

RE Parent Workshop

“What does RE look like in our school?”

Thursday 10th November 2022

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Catholic Life and Mission

- **Aims and Objectives**
- *'I can do all things through Christ who strengthens me.'*
Philippians 4:13
- All our work, with children and their families, staff, governors, parishioners and the wider community, is influenced by our core values:
 - **Compassion**
 - **Respect**
 - **Resilience**
- Our school rules are:
 - **Be safe**
 - **Be responsible**
 - **Be respectful**

Catholic Life and Mission

- We believe that:
 - Our school is rooted in Catholic values
 - All in school embrace the mission statement, values and rules
 - We support all members of our school community
 - Pastoral care is key
 - RSHE curriculum is rooted in the teaching of the Church
 - Pupils respond well to Catholic Social Teaching

Prayer and liturgy

- We understand worship to be a special act or occasion whose purpose is to show reverence to God.
- Prayer and liturgy may involve all members of the school or a class coming together and participating in an act of worship.
- All children take part in daily prayer and liturgy in their classes.
- We celebrate the Gospel and the word of the Lord in prayer and liturgy as a school on Mondays.
- We invite parents into school to celebrate with the class once a year at the end of a topic.

Prayer and liturgy

- We believe that:
 - Pupils respond well and with reverence to Prayer and liturgy
 - Class and school environment is well prepared to support Prayer
 - Holy days are recognised
 - Pupils participate in Mass and in Prayer and liturgy
 - Weekly sharing of the Gospel with whole school
 - Model good practice

Religious Education

The outcome of Religious Education

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 Directory for Catholic Schools, 2012

The aims and objectives of Religious Education at St Mary's are:

- We use the Come and See programme to deliver RE.
- To teach Religious Education discretely and developmentally to ensure the deepening of knowledge and understanding of key theological ideas and their application to life.
- To ensure 10% of the week for each Key Stage is devoted to curriculum Religious Education
- To provide marked progression through the different stages of education as tracked on an assessment system
- To offer ample opportunities for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.

The aims and objectives of Religious Education at St Mary's are:

- To develop appropriate skills and attitudes which allow for a free, informed response to God's call in everyday life, which inspire awe and wonder daily
- To encourage the use of these skills in other areas of the curriculum
- To engage with their own and others' beliefs and values, develop good attitudes and dispositions so that our children are instilled with a love of learning and a desire to go on learning.
- To encourage study, investigation and reflection by the pupils using the skills and strategies of Cooperative Learning and the vocabulary taught in their 'Relationship Sex and Health Education' (RSHE) lessons.

The aims and objectives of Religious Education at St Mary's are:

- To engage with difficult questions of meaning and purpose which everyone has to face from time to time and so enable them to think critically about their own questions of meaning and purpose.
- To encourage analysis, reflection on and critical appreciation of difficult questions particularly through the EXPLORE phase of 'Come & See' and their RSHE lessons.
- To offer our children a sense of self-worth through their experience of belonging to a caring Christian community and an awareness of the demands of religious commitment in everyday life.

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, introduced in September 2012 and revised in 2017.
- Currently under revision along with the Religious Education Directory – to be fully in place in schools by 2025 (we are hoping to pilot the Lent/Easter topic)
- Links are made with the pupils' own experiences and with universal experiences. Other world faith traditions are also explored and reflected upon. For all children the programme will raise questions and provide material for reflecting on their own experiences. It will help them to explore the beliefs, values and way of life of the Catholic tradition, and where appropriate, of other faith traditions.

Religious Education in schools is to 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 should be the key element in an inter-disciplinary dialogue.

Religious Education Directory

Come and See

- Central to the Come and See programme are three basic human questions and three Christian beliefs that are the Church's response in faith:
- Autumn: Where do I come from? LIFE - CREATION
- Spring: Who am I? DIGNITY - INCARNATION
- Summer: Why am I here? PURPOSE - REDEMPTION

Come and See themes

- Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each term in greater depth.

| | Community of Faith – Church Themes | Celebration in Ritual – Sacrament Themes | Ways of Life – Christian Living Themes |
|---------------|---|---|---|
| Autumn | Family – Domestic Church | Belonging – Baptism/Confirmation | Loving – Advent/Christmas |
| Spring | Community – Local Church | Relating – Eucharist | Giving – Lent/Easter |
| Summer | World – Universal Church | Inter-relating – Reconciliation | Service - Pentecost |

The Process

- The process for delivering the Come and See has three distinct stages:
 - Explore
 - Reveal
 - Respond
- 4 weeks teaching each topic following this process

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 experimental events of everyday life.
- This will involve:
 - Exploring experiences through, story, music, drama, dance, art
 - Investigation
 - Story telling
 - Consideration for the big questions
 - Discussion
 - Becoming aware of the questions raised
 - Reflecting on significance of these experiences

Reveal

- Reveal is at 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. It involves learning about scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

Reveal

- 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 what leads to understanding and meaning
- Asking questions and discussing
- Exploring in practical and creative ways through story, drama, writing, poetry, song, dance, music, art, ICT and service of others
- Making links between Christian understanding and the shared life experience
- Valuing life experiences
- Acknowledging and respecting differences
- Being open to new perspectives

Respond

- This is split into three sections.
- **(1) Remember.** 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.
- **(2) Rejoice.** The children will be involved in the planning of and taking part in a celebration of their new learning. The celebration will have the four main elements:
 - **GATHER:** How the children will begin
 - **WORD-LISTEN:** To some scripture read or enacted
 - **RESPONSE:** The children respond to their learning
 - **GO FORTH:** The children will take away a message
- **(3) Renew.** The teacher will help each child to make an individual response, to hold on to and make their own, what they have understood of the topic. The children will think about how they can apply their learning to their lives.
- Children will respond by remembering and celebrating what they have learnt in order to hold on to a way of expressing their new understanding.

| 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 servicing | 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 | Rules Reasons for rules in the Christian family | Choices The importance of examination of | Building bridges Admitting wrong, being reconciled with God and | Freedom & responsibility Commandments | Healing Sacrament of |

Expected standard

Developing Knowledge and Understanding

Assessment

Making links and

- We assess pupils in RE formally 3 times a year with assessment tasks set by Liverpool Archdiocese.

- These are on a 3 year cycle so over the course of 3 years pupils will have completed an assessment in all areas of RE.

- **Show knowledge and understanding** of a range of scripture passages (that corresponds to the scripture source used.)

- **Show knowledge and understanding of:**

- those actions of believers which arise as a consequence of their beliefs
- the life and work of key figures in the history of the People of God
- what it means to belong to a church community
- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments

- **Show understanding of**, by making links between:

- beliefs and sources
- beliefs and worship
- beliefs and life

- Use religious vocabulary widely, accurately and appropriately.

- Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose.

- **Show understanding** of how own and other's decisions are informed by beliefs and moral values.

Use of Sources as Evidence

- Use sources to support a point of view.

Construct Arguments

- **Show understanding** by expressing a point of view and **give reasons** for it.

Make Judgements

- Arrive at judgements.

| YEAR 5 | | EXPECTED STANDARD | |
|-----------------------------|---|--|---|
| Knowledge and Understanding | Developing Knowledge and Understanding | <ul style="list-style-type: none"> ● Retell a narrative that is accurate in its sequence and details (and that corresponds to the scripture source used) | |
| | | <ul style="list-style-type: none"> ● Describe and give reasons for: | |
| | | - a range of religious beliefs | |
| | | - those actions of believers which arise as a consequence of their beliefs | |
| | | - the life and work of key figures in the history of the People of God | |
| Engagement and Response | Meaning and Purpose | - different roles of people in the local, national and universal Church | |
| | | - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments | |
| | | Making links and connections | |
| | | Historical Development | |
| Analysis and Evaluation | Religious & Specialist Vocabulary | <ul style="list-style-type: none"> ● Use religious words and phrases with accuracy, in context. | |
| | | Beliefs and Values | <ul style="list-style-type: none"> ● Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose. |
| | | | <ul style="list-style-type: none"> ● Describe and give reasons for feelings and beliefs that affect their behaviour and that of others. |
| | | Use of Sources as Evidence | <ul style="list-style-type: none"> ● Use a given source to support a point of view. |
| | | Construct Arguments | <ul style="list-style-type: none"> ● Express a point of view. |
| Make Judgements | <ul style="list-style-type: none"> ● Express a preference. | | |
| Recognise Diversity | | | |
| Analyse and Deconstruct | | | |
| Reflection | | | |

YEAR 6

UNDERSTANDING, ENGAGE AND RESPOND

Expected standard

| | | |
|-----------------------------------|--|--|
| Knowledge and Understanding | Developing Knowledge and Understanding | <ul style="list-style-type: none"> • Show knowledge and understanding of a range of scripture passages (that corresponds to the scripture source used.) |
| | | <ul style="list-style-type: none"> • Show knowledge and understanding of: |
| | | - those actions of believers which arise as a consequence of their beliefs |
| | | - the life and work of key figures in the history of the People of God |
| | | - what it means to belong to a church community |
| | - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments | |
| | Making links and connections | <ul style="list-style-type: none"> • Show understanding of, by making links between: |
| - beliefs and sources | | |
| - beliefs and worship | | |
| - beliefs and life | | |
| Historical Development | | |
| Religious & Specialist Vocabulary | <ul style="list-style-type: none"> • Use religious vocabulary widely, accurately and appropriately. | |
| Engagement and Response | Meaning and Purpose | <ul style="list-style-type: none"> • Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose. |
| | Beliefs and Values | <ul style="list-style-type: none"> • Show understanding of how own and other's decisions are informed by beliefs and moral values. |
| Skills and Application | Use of Sources as Evidence | <ul style="list-style-type: none"> • Use sources to support a point of view. |
| | Construct Arguments | <ul style="list-style-type: none"> • Show understanding by expressing a point of view and give reasons for it. |
| | Make Judgements | <ul style="list-style-type: none"> • Arrive at judgements. |

Questions?



Strength



Weaknesses



Opportunities



Threats

FEEDBACK

