passing on assessment data to the Religious Education Co-ordinator
- ✦ Passing on the Record of Attainment sheets to the next class teacher

Differentiation

As with all other areas of the curriculum the purpose of differentiation in religious education is:

- ✦ To enable children to succeed in the set task or activity and to challenge them to take the next step in learning;

- ✧ To challenge children to be self-motivated and to take responsibility for their own learning; To enable children to recognise and celebrate their achievement.
- ✧ Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.
- ✧ In each topic there are attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity. *Additional learning needs and/or disabilities*

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics. This symbol indicates the Widgit symbol supported text website which has a number of resources which are referred to in the programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through weblinks.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart.

The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities. When planning, attention should be given to providing:

- ✧ a range of motivating and enjoyable experiences to engage all children
- ✧ scope and provision to enable children to move through and demonstrate success at the
- ✧ different P levels
- ✧ strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.



See Religious Education Curriculum Directory 2012

The 'P' scales of the Attainment Levels may also offer some initial support, but given the possible range of needs, additional specific planning may be required.

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

- ✦ Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- ✦ Providing a variety of materials, toys, food, interactive objects which engage children's
- ✦ curiosity and involves them in sharing and taking turns (motivational stimuli).
- ✦ Music - songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- ✦ Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- ✦ Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- ✦ Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.
- ✦ **Come and See** aims to provide meaningful and appropriate Religious Education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales who may be accessing Religious Education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.
- ✦ A Special Needs folder will be provided on the **Come and See** website which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross-referencing into the programme's themes.

Assessment

Assessment is focussed by the overall aims and objectives of Religious Education.

Assessment is an integral aspect of all teaching and learning. (1)

Information about assessment and exemplification material can be found in the book, *Levels of Attainment in Religious Education in Catholic Schools and Colleges* [Bishops' Department]. It is essential that teachers are familiar with this publication.

Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about and learning from religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and motivation to the learner.² It does not assess spirituality or the practice of faith.

At the beginning of *Explore and Reveal* there is an indication of the Areas of Learning and the Attainment Levels which are covered. At the end there is a summary of the levels for that topic. Regular assessment, individual pupil tracking and record keeping should be carried out according to the direction (below) given by the diocese, in order to ensure pupil progress.

ASSESSMENT OF RELIGIOUS EDUCATION (PRIMARY SCHOOLS Y1-Y6)

"The main purpose of assessment is to ensure effective learning, to celebrate growth and achievement and enable further progress."

NBRIA

Evaluation of informal and formal assessment will inform future planning.

Teachers should plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. It would be helpful if year groups could work together.

Tracking sheets should be kept to track the progress and achievement of each cohort.

1 The Independent review of the Primary Curriculum 2009: 1.22

2 *ibid* 1.23

In Saint Albert's Primary School it involves:

Informal Assessment

- ✧ General Observation of children engaged in classroom tasks and activities.
- ✧ Discussion with children
- ✧ Photographs
- ✧ In the EYFS- Learning stories
- ✧ Marking of all work should be positive, encouraging and developmental with comments made on progress and the next steps to take towards the learning outcome.
- ✧ Observation of contributions made to classroom displays.
- ✧ 'Renew'-applying children's learning
- ✧ Review: end of task, activity, lesson, topic.

A note is kept on the short term planning sheet of those children who are achieving above or below expectation. We informally assess on a day-to-day basis as we watch the children develop as individuals and in their attitudes to others.

A key area for assessing is how the children actually respond to the special time, which is 'Come and See' time.

Formal Assessment

- ✧ Regular informed judgements on a wide variety of evidence should be made -
- ✧ Each child should be formally assessed at the end of a topic once each term. This topic is decided by the Diocese
- ✧ Themes to be assessed can be found in the three year planner

Assessment tasks will be identified by the Archdiocese for each of these themes in AT1 - Learning about Religion. Children should be assessed in AT2 - Learning from Religion in an ongoing way.

Moderation meetings should be held after each assessed theme to agree levels and ensure they are consistent across the school.

After Moderation Meetings, two examples of HA/LA/AA levelled work should be given to the Co-ordinator to put into the school portfolio to build up a range of exemplars. These should be brought to Archdiocesan Moderation Meetings.

Monitoring by RE Co-ordinator, Headteacher and governors.

Attainment Targets and levels of Attainment

Attainment targets:

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

Beliefs, teaching and sources

Celebration and ritual

Social and moral practices and way of life

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

Engagement with own and other's beliefs and values

Engagement with questions of meaning and purpose

Reflection and Contemplation Journeying in reflection and contemplation

Recording

Tracking sheets should be kept to track the progress and achievement of each cohort.

For Foundation Stage Nursery/Reception, a portfolio of annotated work from each topic, including photographic evidence, is needed.

The Record of Attainment should be updated after each formal assessment. Information gained from discussions, observations, class work and assessments etc. should be used to find a 'best fit' level for the child. Please complete the reverse side of these sheets, too.

The Record of Attainment needs to go with the child's other records to the Junior School to enable them to progress from the appropriate starting point.

At the end of each topic children who exceed the level expected, or children who do not achieve the level expected should be noted on your planning sheet

Visual evidence e.g.~ displays

School Portfolio

Curriculum Planning; including notes from observations.

Reporting

Reporting in Religious Education has four purposes:

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

Archdiocesan guidelines state:

Reports sent to parents should indicate progress and achievement against each theme. The language of the level descriptors from the Levels of Attainment should be used. As it is **the core** subject in Catholic Schools, Religious Education should appear as the **first** subject on the report.

In Saint Albert's reporting in R.E. is done on various levels:

We report to year group colleagues in the form of evaluating topics as they progress and sharing achievements/concerns with each other.

Reporting to parents and governors takes place in the form of an RE newsletter, displaying planning in school. Curriculum Committee and the Head's report to governors.

End of year reports in all year groups provide a written comment on progress and achievement. In Reception a written comment is given on the Foundation Stage report and in Nursery a verbal comment is given.

Record of Attainment in Religious Education

Name of pupil.....

AT1: Learning about Religion: AT2: Learning from Religion:

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