

# FAITH PRIMARY SCHOOL Liverpool

## RE Handbook



Reviewed: September 2021      Review date: September 2022

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# FAITH PRIMARY SCHOOL

## R.E. HANDBOOK

### MISSION STATEMENT

**“Loving and Learning in the Light of the Lord.”**

As a joint Catholic and Church of England school we strive to be both fully Catholic and fully Church of England, working with the Anglican Diocese and the Catholic Archdiocese of Liverpool, enabling our children to learn about the Christian faith and to experience the ongoing life of their parishes. Close links are made with the Anglican Church of St. Peter and the Catholic church of St. Francis Xavier.

#### **1. THE AIMS OF RELIGIOUS EDUCATION**

Recognising that Religious Education expresses and explores the Christian vision of the human person, we see it as the foundation of the entire educational process

The aims of Religious Education in Faith Primary and Nursery School are to promote:-

- Knowledge and understanding of the Christian Faith and life expressed within the Roman Catholic and Church of England Tradition.
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- The skills required to engage in examination of and reflection upon religious belief and practice.

#### **2. OBJECTIVES**

- The comprehensive and systematic study of
  - a) The mystery of God
  - b) The life and teachings of Jesus Christ
  - c) The teachings of the Catholic Church and the Church of England
  - d) The central beliefs that Roman Catholics and Anglicans hold, the basis for them and the relationship between Faith and life.
- To promote
  - a) Investigation and reflection by the pupils
  - b) The development of appropriate skills and attitudes
  - c) A free, informed and full response to God’s call in everyday life.

### **3. THE RELIGIOUS EDUCATION PROGRAMME**

To fulfill our aims and objectives we use the 'Come and See' programme as the basis of our Religious Education Programme and the Church of England Teaching is integrated into the programme. The programme approaches the questions about the mystery of life, its dignity and purpose. The details of the programme are available in each classroom in the Come and See teacher resource appropriate to each age group being taught.

### **4. PLANNING**

4.1 We plan our RE curriculum in accordance with the requirements of the Catholic Archdiocesan Agreed Syllabus (Come and See) along with the guidance of the Anglican Diocese and the guidance of the Local Standing Committee for Religious Education (SACRE). We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit of work, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

4.2 We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage. We teach RE topics as laid out in the Come and See scheme of work..

4.3 Our medium-term plans give details of each unit of work for each term. The RE subject leader reviews these plans on a regular basis.

4.4 The class teacher plans for each lesson. These individual plans are kept and often discussed on an informal basis with the RE subject leader.

4.5 Differentiation is as with all other areas of the curriculum, the purpose of differentiation in Religious Education is

- To enable children to succeed in the set task or activity
- To challenge children beyond their comfort zone of knowledge, understanding and skills
- To enable children to recognize their achievements and celebrate these.

In the Come and See programme, differentiation is provided through a variety of activities which meet the differing needs and abilities of the children.

### **5. ASSESSMENT**

#### **5.1 Underlying principles**

The purpose of assessing, recording and reporting is to ensure effective

learning, celebrate growth and achievement and enable further progress and development.

## 5.2 Assessment

Assessment in RE is focused by overall aims and objectives of Religious Education as stated in this handbook. In Come and See it is related to the concepts, skills and outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith.

### Informal Assessment

- General observation of children engaged in classroom tasks and activities.
- Assessment for learning strategies
- Observation of contributions made to classroom displays.
- Review: end of task activity, lesson, and topic.
- Marking of formal work.

### Formal Assessment

Regular informed judgments on a wide variety of evidence against broad criteria which allow pupils to respond at different levels. This is integral to the short-term planning for each topic. Systematic planning ensures every pupil is assessed formally once a term. This may be done with the children individually, as a group or the whole class together. The attainment targets, learning outcomes and expectations for each topic will be an aid to the teacher in making assessments of children in Religious Education.

### Learning Outcomes

In each topic teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for other subjects these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting. At the end of each topic the teacher completes a summary form which states objectives achieved by the children.

## 6. RECORDING

Recording provides evidence of achievement. Because of the distinct nature of the subject assessment made and consequent records kept will:

- Recognize a wide range of achievement
- Be selective
- Be positive
- Relate to achievement in Religious Education
- Be open and based on collaboration between the teacher and pupil wherever possible.

It involves pupils in self-assessment and progress in dialogue with the teacher. In Faith Primary it takes the form of:

- Notes from observations
- Written comments on children's work
- Visual evidence such as photographs of display, role-play, celebrations.
- School portfolio

The portfolios that will be developed as the school progresses will contain evidence from all levels. To ensure continuity and progression within and across Key Stages a Record is kept of the experiences offered to pupils. This information can be found in:

- In the scheme of work for Religious Education
- In the Long, medium and short-term planning
- School record and monitoring files

## **7. REPORTING**

There are four dimensions to reporting Religious Education. Reporting:

1. Provides feedback to pupils on their achievement and progress. In Faith Primary this is done through:
  - Informal discussion with the pupils
  - Regular and constructive marking of pupil's work.
  - Summary of achievement sheet at the end of each topic.
2. Informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group. In Faith Primary this is done through:
  - Summary records of work covered and achievements of the children
3. Informs parents of the progress and achievement of their child. In Faith Primary this is done by:
  - Pupil, parent and teacher discussions during parents' evening.
  - Written reports at the end of an academic year.
  - Religious education assemblies – each class taking a turn to do an assembly for the whole school, parents are invited to these assemblies
  - Displays of work
  - Photographic records.
4. Informs Governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils. In Faith Primary this is done through:
  - Curriculum policies and documents
  - Reports to Governors
  - Termly 'Spiritual Dimension' Governors meeting
  - Religious Education and Feast day Assemblies.
  - Photographic records
  - Displays of Work both on and off the school premises

In Come and See reporting is an integral part of the programme, at every stage the topics invite and include the co-operation of family and parish. These groups are included when the children reflect on their own experience. Relate invites the involvement of the parish (Both Catholic and Church of England). Children may be doing research at home.

## **8. EVALUATION OF TEACHING**

The Evaluation of teaching is on-going, each teacher personally evaluating his/her work in R.E. The following questions may help teachers:

- How did my teaching approach give children an opportunity to explore their own experience better?
- What reactions were there from the children at different points of the process?
- How was I able to develop helpful home links through this topic?
- What opportunities did I make for involving the parish communities of SFX and St.Peter's?
- What did I enjoy about teaching this topic?
- What aims were achieved?
- What have I learned personally from the exploration of this topic?

These or similar questions can help the teacher to make an evaluation of the topic and plan for the future, noting what can be added, done differently or left out. There is a section for writing up an evaluation of each topic at the end of the planning sheet.

The RE Co-ordinator will monitor and observe lessons according to the schools monitoring and evaluation programme.

## **9. EVALUATION OF LEARNING**

The children are enabled to evaluate their own learning by using the Respond section of the process. The learning objectives are made clear at the beginning of each lesson and at the end of each topic the children are encouraged to reflect on what they now know that they didn't know before. This can be done in a variety of ways.

To help the children to evaluate their learning the following suggestions can be given for their consideration:

- Something I understand better
- Something I've thought about
- Something I've enjoyed
- Something that I didn't enjoy
- Something I'll try to do that I didn't do before
- Something that puzzled me

- Anything else that I have thought about

Verbal communication between the teacher and child is an important part of the evaluation.

## **10. STAFF DEVELOPMENT**

The R.E. Co-ordinator attends the meetings for co-ordinators both in the Church of England Diocese and Catholic Archdiocese. Arrangements are made for other staff to attend the training when appropriate. Staff training is given at least once a year on an aspects of Religious Education or the Religious ethos of the school.

## **11. STAFF INDUCTION**

In Faith Primary school we aim to make every new member of staff welcome and accepted, recognizing that he/she has a contribution to make to the school. It is ensure that the teacher knows the approach being followed in the school and the current topics to be covered, and give any other help and reassurance that might be necessary. He/she will be issued with copies of the relevant policies and made aware of where resources are stored. Teachers of all Faiths are made welcome and encouraged to not only teach the Christian faith but to contribute, when relevant to the teaching of their own Faith (eg. Judaism)

## **14. RESOURCES**

### **Teaching Staff Members**

#### **Sarah Williams BA Hons (QTS) NPQH NASENCO**

Headteacher

Deputy Safeguarding Lead

#### **Danielle Fox BA Hons PGCE NASENCO NPQML**

Deputy Headteacher

Designated Safeguarding Lead

Inclusion Manager

#### **Ashleigh Martin BA Hons (QTS) MA NPQML CCRS**

RE, Collective Worship Lead

Curriculum Lead

ITT and ECT Mentor

Deputy Safeguarding Lead

#### **Lizzie Tetley BA Hons (QTS)**

Class Teacher

EYFS Lead

Deputy Safeguarding Lead



**Chloe Huyton BA Hons (QTS)**

Class teacher  
Computing Lead

**Rhianna Thomas BA Hons (QTS)**

Class Teacher  
Art/DT Lead

**Ceira Grogan BA Hons (QTS)**

Class Teacher  
English Lead  
Phonics Lead

**Sophie Power BA Hons (QTS)**

Class Teacher

**Shannon Keane BA Hons PGDE**

Class Teacher  
Geography Lead

**Natalie Woodward BA Hons PGCE MPQML**

Class teacher  
P4C Lead  
RHSE Lead

**Darren McLaughlin BA Hons PGCE**

Class Teacher  
History Lead

**Amy Clarke BA Hons PGCE NPQML**

Class Teacher  
Science Lead  
MfL Lead

**Leah Matthews BA Hons (QTS) NASENCO NPQML**

Class Teacher  
Maths Lead

**Dan Gibson NVQ 2 Principles in Learning Sport Coaching Badges**

Sports and Learning Coach  
Deputy Safeguarding Lead

**Hayley Coplestone BA Hons PGCE**

Therapist  
Wellbeing Lead

### **Books and multi-media resources.**

Each member of staff has the appropriate access to the Come and See Website for their year groups and planning sheets are made available at the beginning of each term. R.E. resources are stored in the RE resource room

## **15. RELATIONSHIP TO WHOLE SCHOOL CURRICULUM**

- a) **Collective Worship** – see Collective Worship Policy
- b) **Spiritual Development** – In Faith Primary school we recognize that the general ethos and climate of the school are of vital importance in this area. We will also provide for spiritual development by recognizing that all areas of the curriculum including, and in a special way R.E., and every aspect of children's school life can contribute to a child's spiritual development. Our aim is to help the children to recognize God present in every person and in every event and circumstance and to respond to him with a free heart.

With this in mind we will provide opportunities for reflection, try to develop all aspects of living which take the children 'outside of themselves', teach them through the teaching of our faith to respond to the beauty, goodness and truth of God and ensure that our collective worship, celebration of the sacraments and introduction to personal prayer all contribute to the spiritual development of the pupils.

In all this, however, we must always keep in mind that spiritual development is a personal and unique thing and one for which we can only make provision.

- c) **Moral development**

Moral Education is what helps pupils to acquire

*"knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong. "*

*(Ofsted Discussion Paper. Spiritual, Moral, Social and Cultural Development Feb '94)*

In Faith Primary we aim to provide a secure community in which every aspect of its life and work is permeated by the Gospel spirit of freedom, justice and love. We strive to provide a moral frame work within which, as the children grow and develop, they are helped to decide what they hold as right and wrong, why they do so and how they should act. We recognise the importance of knowing, as a

school, the moral values to which we are committed and setting this stance clearly before pupils and parents.

We aim, also, to provide opportunities for developing a sense of morality in relation to self, others, local, national and global issues; for considering questions of intention, motives and attitudes; for making choices and decisions; and for knowing about, understanding and discussing the moral teaching of the Church.

#### **d) Away Days and Retreats**

In Faith Primary we recognise the value of days away from school when the teacher and pupils are able to get to know each other in a new way and share a variety of experiences, which can provide a bond when they are back in school. Away days include:

- educational day trips, fun days and celebration days
- school residential offered to all children in Year 6

#### **Links with parents**

In Faith Primary we value greatly our links with parents, recognising the importance of this for the children's development and well-being. All parents are invited to the many celebrations and assemblies throughout the year and their support is much appreciated. Parents are encouraged, too, to spend time with their children in the classes, and this usually takes the form of parent's afternoons and stay and play sessions in EYFS. Strong links are formed with parents at the Nursery stage where they are encouraged to spend time at any part of the day with their children. In the preparation for Confirmation, Reconciliation and First Holy Communion (Parish based) the Catholic Children follow the 'With You Always' programme and parental involvement is considered essential.

#### **f) Links with the parish**

The school has strong links with both parishes and the children are involved in at least one Parish liturgy each half term. These have included Harvest festival, Advent services, Christingle and SFX and St Peter's Feast day.

#### **g) Links with the Local Community**

We have links with the local community. Businesses often support us with donations for such things as fairs and raffles. Children visit residential homes to sing carols during Advent. At other times material help is given to the homeless, since Whitechapel is situated in the neighbourhood.

There are strong links with the West Everton Community Centre and the Shewsy Youth centre (based at St.Peter's). At all times we try to share expertise and resources.

#### **h) Sacramental preparation**

Sacramental involvement is different for the Roman Catholic and Church of England children. Though sacramental education is integral to the Come and See programme the main preparation for Confirmation, receiving Holy Communion for the first time and Reconciliation, is carried out in the parishes

#### **Sacraments of Confirmation, the Eucharist and Reconciliation for the Roman Catholic children**

The preparation for the Sacraments for Catholic children is in Y4. This is parish based using the With You Always programme. The children are prepared by the parish catechists at the church but this is fully supported by the school.

#### **i) EPR**

Education for Personal Relationships addresses the physical, emotional, social, intellectual, moral and spiritual development of our pupils. It is a means of creative opportunities for developing relationships within the school. The general atmosphere and the relationships which exist in the school help to form the skills, attitudes and values of its pupils. Jesus Christ asks us to love God and one another. In so doing he points to the centrality of relationships as the central area of lived experience, where fullness of life begins. Any undertaking that acts in the name of Christ must put the relationship dynamic at the core of its life.

*"Our lived experience tells us that relationships are central to our health and well-being"*

*(Guidelines. Archdiocese of Liverpool)*

Therefore, we, in Faith Primary are challenged to place relationships at the centre of our educational process.

#### **i) Equal Opportunities**

We as a school believe that Equal Opportunities means:

*"The right of each child regardless of race, gender, social or cultural background, disability or any other minority interest, including children of travelling families, to progress in, and receive the greatest possible benefit from their educational*

*experiences "*

Religious Education is an integral part of the process of making this definition a reality in the lives of the children in our school. In Jesus Christ, the centre of our religious education, and in the Gospel he taught, we see always the recognition of the equality of all, because of the dignity of all people as children of God, and the need to treat everyone with acceptance and respect. Our R.E. programme recognises that we live in a multi-cultural and multi-faith society and that it is necessary to introduce children to the background and beliefs of people of other faiths so that, from an early age, prejudice and misunderstanding can be overcome. There are radical differences between faith traditions and these cannot be overlooked but they do not preclude tolerance, respect and understanding and this is what we aim to promote in the children we teach. As part of the Come and See programme two weeks each year are devoted to the study of Judaism and another faith,

### **j) Special Educational Needs**

We aim to:

- to provide a happy learning environment for all children regardless of their ability
- to provide a level of special need support which will enable children to have full access to a broad and balanced education including the curriculum, in order to achieve their full potential
- to meet the special educational needs of our pupils by adopting a whole school approach to special needs
- to make the passage through our school of a special needs child as smooth and happy as possible by placing equal value on all pupils regardless of their rate of learning

The contribution of R.E. to the fulfilling of these aims is evident, where each is to be recognised as a special individual made in the image and likeness of God and treated with acceptance and respect. R.E., perhaps more than any other subject of the curriculum, is asking for the child's personal response, a response that is always of value.

### **k) Information and Communication Technology**

The use of Information and Communication Technology is a skill which can be employed across the curriculum and is perhaps best taught at primary level as an integral part of the other subjects.

The children in general enjoy developing their ability for ICT and it is a good form

of motivation. At the same time it can be an encouragement to them to improve the accuracy of their work. It enhances presentation and can help to develop creativity. It is useful in R.E. in enabling the children to record their accounts of experiences or events, or in printing descriptions of work they have done for display.

ICT with the use of the Smart board also enables the teacher to give the children experiences through use videos and the multi media.

### **l) Display**

Display makes an important contribution to every area of the curriculum and R.E. is no exception. There is much opportunity in R.E. for children's response in art, writing and technology to be displayed and this is a vehicle of learning for the children involved, since it is a reinforcement of what has been learned in a topic, and for other pupils, teachers and visitors who observe the work displayed. The environment of the school is enhanced by display and the children are affirmed as they see their work valued and well presented. Teachers are encouraged to display important key words for the topic, the Driver words for the level of the children in the class and examples of children's work. Display can also be a means for monitoring what is being learned in a class.

### **m) Cross-phase links .**

There are many opportunities in R.E. for creating cross-phase links. The celebration of a topic can be shared with another class. So, for example the foundation unit can invite KS1, or vice versa. Again, work can be shared through the reading of stories on a topic to children from another age group. Children can experience something of a topic being explored at a level different from their own when attending an assembly prepared by another class.

## **16. MONITORING AND EVALUATION**

The R.E. will be monitored as part of the monitoring programme for the school. And the hand book will be reviewed in line with policy review. This review will be undertaken by the R.E. Co-ordinator and senior management.

## **17. ROLE OF THE MEMBER OF STAFF WITH R.E. AS THEIR AREA OF FOCUS**

- Review the R.E. Handbook
- To give support to the Staff for the implementation of the above
- To attend Co-ordinators' meetings and convey information to the rest of the Staff
- To keep the school informed of developments in R.E.

## R.E.HANDBOOK

- To inform Staff of available Inset for R.E. and arrange for attendance of individuals when appropriate
- To ensure Staff are aware of resources, their use and where located
- To review resources, collating requirements and to order requisition, utilizing effectively the finance delegated to resourcing R.E.
- To prepare school Celebrations and special assemblies.
- To support and advise in preparation for the reception of the sacraments
- To form an Action Plan.