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## 1. The Mission Statement

### Aims and Objectives

'I can do all things through Christ who strengthens me.'  
Philippians 4:13

We are very proud of our mission statement, which is at the heart of all that we do. We are a secure, friendly and faith-centered community. We seek to realise the full potential of all our family through the living love of Christ.

All our work, with children and their families, staff, governors, parishioners and the wider community, is influenced by our core values:

- Compassion
- Respect
- Resilience

These values are underpinned by Oscar Romero's vision:

'Aspire not to have more, but to be more.'

To be more compassionate.

To be more respectful.

To be more resilient.

We promote these values through our words and deeds. Our Catholic doctrine and practice permeate every aspect of our school's activity.

### We aim:

- To create a community that treats others the way we want to be treated (Matthew 7:12).
- To put Christ and our children at the heart of all we do.
- To provide a warm welcome to all.
- To build a happy, safe school filled with love and pride where children are excited to arrive and learn each day.
- To create and develop a curriculum which encourages children to say, "I can" rather than, "I can't" ('Together we can do great things.' St Teresa).
- To foster a lifelong love of learning to ensure all children are given the opportunity to achieve their God-given potential.
- To ensure every child has the opportunity to become a thinker, leader, organiser, communicator, explorer, creator, inventor, performer and artist.
- To build a worshipping community that nurtures and supports each child in their journey of faith.

*'Dear young people, do not bury your talents, the gifts that God has given you. Do not be afraid to dream of great things.'*  
Pope Francis

### Our Objectives

- To aspire to form an ever-stronger relationship with Christ.
- To walk hand in hand with Him, striving for excellence in all we do.
- To deliver outstanding Catholic education for children which is rich in content and has high challenge with low risk.
- To create a secure and welcoming environment based on Gospel Values where everybody feels valued and is treated with dignity and respect.

- To recognise every child is made in the image and likeness of God, therefore striving to do our best for God through every single child.
- To support the sacramental preparation of First Holy Communion and Reconciliation.
- To raise money for our chosen charities.
- To study and embrace other faiths and cultures.

These objectives are built on the firm belief that God continually guides us and gives us what we need.

*'Dear children, our hands are a symbol for our hearts and only open, generous hearts can change the world.'*

*Pope Francis*

## 2. The aims of 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 Curriculum Directory for Catholic Schools, 2012*

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 The Federation of St Mary's Catholic 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.

## 3. Objectives

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

- 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.
- 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.
- 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 RSE 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
- To give unequivocal support to our pupils through the management of St Mary's

#### 4. 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.



## Come and See

### 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].

### 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** will take one week (or ¼ 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 ½ 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 child will 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.

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 ¼ 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.

## **5. The approach chosen**

**The structure** within both **Explore and Reveal** from years 3 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 of seen; other question 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 stages 1 and 2. This is the opportunity for children to respond to what they know and understand.

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 prayer 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.

### 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
- Highlighting 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.

### **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 Archdiocese. The material for this planning will be found on the Come and See website.

When planning, the 'Driver Words,' from the standard indicators 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
- Highlighting 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 standard indicators, standards summaries and the church teaching.

## **6. Assessment**

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

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

Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about (knowledge and understanding) and learning from (engagement and response) religion. Assessment establishes what children know, understand, can do and how to get



there. It offers support and motivation to the learner. 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 Standard Indicators which are covered. At the end there is a summary of the standards indicators for that topic. Regular assessment, individual pupil tracking and record keeping should be carried out according to the direction ( below ) given by the Archdiocese, 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.

#### **In our school it involves**

- **Informal assessment**
  - General observation of children engaged in classroom tasks and activities.
  - Discussion with children
  - Photographs
  - Marking of all work should be positive
  - Observation of contributions made to classroom displays.
  - ‘Renew’- applying children’s learning
  - ‘Review: end of task, activity, lesson, topic.
- **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 Archdiocese
  - 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 Learning about Religion.
  - Moderation meetings should be held after each assessed theme to agree levels and ensure they are consistent across the school. (Context sheets can be found in the RE assessment file)
  - After moderation meetings, examples of HA/MA/LA levelled work should be given to the Coordinator 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 and Head of school.

#### **7. Recording**

- Tracking through the whole school tracking system, Insight, should be completed by the class teacher at the end of each half term.

- Information gained from formal assessments, discussions, observations, class work etc. should be used to find a 'best fit' for the child. Careful consideration must be given to each statement in the Working below, working towards, working at and working above age related expectations.
- Visual evidence e.g. displays
- School Portfolio
- Curriculum Planning; including notes from observations and annotations.

Recording provides evidence of achievement. It involved pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence, e.g. photographs, displays, videos of dance, drama, celebrations
- Class/school portfolios
- Pupils' self-assessment
- Records of attainment
- Tracking system
- Data analysis
- Pupil interviews
- Moderation meetings

## 8. 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 end of year expectations and driver words should be used. As it is the core subject in Catholic Schools, Religious Education should appear as the first subject on the report.

In St Mary'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. Curriculum Committee, the subject leaders report and Head's report to governors.
- End of year reports in year 3 to 6 provide a written comment on progress and achievement

## 9. Evaluation of Teaching

The criteria and procedures for reviewing and evaluating the teaching of Come and See and the monitoring of teaching, e.g., observation of class teaching, planning, children's work, displays, and resources are according to Archdiocesan guidelines:

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use (Come and See);
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding.
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and are differentiated to challenge and support pupils as appropriate and meet their needs;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, efficiently and effectively;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work using Assessment for Learning strategies as appropriate;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve;
- Make effective use of teaching assistants and other support;
- Undertake appropriate in-service training and use the experience effectively;
- Inspire pupils by bringing the subject alive;
- Promote equality of opportunity.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive, fully engaged and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they have done and how they can improve.
- Develop the skills and capacity to work independently and collaboratively to be active partners in their learning.

## 10. Evaluation of Learning

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

This evaluating process in St Margaret Mary'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.

Specifically at the **Respond** stage of the topic (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.

**Archdiocesan guidelines state that when looking at pupil's learning:**

Judgements must be based on the extent to which pupils:

- Apply themselves productively and with interest to what they are doing;
- Show engagement in and enjoyment of RE;
- Sustain their concentration and respond to challenge;
- Form positive relationships which help their work;
- Show pride in finished work;
- Work collaboratively and independently;
- Respect others' views;
- Ask and answer questions;
- Show initiatives and take responsibility;
- Show through their actions that they know what constitutes appropriate behaviour and understand what is expected of them both by the school and by the gospel values, which they are taught.
- Have confidence and self-esteem.

**Attainment and Progress**

- Pupils know and understand the teachings, beliefs, values and way of life of Catholic Christianity and, where appropriate, of other faith or religious traditions;
- Pupils show understanding of religious concepts and ability to communicate their knowledge and understanding in appropriate forms including different forms of extended writing;
- Pupils understand the human search for meaning and purpose and are able to identify some of the questions it raises and of the answers which the church has given to those questions;
- Pupils with additional educational needs make good progress in RE;
- Pupils are developing learning skills and personal qualities e.g. the ability to think systematically, manage information, learn from and help others learn.
- The needs of pupils with special educational requirements are fully met

**10. Staff development**

All newly qualified staff attend the termly days provided by the Christian Education Department.

The R.E. coordinator attends all termly meetings and in addition any in-service offered by the CED.

Each academic year there are a number of staff meetings and INSET time for all staff and sometimes Governors and other members of the school community to go over Religious Education or an aspect of the Catholic Nature of the school. In these areas.

The R.E. coordinator is responsible for supporting staff in their understanding of, and becoming familiar with, the introductory pages of the Come and See programme and 'Come and See for yourself' sessions. This may be done at whole staff or Year Group level.

All members of the school community, staff and pupils, are given opportunities for developing knowledge and understanding with the full support of the R.E. coordinator and Headteacher. Any specific staff needs or interests as identified will be met by appropriate training, if available, and support through the management structure.

All permanent Staff are expected to have completed or to enroll on the CCRS course, school will fund this.

### 11. Staff induction

Describe the procedures for the induction of newly qualified staff, supply teachers, students, TA's and other classroom helpers. The R.E. coordinator is responsible for explaining the programme and delivery of the R.E. curriculum, underlying principles and the necessary time allocation. She is responsible for giving guidance and support to all newly appointed staff, in the teaching of 'Come and See.'

The RE coordinator will always be available for further advice and support if necessary

### 12. Staff communication

At the start of each academic year all staff are given a copy of the topics for the year and dates for topics to begin and end.

Time is always available at briefings and staff meetings for information throughout the year and more specific staff meeting time is allocated to R.E. on a termly basis. Staff are able to speak to the R.E. coordinator whenever necessary. It is the school policy that all staff make themselves available as coordinators to support colleagues and this is often done either on a one to one basis or staff meetings.

The Headteacher passes on any information from the Christian Education Department (or other relevant information) to the R.E. coordinator, or to the whole staff, as appropriate.

For each topic an opportunity to share 'Come and see for yourself is offered as a staff.

St Mary's has the responsibility of making available to any supply teacher or student teacher in their school the relevant information and support for the curriculum Religious Education, which is to take place in the absence of a class teacher.

The R.E. coordinator, and ultimately the Headteacher, is responsible for the overseeing of these procedures.

### 13. Resources – staff members

Name	Responsibility	RE	Experience	Current service	FTE	CCRS or equivalent
Mrs Jane Risley	Year 3 teacher	N	18	18	1.0	Y
Mrs Rachael Robb	Year 3 teacher	N	14	13	1.0	Y
Mrs Laura Williams	Year 4 teacher	N	5	1	1.0	Currently doing
Miss Amy McCormack	Year 4 teacher (RE Leader)	Y	11	10	1.0	Y
Mr Craig Rowark	Year 5 teacher	N	8	1	1.0	N

Mrs Kayleigh Quirk	Year 5 teacher	N	7	7	0.8	Y
Mrs Wendy Heaton	Year 5 teacher	N	25	25	0.6	Y
Mrs Lesley Whitfield	Year 6 teacher	N	17	13	1.0	Y
Ms Jennie Duffy	Year 6 teacher	N	12	6	1.0	N

#### 14. Resources – teaching

Various resources are held in the main body of the school. These are readily available to all staff who, on an ‘honesty basis,’ take and return them.

Music resources are shared on the school server.  
We have purchased the complete set of John Burland music.

Each class has a copy of: -

- God’s Story at the appropriate level
- The Church’s Story at the appropriate level
- Good News Bible
- Various Stories linked to each topic
- School prayers including; The Our Father and Hail Mary
- A Music Pack (John Burland) for the year’s themes and topics
- No Outsiders Books to support the teaching of RSHE

The R.E. coordinator undertakes an end of year check on resources to ensure that none have gone astray or need replacing.

#### 15. Relationship of RE to the whole curriculum

##### Prayer & liturgy and Assemblies

##### Rationale:

In St Mary’s Junior School educating young children and giving experience of worship and liturgy must be seen as a gradual process which seeks to involve them actively in ways suited to their age and stage of personal, social and religious development.

##### AIMS

- To introduce the children to various kinds of celebrations which help them to understand some of the elements of liturgy, such as greeting, silence and community praise, especially song.
- To help children understand and take part in the adult worship of the Parish and thereby preparing them for the liturgical life of the Church.
- To recognise the central place of liturgy and worship in our Catholic tradition, which respects the needs and experience of those who take part.

##### OBJECTIVES

- Throughout the year the pupils will experience celebrations in Church, class, hall, outside, which explore our use of language, music, drama and art.
- Celebrations will be open to families, parishioners, local community and as many children as possible will have a special part to play in this worship.

- Celebrations will reflect thanksgiving, special days, feast days and will address emotions and feelings of young children such as joy, happiness, friendship, sadness, loneliness.

In all our work we are conscious of the varying 'starting points' of each individual and this is especially so in worship. Our acts of worship will be festive, fraternal and prayerful and hopefully every participant will gain some positive feelings.

### **Prayer**

In inviting pupils to take part in prayer, staff may focus on some or all of these aims:

- To explore the reasons why people pray, the contexts in which they pray, and the different ways in which they express their ideas to God.
- To help pupils to realise that there are formal prayers which have been said by God's family for generations, and that these prayers in some way are links back to the early Church. Formal prayers are explored and taught to the children in accordance with Come and See recommendations.
- To allow pupils the opportunity to realise that they can express their own thoughts in prayer, using ideas which are important to God, and which should be expressed in a sincere and respectful manner. Pupils will be given the opportunity to express these prayers in Assemblies, Prayer & liturgy, and other celebrations during the year.

### **Daily Act of Worship in class**

The Class teacher will lead short acts of worship in class at different times during the day. These are usually morning, evening, before and after meals. Any one of these may be a **slightly extended development of a relevant theme**.

All classes have weekly worship themes and a focus for worship should be provided to enhance the experience (candles may be lit and music played). Liturgical colours should be evident, particularly during the seasons of Advent and Lent. The Gather, Listen, Respond, Go forth format is followed.

### **See Collective Worship Policy**

### **Spiritual Development**

Our faith helps us to understand that each person is a unique creation and each is called by God in a unique personal vocation. God has work for each one of us to do; it is special to each one. Spiritual development is about responding to God's call and what that means for us in our lives. We also encourage our pupils to think about themselves and examine how God is at work in our lives by bringing them peace and happiness, joy and hope.

**See Spiritual Development policy.**

### **Moral Development**

St Mary's Catholic Junior School attempts to help children make moral decisions, to form a moral conscience and to act accordingly. Moral development hinges around the child willingly seeing his or her own good in relation to that of others and a loving God who calls us to the true fullness of life.

In this school we believe in individual dignity, equality, freedom and responsibility as this is expressed in the life and teaching of Jesus as developed through the teaching mission of the Church. **(See Moral Development Policy)**

The Head teacher and Deputy will have the opportunity to take part in the annual spirituality conferences led by the CED.

### **Links with Parents, Parish and the Local Community**

All staff are committed to fostering the partnership between home, school, and parish community.

The aims of our Mission Statement and their objectives reflect this commitment.

The link between home and school is now planned for within the R.E. curriculum. We encourage parents to become involved in the Religious Education of their children through parent workshops, we invite them to Prayer & liturgy and Services when possible, we inform them of work being covered in school by and sending home an R.E. newsletter Come and See at Home.

The school welcomes the opportunity to forge links with Parents and Parish through its Religious Education Programme, and by the involvement in the life of St. Mary's and St John's Parish.

In particular the school encourages:

- Attendance of parents at special celebrations on Holydays, at Easter, Advent, Christmas and Feast Day.

### **Sacramental Preparation**

The sacramental programme is delivered by catechist from St Mary's and St John's using the resources produced by the Archdiocese. The programme is also supported by the Come and See programme.

### **Relationships and Citizenship (RSHE)**

We are committed to a policy of dialogue with, and support for, the parents of our pupils in helping them in their primary responsibility as educators of their children.

We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one of us as created and loved by God, and the importance of relationships. RSE encompasses all these aspects of development.

We aim to provide an environment where pupils are informed about **relationships in the context of the Catholic faith.**

#### **The aims of RSHE**

- To encourage pupils' growth in self-respect, acknowledging we are all created in the likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings, emotions and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To ensure that pupils protect themselves and know how to ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils develop healthy and safe lifestyles.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

All staff recognise that they have an obligation in their various roles to contribute to RSHE.

RSE requires sensitive teaching with pupil activities, discussions and support materials being well matched to the age and level of understanding, needs and concerns of the pupils.



## **The Delivery of RSHE**

Following advice from the Archdiocese our chosen programme for the delivery for RSE is, 'A Journey in Love,' from Nursery to Year 6. We also use TEN:TEN Life to the Full to support the delivery of RSHE.

### **A Journey in Love**

'Love starts to enter our life the moment of birth when we are held tenderly in the arms of our mother and developed through the first intimate relationship of childhood with our parents, family members, friends and teachers. At puberty, the secondary sexual characteristics arise. Now we begin to seek someone from outside our family and, armed with our first relationship, we explore our second intimate relationship of love, usually ending in marriage.

'Parents and teachers are privileged to assist children every moment of their lives to further this link of love with their humanity and thus with God. The programme outlined in a 'Journey in Love,' is a brilliant reconciliation between the human and divine aspects of love and is truly fully Christian in its vision.' (p.4, A Journey in Love.)

### **Content**

#### **Year 3 – How we live in love.**

Children know and understand the virtues essential to friendship e.g. loyalty, responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

#### **Year 4 – God loves us in our differences.**

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

#### **Year 5 – God loves me in my changing and development.**

Children know and become aware of the physical and emotional changes that accompany puberty-sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.

#### **Year 6 – The wonder of God's love in creating new life.**

Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

### **Equal Opportunities**

At St Mary's Junior School we are committed to providing equal opportunities for all our children and to prepare them for life in a multi-cultural society.

Based on our Catholic beliefs we aim to develop each and every child to their full potential. The Mission Statement flows through all areas of our curriculum work. We value all children as unique and seek to foster in them attitudes of tolerance, fairness and respect or others.

We are committed to creating a caring atmosphere where each individual child can develop their own sense of worth.

### **Special Educational Needs**

Our philosophy at St Mary's Catholic Junior School is that all our children are special, and we acknowledge that all of them, at any time in their school life, may have special educational needs.

We believe that:

- All children are entitled to a broad, balanced and relevant curriculum

- Every child has needs and abilities which are valued
- All children with special educational needs have a right to the special education and care required to meet their particular needs
- Our curriculum should be accessible, inclusive and differentiated, offering all children the opportunity to develop their potential to the full, including those areas where they have difficulty.

We treat every individual child with dignity and respect. We allow for the children being at very different levels and encourage them to grow as individuals, at their own rate and relative to their own level of ability.

Work is carefully differentiated so that all children are suitably catered for and challenged.

### **ICT**

The children will use ICT skills where appropriate, e.g. making prayer cards, writing for 'Come and See' displays, making photo stories, using CDs for reflection, etc.

SMART boards and PowerPoints are used, when appropriate, to support and enhance learning, to create atmosphere and provide a focus for reflection and to make learning more visual and interactive. The Come and See web-based resources and Cafod interactive and teaching resources, are planned for and used to support teaching and learning.

### **Display**

We use RE topics or celebrations for display around school, e.g. in our hall, corridors and classrooms. Every classroom has a 'Come and See' display for each topic.

Each class has an area of the room as a focus for prayer, where children can pray together or quietly on their own.

These are monitored by R.E Co-ordinator.

## **16. Self-evaluation document (SED)**

Please see CSED document

## **17. Religious Education development/improvement plan**

<b>Key Priorities in 2022- 2023</b>
<p><b>Key Priority 1</b></p> <p>To achieve the CAFOD Live Simply award, by showing that the school can live sustainably, in solidarity and simply. (See CAFOD Live Simply action plan)</p>
<p><b>Key Priority 2</b></p> <p>By July 2023, further improve the progress and attainment of all groups of pupils, relative to their starting point.</p>
<p><b>Key Priority 3</b></p> <p>To raise the profile of Prayer and liturgy in Upper and Lower Key Stage two, through phase Prayer and liturgy lead by all teaching staff.</p>

#### **Key Priority 4**

To continue to develop RSHE and ensure each year group has a consistent overview that shows the development in this area e.g., what does each year group do for Anti bullying week etc

#### **18. Evaluation of Religious Education handbook**

The R.E. Handbook will be reviewed at regular intervals by staff and Governors.  
The curriculum as a whole is audited on a yearly basis in terms of effectiveness, time allocation and needs of staff and R.E. is an integral part of this audit.

The Head teacher and R.E. coordinator will follow the advice of the Archdiocesan team and any relevant documentation when reviewing and updating the handbook.

The R.E. coordinator will update the handbook as required.

*\*\*It is NOT necessary to include this handbook on the school website, but if you wish to do so, you can include information points 1-10 only.*