

**Our Lady of the Assumption
Catholic Primary School and
Nursery**



**R.E.
HANDBOOK**

2019-2020

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Mission Statement

Our Lady of the Assumption Primary School is a community based on the teachings of Jesus, where everyone is valued and encouraged to achieve their full potential.

The aim of O.L.A. Primary School is to provide a Catholic education which is all embracing and reflects Christian values in our day to day lives.

Above all we will aim to foster self-esteem so that all who form part of the school community will be respected and valued.

We acknowledge our responsibilities towards the environment and the wider community.

AIMS

The outcome of Religious Education here at Our Lady of the Assumption 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 aim of Religious Education in Our Lady of the Assumption Primary and Nursery School is to enable all our pupils to reflect on life and the mystery of God.

As laid out in the Joint Pastoral Letter on Catholic Education: Bishops' conference, September 2007, it is based on the truth revealed by God about ourselves, our life as one in the community and our ultimate destiny with God. It therefore involves studying the life and teachings of Jesus, the teachings of the Catholic Church and the beliefs of Catholics.

In RE lessons we aim to develop, at the appropriate level to the child:

- A deep knowledge and understanding of key theological ideas and how they apply to life;
- The application of 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 to foster good attitudes and dispositions so that the children are instilled with a love of learning and a desire to continue learning;
- Skills and attitudes that will enable them to investigate and reflect on meaningful and purposeful questions that we all have to face.
- A sense of self-worth through their experience of belonging to a caring community and awareness of the demands of religious commitment in everyday life.

Through the RE curriculum and ethos of our school we aim to enable all our pupils to respond to God's call in their everyday life; in school, at home and in the wider community.

OBJECTIVES

In Our Lady's school we have high expectations in work and behaviour. We encourage all pupils to do their best and achieve their potential in all curriculum areas.

Thorough planning is essential in RE lessons, as in all curriculum subjects. The different learning styles and needs of all pupils are considered in the planning of RE lessons.

Each lesson is clearly developed and plans show the group and individual work to be done.

Assessment opportunities are noted in lesson planning and teachers use a range of strategies and resources.

Religious education lessons begin with the sharing of the learning objective and this is reflected on at the end of the lesson.

Our aims in RE are achieved over time. Beginning in our Nursery and through to Year 6 our children experience an appropriate and challenging RE curriculum.

To fulfil our aims and objectives our school uses the *Come and See* programme of Religious Education recommended by the Archdiocese of Liverpool.

Cross-curricular activities e.g. Science work, relationship and sex education, environmental studies etc. also contribute to the achievement of our aims and objectives.

Our positive behaviour policy, Code of Conduct, class and school assemblies, celebrations and displays all combine to achieve our aims and objectives as a Catholic school community.

In our school 10 per cent of teaching time is given to Religious Education.

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.

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

OVERVIEW OF CONTENT

The Content of the Come and See Programme is the result of:

- a) Foundational influences on the theology and pedagogy of Come and See
 - The Four Constitutions of the Second Vatican Council
 - Catechism of the Catholic Church
 - The Religious Education Curriculum Directory
 - Religious Education in Schools
 - On The Way to Life
 - Levels of Attainment in Religious Education in Catholic Schools and Colleges
- b) The Four Constitutions of the Second Vatican Council
 - Revelation: God Speaks - Finding meaning in life
 - Church: Christ the Light of the Nations: Community of Faith
 - Christian Living: Joy and Hope: Way of Life
 - Sacraments: Liturgy: Celebration - Celebration in symbol and ritual

Come and See is developed through three themes based on the above documents of the Second Vatican Council. These are gradually explored in each year group in greater depth building on previous learning every time.

The themes are Church, Sacrament and Christian Living.

Together they attempt to answer 3 basic questions:

Where do I come from? Life -- Creation

Who am I? Dignity -- Incarnation

Why am I here? Purpose -- Redemption

God's loving initiative in creation, incarnation and redemption forms the structure for the three terms of the programme.

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

The Community of Faith -- Church themes are:

Autumn: Family -- Domestic Church
Spring: Community -- Local Church
Summer: World -- Universal Church

The Celebration in ritual -- Sacraments themes are:

Autumn: Belonging -- Baptism/Confirmation/Ordination
Spring: Relating -- Eucharist
Summer: Inter-Relating -- Reconciliation/Anointing of the Sick

The way of life -- Christian living themes are:

Autumn: Loving -- Advent/Christmas
Spring: Giving -- Lent/Easter
Summer: Serving -- Pentecost

TOPICS

Each theme is explored through a different topic in each group. The themes of each season:

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

Autumn:

Family -- Domestic Church - Life as a gift, myself a unique and loved creation and creative love and care in family groups.

Belonging -- Baptism/Confirmation - the call to belong, the creative potential that belonging brings and Baptism and Confirmation sacraments of the gift of God's life and friendship.

Loving - Advent/Christmas - the capacity for entering into loving relationships, the perfect gift and revelation of God's love and Jesus born of Mary as one of us.

Spring:

Community -- Local Church - People of God gathered in Christ, being united in the journey of faith, caring for one another and sharing their story and in celebration.

Relating - Eucharist - the invitation to know Jesus, living in communion with Jesus and one another.

Giving - Lent/Easter - Jesus' loving self-giving on the cross, the Father's love raising him to new life and the challenges facing Christians following Jesus' example of self-giving.

Summer:

Serving - Pentecost - the on-going mission of Christ in the Church through the Holy Spirit

Inter-relating -- Reconciliation - the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Holy Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation

World -- Universal Church - 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.

THE PROCESS

Knowledge/Understanding/Skills/Attitudes

The process for delivering each of the topics in the *Come and See* programme has three stages - *Explore*, *Reveal* and *Respond* which enable pupils to develop knowledge, understanding, skills and attitudes.

During the seven stages the teacher helps the children to:

- 1. Explore** - Children look at and focus on the experience within their own lives - concerning themselves, their relationships and their world. 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. Investigate, listen to stories, consider big questions, discuss, become aware of questions raised and reflect the significance of these experiences.
Explore will take one week of Religious Education time to complete.
- 2. Reveal** - the heart of the process. Together the teacher and children discover the Christian understanding of the mystery of the Trinity. They explore the mystery of human life as revealed in the person, life and gospel of Jesus. 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 and developing an understanding of this new knowledge. Children will reflect on the wonder of the mystery and gather information and collect facts connected with this. They will research, collate and classify information, becoming aware of the questions raised. They will work with problems and puzzling experiences and explore these through story, music, drama, dance, art. Children will ask questions and discuss, they will make

links between Christian understanding and the shared life experience. They will value life experiences, acknowledge and respect differences and they will be open to new perspectives.

Reveal will take two weeks of Religious Education time to complete.

3. **Respond:**

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This 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 children with the opportunity to remember what they have learnt. This may be done through creating a quiet, prayerful atmosphere for reflection, looking at and thinking about the work done as well as drawing attention to different aspects of this work. Children will share thoughts and feelings.

Rejoice is the second part of this 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. Teachers are offered guidance as to the content of the celebration. Celebrations are completed under the following headings: gather, word- listen, response and going forth.

Renew. In this section the teacher helps each child to make an individual response to what they have understood of the topic. In this part the children will think about how they can apply their learning to their daily lives. Older children may be offered the opportunity to write or draw in their personal notebooks. Teachers will evaluate to inform future teaching of the topic. This will include teaching and learning as well as assessment for learning.

Respond will take one week of Religious Education time to complete.

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

THE APPROACH CHOSEN

Our Lady of the Assumption Catholic Primary School have adopted the advised approach as set out in the Come and See Programme of work. All year groups right through from Foundation Stage 1 and 2, Nursery and Reception, to Year 6 follow the themes and topics listed in the Come and See programme.

Year 1 will follow the structure that Years 2 to 6 follow but if and when necessary in order to meet the needs of pupils in the class some children in Year 1 may access the foundation stage approach available.

PLANNING

Our school ensures that Religious Education is the core subject. As required by the Bishops', 10% of lesson time will be allocated for Religious Education. This means that in Foundation Stage and Key Stage 1, 2 hours and 15 minutes will be timetabled for Religious Education and in Key Stage 2, 2 hours and 30 minutes will be timetabled. Collective Worship, hymn practice and assemblies will not be included in this time but will be in addition to this. This time will be distributed carefully throughout the week to ensure quality and effective teaching and learning. This is the responsibility of the school leadership team. Within the allocated lesson time there will be a careful balance between teacher input, discussion and activity time.

Long-term planning

The themes and topics framework (Appendix 1) sets out the programme for each class for the year. These are taken from the Come and See programme.

Medium-term planning

The overall responsibility for the medium term planning lies with the religious education subject leader. The overview, the medium term plan is to be found at the beginning of each new topic. Copies are also available for staff on the come and see website so teachers can adapt it to the needs of their class. Staff are instructed to take time to read this carefully before they begin teaching the topic.

Short-term planning

Responsibility for the short term planning lies with individual teachers. 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.

The diocese has announced that it is expected that teachers will use the short term planning format for the topics from *Come and See*. This is available to all teachers on the Archdiocese website and forwarded to all staff by the co-ordinator. It is important that staff use the *Come and See* website for new updates on topics and not the original books. They will include the following:

- The date lessons are undertaken
- Identify groupings for each lesson (class/ability etc)
- Show evaluations of teaching and learning
- Any differentiation other than in the programme

All the content from the 6 learning focuses in *Reveal* must be taught, but not all the activities need to be undertaken. Teachers may pick those which will best meet the needs of individual children in their class.

Foundation Stage Approach

As with Key Stage 1 and 2, 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 contribution to:

- Personal, social and emotional development
- Communication and language
- Understanding of the world
- Art and design.

Throughout the programme Nursery and Reception, the process will be divided as follows

- Whole class input
- Adult directed group activities
- Continuous provision

In Years 1 to 6:

The structure within Explore and Reveal comprises of the following sections:

1. Learning focus: the overall focus of the lesson
2. Content: Suggested inputs to develop the focus
3. Some suggested activities: teachers will choose those most suited to enable the children within their class meet the learning focus. These need to be differentiated and adapted to meet individual needs.

The Respond structure is the same for the foundation stage and key stage 1 and

2. This is the opportunity for children to respond to what they know and understand, by three means:

1. Remember: here children will be prompted to demonstrate what they wonder about (AT2) and what they remember (AT1)
2. Rejoice: is the opportunity to celebrate children's new knowledge and understanding of the topic. Children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. Renew: this is where children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

Differentiation

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

- To enable children to succeed in the set task 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

We acknowledge that children learn in different ways and so it is necessary to provide a range of activities using a variety of media. It is important that the driver words are used when planning tasks. In each topic there are level descriptors, attainment level summaries and symbols showing the possible ability required by the activity, teachers will refer to these when planning lessons.

With knowledge of their children staff plan activities in R.E. lessons which meet their different needs and abilities. It is important that the children are able to

succeed in what they are asked to do as well as being challenged to develop their knowledge, understanding and skills.

All pupils are involved in the RE lesson, including those with special needs, and complete activities according to their ability.

Teachers plan according to their pupils' needs, including their learning styles.

Additional learning needs and/or disabilities

We recognise that it is essential to take into account all children with a variety of additional learning needs. Therefore, here at O.L.A. we avail of the Widgit symbol indicated throughout the Come and See programme to plan effectively for these children. Through weblinks, supported texts will be provided in order to enable these children both to access the curriculum and to support progress within Religious Education.

We endeavour to provide a variety of multi-sensory and symbolic lessons and resources to provide enjoyable and appropriate religious education experiences for children with additional learning needs and abilities. By doing so we will encourage cognitive learning and indeed learning of the heart.

The use of P Scales, a differentiated performance criterion, will provide a chart of progression in religious education for pupils with a range of learning difficulties and disabilities. This customized criteria will also assist our teachers plan, teach and assess religious education for this specific group of children. Teachers will give special attention to providing:

- A range of motivating and enjoyable experiences that engage all children
- Scope and provision to enable children to move through and demonstrate success at different P levels
- Strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.

However, in some instances, additional specific planning may be required alongside the use of the P scales. The following approaches take into account a wide range of special needs and may be used within lessons:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to engage with a multisensory approach.
- Providing a variety of materials/motivational stimuli, toys, food and interactive objects which engage children's curiosity and involves them in sharing and turn taking.

- 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 end of a session and creating a sense of celebration, reflection or 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, e.g. 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, we feel it is important that children are made aware of this in advance. This may be achieved through the use of a visual timetable/sequence of activities.

As with ourselves, *Come and See* aims to provide a meaningful and appropriate religious education experience for all children, including those with additional learning needs, abilities and learning styles. This includes children with learning difficulties working on P scales.

A Special Needs folder provided on the *Come and See* website makes available tried, tested and suggested activities for children working within P levels 1-8 with cross-referencing into the programme's themes.

Come and See for Yourself

The religious education subject leader will ensure that teachers reflect on the theme pages, *Come and See for Yourself* at the start of each topic. Time is taken for this during staff meeting time so we can share our thoughts and experiences. If this is not possible staff use this section by themselves before they begin to teach the topic.

Topic planning

At the beginning of each new topic teachers plan carefully, taking account of the age and ability of the children they are teaching.

Then they:

- Note the basic question and Christian belief for the term.
- Study the content and focus of the theme.
- Note link to theme and prior learning
- Highlight the key concepts, skills and attitude to be fostered.
- Decide what attainment targets are to be covered.
- Highlight the learning objectives for each stage of the process.

- Indicate any assessment activities and whether these involve the whole class, groups or individuals.
- Decide on the allocation of time and make a note of the dates on the plans.

ASSESSMENT

As recognised by The Independent Review of the Primary Curriculum 2009, assessment is an integral aspect of all teaching and learning. It is focused by the overall aims and objectives of Religious Education. In the Come and See Programme, it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess their spirituality or the practice of faith.

Assessment in Come and See emphasises a wide range of achievement.

In our school it comprises:

Informal Assessment

Regular assessment, individual pupil tracking and record keeping are regularly carried out to ensure pupil progress. We employ a range of strategies including:

- observation of children during tasks and activities
- observation of contribution to discussions and the answering of questions.
- observation of the contribution made to any RE displays
- observation of the contribution in assemblies and celebrations, including preparation
- review end of task, activity, lesson, topic
- marking of work
- Teachers make a note of the children who are achieving above or below expectations.

Formal Assessment

In each term, one theme from the Come and See programme will be formally assessed using the tasks given by the archdiocese. Teachers will be instructed to undertake a certain task, linked to a learning focus in Come and See, from each of their topics across the year groups. 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. After the formal assessments have taken place and been marked, moderation meetings should be held to agree levels and ensure they are consistent across the school. The result of these will be completed context sheets.

After Moderation Meetings, teachers will give 2 examples of HA/LA/AA levelled work to the Co-ordinator to put into the school portfolio to build up a range of exemplars.

Tracking sheets are updated termly and stored to monitor and keep track of the progress of each cohort. For Foundation Stage Nursery/Reception, a portfolio of annotated work from each topic, including photographic evidence, is needed for the same purpose.

Attainment Targets and Levels of Attainment

The National Board of Religious Inspectors and Advisers in their document, *Levels of Attainment in RE for Catholic Schools*, identify two attainment targets:

AT1 - Knowledge and Understanding of Religion

(Learning about Religion - content)

AT2 - Reflection on Meaning

(Learning from Religion - skills)

As in other subjects, progression in religious education is not always predictable and pupils of the same age will be at different levels of attainment.

The Record of Attainment (copy on website) should be updated after each formal assessment. These can be seen in the assessment portfolios. 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 secondary school to enable them to progress from the appropriate starting point.

RECORDING

In our school recording provides evidence of achievement. It involves pupils in self-assessment and progress in dialogue with the teacher. It takes the following forms:

- notes from observations
- written comments on children's work
- visual evidence - for example, displays, photographs of dance, drama, celebrations etc
- class/school books and portfolios
- pupils' self-assessment

REPORTING

During each year our teachers, RE co-ordinator and head teacher report to pupils, parents and governors. In these reports, the language of the level descriptors from the Levels of Attainment and driver words should be used. As it is **the core** subject in Catholic Schools, RE should appear as the first subject on the report.

Our reporting in RE:

- provides feedback to pupils on their achievements and progress
- informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group
- informs parents of the progress and achievement of their children
- informs parents, governors and external agencies of the content and quality of Religious Education we provide and the achievement of the pupils.

EVALUATION OF TEACHING

The evaluation of the teaching of RE in our school, as in other subjects, is an on-going process. The RE co-ordinator monitors teaching regularly and feeds back to teachers individually and writes a general report for the head teacher. This is then presented by the co-ordinator at a staff meeting. The successful aspects of teaching are highlighted and any areas for development are discussed.

Evaluation of teaching is done through the monitoring of:

- Planning
- Teaching
- Collective worship
- Teachers'/children's evaluations
- Children's work
- Displays
- Resources
- Celebrations

Religious Education in a Catholic school is the foundation of the entire education process. The Bishop delegates the responsibility for ensuring that RE is provided in accordance with the diocesan authority to the governors of our school. They in turn, delegate the responsibility to our Head teacher and the teaching staff, including the RE co-ordinator.

EVALUATION OF LEARNING

Giving children time to reflect and evaluate what they have learned is an important part of the learning process. The Come and See programme we use in our school includes ways to enable the children to evaluate their learning. There are opportunities for this in the Remember, Rejoice and Renew stages of the process.

Remember

At this stage the teacher enables the children to recall and review the work done in the topic.

This is done by:

- recalling what was given worth at the celebration
- giving time for children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group
- asking specific questions to discover what learning objectives have been achieved
- using gathered examples of work and resources as prompts
- summarising and reinforcing learning that has taken place
- expressing something of the new knowledge, insights, skills and attitudes acquired
- formulating and recording statements of new knowledge
- evaluating the topic

Rejoice

In this stage of the process the teacher enables the children to celebrate in worship all that has been done and learned. Here, time and space are set aside to:

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

This is done by:

- bringing together the work done
- selecting from it what is significant, relevant and meaningful

- creating opportunities for thought, for prayer, for stillness and silence
- fostering an atmosphere which may evoke responses of joy, sorrow, thanks, praise, and acceptance and so on.

Renew

In this part of the process the teacher helps the children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community.

This can be done by:

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

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

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

At the end of *Rejoice, Remember* and *Renew*, pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives.

STAFF DEVELOPMENT

The Catholic ethos of the school permeates all we do. There is a strong sense of community in which all staff and pupils are expected to help, develop, value and respect one another.

The whole school community is encouraged to make Our Lady of the Assumption a school which is stimulating, enjoyable and a satisfying place in which to work, learn and play.

Staff development is encouraged and practised in the following ways:

- Staff attending to their own religious development by reading, studying and prayer.
- The RE co-ordinator attends all of the co-ordinator days/sessions and relays the information and ideas at the appropriate staff meetings as well as providing staff with information packs and resources and sending out regular update emails.
- A staff development plan which ensures all other teachers will attend the archdiocesan topic days is in place also.
- As well as INSET days and regular meetings in school the co-ordinator is always available before and after school or during breaks and lunchtime to help and advise staff with any matters.
- At the beginning of each term an overview of RE events/celebrations is presented by the SMT and RE co-ordinator and discussed with staff for events to be planned accordingly.
- Time is also given at staff meetings to discuss each topic in *Come and See*.
- Staff are encouraged to use the *Come and See for Yourself* reflections at the beginning of each topic to further their understanding of each theme and share thoughts, feelings and experiences.
- The co-ordinator assists the organisation of school Masses and liaises with the parish clergy. She also gives help where needed when staff are organising their class Masses and assemblies.
- As mentioned, various members of staff have attended in-service training from the archdiocese. The extensive list can be seen in the Self Evaluation Document.

To further support this, a **staff development plan** is set in place to allow other members of staff attend training and professional development from the archdiocesan team. This includes:

- INSET training for all members of staff for *Come and See* (see SED)
- R.E. Co-ordinator attending termly briefings
- regular staff meetings for *Come and See* and *Collective Worship*
- a rota for teaching staff to further their CPD by attending archdiocesan training at LACE
- R.E. Co-ordinator delivering an update of progress, attainment and the R.E. curriculum to a full Governors meeting.

The *Come and See* R.E. Programme gives guidance to staff and the understanding needed to deliver the school's RE.

It is important for staff to study the following sections of the programme:

- *Page 18 The Word of God: Scripture and Tradition*

In this section, teachers are informed of the importance and tradition of scripture. They are made aware of the power of story and how the Bible is an important part of the RE programme.

- *Page 19 Sacrament*

This informs teachers of the sacraments and how God's love and presence are made real and celebrated through them. It discusses that God is the most perfect sacrament and will enlighten teachers to the fact that the Church too, is a sacrament.

- *Pages 28-33 Celebration - Prayer and Worship Pages*

Celebrations are an essential part of life, and year in, year out people all over the world hold and attend rituals and celebrations with friends and family. Therefore, in this section teachers can develop their understanding of what the Christian community have to celebrate and the celebration of the Eucharist. Opportunities for both staff and children to celebrate and reflect throughout the Come and See programme are highlighted. On page 29 there is guidance on planning and preparation of a celebration.

In *Appreciating symbol*, (page 30), there is an age related outline of the programme's exploration of symbolism.

In *Prayer*, (page 30), staff are made aware that children have a natural aptitude for prayer and it is the task of the teacher to recognise this as well as to create and maintain an environment in which this is fostered and developed.

Words for prayer - In this the informal and formal words for prayer are discussed.

Prayer experiences - This gives a list and explanation of a variety of forms and styles of prayer that are introduced to the children.

Key Stage 2 teachers will find the information in *using a notebook* (page 33) helpful when introducing this kind of personal expression.

Traditional prayers (page 31) are listed under the headings of *Aged 3-5*, *Age 5-7* and *Age 7-11* so teachers will know when these are introduced.

- *Pages 38-39 Religious literacy*

It is explained that the aim is religiously literate and engaged young people. For teachers, it is highlighted that this is delivered through Explore, Reveal and Respond. There is also guidance on *Talking to children about God, The Trinity* and *Talking to children about Jesus*.

- *Pages 34-37 Using Scripture*

In this section there is an explanation of how using scripture is essential to understanding the faith story. Examples of scripture included in *Come and See* are listed and explained. Guidance for teachers delivering scripture to a class is noted and sources mentioned. There is a scripture grid for each theme and topic on pages 44 and 45 to support and guide staff.

Miracles and Parables are explained for teachers on page 34, while on page 35, *Miracle Stories in the New Testament* outlines that the kingdom of God is at hand.

The Parables of Jesus discusses that it may be a challenge for teachers to present the parables in a true manner rather than telling a 'nice story'.

Useful notes on *Delivering Scripture* are provided on pages 35 and 37. They support staff in that ideas for using scripture are listed. These notes also encourage cross-curricular teaching, calling on us to use skills developed in literacy to present scripture passages.

The preservation and development of the quality and distinctive nature a Catholic school depends on the faith, practice and standards of everyone in the school. At Our Lady's we aim to encourage our Catholic staff to combine personal conviction and practice of faith with the required professional qualifications and standards. We also acknowledge the devotion and service given by our non-Catholic staff and we recognise our obligations to them.

Teachers who do not hold a Catholic teaching qualification are encouraged to enrol on a course to gain this.

STAFF INDUCTION

The induction of newly qualified staff and those new to Our Lady of the Assumption is the responsibility of both the Head teacher and Deputy Head teacher. In matters relating to RE this may be shared with the RE co-ordinator.

Information to supply staff is the responsibility of the Head teacher who will know from the planning forecasts what the absent class teacher had prepared.

There is a member of staff who has the responsibility to mentor any students in our school but all staff are able to do this as training, from Hope University College, has been given to all the teaching staff.

The RE co-ordinator usually carries out RE lesson observations when students are in school on Teaching Practice.

Non-Catholic members of staff may need additional support from the RE co-ordinator. This may be help with prayers, collective worship, assemblies, information about the Sacraments and Feast Days etc.

STAFF COMMUNICATION

There is a meeting of all teachers at the beginning of each week before school begins. During this a bulletin is distributed which lists events/activities taking place each day. Staff fill in any items for inclusion the week before, on an outline plan. This is collected when completed and taken to the office by one of the administration staff, to be prepared for printing. At this briefing there is an opportunity to discuss any matters arising and give any information that staff need to know.

There is a weekly staff meeting, which takes place after school on Wednesday. The Head teacher plans with the staff at the beginning of each term any main training/ items to be featured and organises the agenda to be distributed to staff each week.

Staff get together at break and lunchtimes in the staff room. The co-ordinator regularly uses a white board there, to leave important messages about RE and display the themes and dates, as well as formal assessment updates. There is time to relax and often the opportunity to discuss school matters informally.

The Senior Management team meets regularly and staff can approach any of the team to ask them to raise any issue that concerns them, at the meeting.

The Head teacher and Deputy are always ready to listen to the opinion and concerns of the staff and an appointment can always be made to meet with them. All staff have access to e-mail and messages can be sent in this way. Also, RE information is available to staff on a 'Shared Drive'.

RESOURCES - STAFF MEMBERS

Teacher	Year Group	Qualification	Teacher Status	Responsibility related to R.E.
Mr. M. Burke	Head teacher	BEd CCRS	Qualified	Head teacher
Mrs E. Davies	Nursery	BA CCRS	Qualified	Deputy Head teacher
Mrs E. Wakefield	Nursery	BA	Qualified	
Miss L Cusack	Reception	BEd	Qualified	
Mrs. E. Kelly Mrs C. Benson	Year 1	BEd CCRS BA	Qualified	
Mr A Finnan	Year 2	Bed CCRS	Qualified	
Mrs. N. Frederick	Year 3	BEd	Qualified	
Miss E. Taylor	Year 4	BA	Qualified	
Mrs. A. Gill	Year 5	Bed CCRS	Qualified	R.E. Co-Ordinator
Mr.J. Fazackerley	Year 6	BEd CCRS	Qualified	

RESOURCES - TEACHING

We have a central area where R.E. resources are stored. The area is accessible to all staff if and when they may need them and each member is aware of the location and contents of the resources. They include assembly books, Bibles, books about other faiths, pictures/posters and story books to support each Come and See topic. The maintenance and updating of these resources is mainly the responsibility of the religious education co-ordinator but all staff are responsible for the careful use and safe return of anything they may use in their class.

In addition to this each class is provided with individual copies of:

- Come and See File and access to online resources
- Children's Bibles
- Good News Bibles
- God's Story relevant to age and stage
- Church's Story relevant to age and stage
- Prayer books
- Crucifix
- Come and See CDs

RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

Spiritual and Moral Development

"One of the mistakes we make is to think that God only comes to us through religion. Wherever there is beauty and truth, there is God"
(Sr. Wendy Beckett)

Our Lady of the Assumption is a Catholic school and as such we hope to encourage our children and staff to open their minds and hearts to recognise in Jesus Christ the fullest expressions of God's presence in our world. Spiritual development means a familiarity with the life, words and actions of Jesus and to know that "all we have comes as a gift from God and that without God we are and have nothing."
(St. Francis of Assisi)

Our Christian faith enables us not only to name the author of all goodness, beauty and truth; it also opens our minds and hearts to recognise in Jesus Christ, God's presence in our world. In this respect, spiritual development is, of course, inseparable from religious education, catechesis, workshop and liturgy in which we try to introduce to the pupils the person of Jesus Christ and relate his teaching to their experience. It is in this context that the liturgical life of the school assumes its richest significance, where opportunities for prayer and reflection enable pupils to strengthen their life in Christ. The opportunities provided by a Catholic school for pupils to deepen their personal relationship with Christ in personal prayer, public liturgy and the celebration of the sacraments bring the spiritual life of the school to its most explicit expression.

Aim

Our Lady's school aims to provide - through its curriculum, through corporate and collective worship, through its ethos and general atmosphere - the opportunity for all of our children to benefit from those experiences which take us outside of ourselves and so closer to God. We aim to promote pupils' spiritual development by trying to ensure that pupils' experiences, at school are conducive to spiritual growth. We want to encourage in pupils a solid sense of self that will:

- Motivate them to exercise their talents to the full;
- Help them to meet life's challenges and cope with the grief, suffering and doubts that are an inevitable part of the human condition;
- Encourage them to like, love and respect others.

Spiritual development is concerned with the development of intellectual curiosity, the energising desire to search for truth and beauty, to explore, to find answers and to understand. Pupils who are developing spiritually will be:

- Responsive to awe and mystery;
- Keen to explore and understand, even where understanding may seem difficult or impossible;
- Eager to find meaning and purpose;
- Keen to find good (and/or God);
- Creative and imaginative in a constant search for answers.

Objectives

Our Lady's school can promote pupils' spiritual development by providing pupils with opportunities and encouragement to:

- Reflect - on themselves, others and life's fundamental questions;

- Exercise intellectual curiosity - testing their beliefs against others' and exploring samenesses and differences;
- Experience awe and wonder - to be moved by nature and by excellence in human achievement;
- Exercise imagination and intuition - in creative pursuits, in their academic work and daily life;
- Discuss and debate - insights, beliefs, ideas, emotions, feelings and experiences;
- Engage in prayer, worship and reflection.

We need to give our pupils opportunities to reflect on what they have seen, heard, read or done. We also, sometimes, need to step aside and give our pupils the space to explore for themselves, to question and indeed, to reject. Young people have little time or space, never mind quiet, in which to become aware of themselves, of their feelings, reactions and needs.

There can be no doubt of the importance of the environment we create for our pupils, and in this environment, acceptance, respect and love are essential. Creating and maintaining this "safe place" is both difficult and demanding. Only in an environment of mutual trust will young people open themselves to the truth and value themselves and others.

"In a Catholic school everyone should be aware of the living presence of Jesus the "Master" who, today as always, is with us in our journey through life as the one genuine "Teacher", the perfect Man in whom all human values find their fullest perfection"

(The Religious Dimension of Education in a Catholic school para 25)

Moral Policy

"Love of neighbour is inseparable from love for God"

(Catechism of the Catholic Church, 1878)

Moral development is about making moral decisions. In the Catholic tradition, making moral decisions is about judgement of conscience. It is, therefore, crucial that young people understand what is meant by conscience.

It is also important that young people are helped to understand that conscience is not the same as instinct or personal preference. Rather it involves responsible, properly informed judgement, a judgement based on the moral teaching of Christ and his Church.

A moral act has to be done as a result of a free, informed choice for good. This has implications in the way we encourage good work or good behaviour in school. If these are achieved because our pupils are afraid of punishment, then we are failing in this way to support their moral development: we have limited their freedom to choose good.

Moral Decisions

The moral decisions we, as teachers, take, directly affect our pupils. The ways in which we relate to them and their work and development will show them whether we are trying positively to help them fulfil their potential or implying that we take little account of the efforts they have made. If we offer the same intellectual challenge to all those in a mixed ability group, they may find it hard to accept that we believe they have a unique potential to be developed in the classroom. If we regularly give them time-filling (time-wasting) tasks such as colouring pictures or copying from the board, they may question our respect for their intellectual ability or, indeed, for the subject we are teaching.

As teachers, we are constantly making moral decisions in the classroom. These are, perhaps, most obvious, and they touch pupils most immediately in the ways in which we discuss/enforce our discipline code. We need to think through how we handle disruptive pupils, whether we punish a whole class for the faults of a few, the reasons for allocating jobs with their various perks, all need thinking through, not only in the staff room, but also with the pupils themselves so that our criteria are known and understood by all. Sometimes we are able to share decision-making with them, drawing them into the process and the responsibility. Sometimes, because of our greater experience or knowledge, or because of our responsibility for them as teachers, we have to take the decision ourselves. Our readiness to share with pupils, as much as possible, the reasons for our decisions, and the principles and consequences which have been taken into account, is one of the most formative ways in which we can help their moral development.

Aim

In Our Lady's school, we aim to help children in their moral development. We do this by helping them understand the difference between right and wrong, and with committing themselves to doing what is right because they want to do right. People who are developing morally listen to their conscience, the inner sense, which is better informed by their upbringing, experiences and faith or religious beliefs that prompts them to do what is right out of love for others, respect for themselves and regard for the world in which they live.

Objectives

We can help our children achieve this aim by being:

- Aware of the dangers of acting against their conscience;
- Willing to understand and take into account, with compassion and goodwill, the beliefs, feelings, emotions and experiences of others;
- Prepared to engage in self-examinations;
- Able to deal effectively with moral conflict and temptation;
- Willing to make an effort to understand, and where necessary forgive, themselves and others.

To promote pupils' moral development is to ensure that pupils understand the differences between right and wrong and the importance of striving to do right.

Schools will encourage pupils to:

- Inform pupils' thinking and actions and help them exercise their will in resisting temptation;
- Prompt the constant attempt to become a better person;
- Increase fellow feeling and the willingness to make an effort to understand others;
- Build pupils' respect for themselves, others, their society and their environment;
- Enable pupils to engage in effective moral reasoning.

We can encourage pupils' moral development in a variety of ways. These might include:

- Reflecting on moral rules, shared values and their importance for good relationships and social stability, on the qualities of a good human being and on the complexity of moral issues;
- Analyse the consequences of their actions, both good and bad, in terms of their own conscience (their mutual reasoning and judgements), social reward and punishment;
- Acquiring and developing the qualities and attitudes that will enable them to become better human beings, to develop their feelings for others and to exercise the self-discipline that will enable them to fulfil their potential;
- Exercising moral reasoning in making real choices about how they should act;
- Exercising judgement in right and wrong, examining their own actions and those of others for what they might learn;
- Discuss and debate ideas of right and wrong in relation to current issues.

In a Catholic school we see the inter-dependence of spiritual and moral development. Moral development hinges on the practice of self-denial, on the willingness of the person to see his or her own good in relation to that of others and in terms of a loving God who calls us, through generous self-giving, to the true fullness of life.

"And the Lord's new commandment is at the centre of our faith:

"This is the commandment: that you love one another as I have loved you".

The "as" is the model and the measure of Christian love."

The religious Dimensions of Education in the Catholic School para 85)

Opportunities for Away Days and Retreats

Opportunities for away days and retreats are accepted by the Head teacher and Deputy who have both attended these in the past. Mr. Burke, Head teacher has attended a retreat within the last two years.

Links with Parents, Parish and The Local Community:

Parents

- A weekly newsletter outlining upcoming events, star pupils, achievements and important dates is put on the website for parents.
- A topic list is sent out at the beginning of each term. This gives information about what the children will be learning in each subject, including RE and gives some guidance on how parents can help their children.
- Parents Evenings are held throughout the year.
- Teachers escort their class out of school at 3.15pm and when necessary are able to speak with parents then.
- Parents can make an appointment to see the Head teacher or member of staff.
- Parents co-operate with school initiatives e.g. home school agreement, CAFOD World Gifts appeal each Christmas, food bank and Harvest food collections.
- Parents are invited to assemblies and celebrations e.g. class assemblies, class masses, Harvest, Christmas, Easter and end of year celebrations.
- Parents are invited to class/school/Parish Masses.
- Parents are often asked to send in artefacts/ photographs etc. linked to R.E. topics.
- Parents may be asked to take an active role in celebrations e.g. the First Holy Communion Mass, end of year service, Baptisms etc.

- Parents are encouraged to come into school to help in class
- On occasions, parents are welcomed into the school for a coffee morning where they can converse with a member of staff about any concerns or queries they may have.
- Our school's PTFA support many school activities including charity coffee mornings, collecting food for food banks and other fundraising and charity events.

The staff, governors and clergy associated with Our Lady of the Assumption continue working hard to build and maintain good relations with parents.

Parish/local community:

- The parish newsletter highlights special events, to which parishioners are invited and also notes achievements of the school and its pupils.
- A school governor is a link with the parish and community.
- Feast Day Masses are celebrated with the parish.
- The Parish priest visits school to work with classes, to celebrate Masses and services.
- Parish members prepare children for the Sacraments of First Communion and Reconciliation and organise parish services at Christmas/Easter which involve some of our children.
- Staff and pupils are invited to and attend parish events.
- Harvest food is donated to a local Liverpool food bank.
- Liverpool Nugent Care Society benefits from our school's annual fund-raising efforts.
- The wider community is helped with donations to CAFOD and Parish/School links with Kenya and closer to home.
- We are committed to strengthening links with the parish, for example helping with bag packing for the SVP at the local supermarket.
- A group of Year 6 children are registered in the Faith In Action programme, working towards the 1st Level with 20 hours service in the parish.

The staff, governors and clergy continue working hard to build and maintain community links with the Parish, other schools, the LEA, other community support services and the wider community. This is particularly demonstrated in the schools involvement with the Archdiocesan '**With You Always**' project.

Sacramental Preparation 'With You Always'

This is a very close working partnership between the School, Parish Catechist and Chair of Governors, Mr P. Byrne and Fr Stephen Pritchard, PP; Our Lady of the Assumption. This close working party have arranged regular visits for the Year

4 children along with their teacher Miss Taylor to church for sacramental preparation. Here, children are greeted by and work closely with their Parents, Fr. Stephen and the catechists. An afternoon is spent learning, preparing and having fun in a workshop style event.

Once children have received the sacrament they are then involved in the preparation of a celebration mass in church which their families, friends and parishioners attend. This is a joyous event, a time to celebrate!

The Inter-relationship between Religious Education and other School Policies

The inter-relationship between R.E. and Our Lady of the Assumption's policies is clear.

Both our ***Citizenship*** policy and the R.E. policy stem from the mission statement of the school. Our Lady of the Assumption is a community based on the teachings of Jesus where everyone is valued and encouraged to achieve their full potential. We promote ***equal opportunities*** and strive to ensure that everyone is happy and treated fairly and just.

As previously discussed, it is essential to take into account all children including those with additional learning or ***special educational needs***. Both these policies identify the need to plan and deliver a curriculum that considers the needs and (dis)abilities of all learners. Differentiation of content, tasks, and resources is paramount so as to enable every child to achieve their full potential. This is something we feel strongly about at Our Lady of the Assumption. Our ***Information Computer Technology (ICT) policy*** also recognises this along with the value and importance of providing a range of learning opportunities for all. This too will support the various learning styles as previously discussed. We recognise the need to present cross-curricular opportunities including the use of interactive whiteboards, music, photographs, power points etc. to provide an enriching religious education for all.

Collective Worship See additional policy. Co-ordinator provides teachers with weekly themes, resources and ideas. Using these teachers then assist the children in each class to plan, prepare and deliver daily Collective Worship sessions.

Masses - Fr. Stephen, our PP comes into school regularly. However, the junior classes take turns to plan, prepare and participate in class masses in Church throughout the year under the guidance of Fr. Stephen. Together, he and the Head teacher organise school Masses, including readings, Bidding prayers,

offertory procession and liaises with the Music co-ordinator (Head teacher) to select suitable hymns and music. All relevant details are then shared.

Assemblies - There is one KS1 and Foundation Stage assembly each week and one KS2 assembly each week. The Head teacher leads these. The format includes entrance with music, story, reflection, prayers and a song/hymn. On a rota basis class lead assemblies take place throughout the school year. These are usually based on one of the Come and See topics, the Liturgical year or PSHE. Quiet music is played as the children enter to set the reflective atmosphere. Awards for attendance, punctuality and pupil of the week are also distributed during these assemblies. A timetable has also been proposed for classes to share their learning with the whole school at the end of each Come and See topic during assembly time.

Special celebrations - take place during the year e.g. Mothers' Day, Father's Day, Harvest Service, Advent/Easter Services etc.

CROSS PHASE LINKS

Children coming to Our Lady's School usually start in the Nursery. To begin with they come on a 'taster' session accompanied by both parents, one parent or their carer. This helps them to settle into unfamiliar surroundings whilst having a familiar face to reassure them. The Nursery children are very much part of the school and are included in many of the celebrations that we have, according to their suitability.

There are links between Nursery and Reception, including assemblies and music lessons.

At the end of the summer term all children spend some time with the teacher whose class they will be going into in September.

Our school has very good links with the secondary schools. Most of our Y6 children move on to St Julie's (girls) and St Francis Xavier's (boys). Some pupils transfer to Gateacre Comprehensive or one of the other secondary schools.

In the summer term Y6 children spend a day in their new school and a number of teachers from the secondary schools meet with our Y6 teacher. This gives an opportunity to share information about the children who will be transferring, such as those who have special educational needs, children's preferred learning styles and friendship groups etc.

Links with these secondary schools are further strengthened throughout the academic year. We work closely with the transfer co-ordinator at St Julies to plan and co-ordinate events held both here on site and at St. Julies. These include cookery, art and Design Technology taster sessions, for Years 4, 5 and 6.

CROSS-CURRICULAR LINKS

There are many cross-curricular links throughout the timetable. As RE is related to life there are many opportunities to relate the current RE topic to other subjects and very often our school ethos influences work done right across the curriculum e.g. in the Science topic of Healthy Eating, in PSHE and in ICT.

Religious Education in our school, as in all Catholic schools, is the foundation of the entire education process.

Our Lady of the Assumption provides an environment in which pupils are happy, feel valued and do their best. They learn to co-operate with one another and treat others with respect.

The curriculum includes work that helps them to appreciate faiths and cultures different from their own. All pupils, regardless of gender, faith or ability are given equal opportunities to develop as individuals. Every child matters in Our Lady's School

RELIGIOUS EDUCATION DEVELOPMENT PLAN

R.E. action plan is included in this handbook and action will be implemented as dated.

EVALUATION OF RELIGIOUS EDUCATION HANDBOOK

The R.E. Handbook will be reviewed each year and updated as necessary.