



St. Gregory's Catholic Primary School



**Together, in Jesus, we love,
learn, create and celebrate.**



Handbook for Religious Education

Religious Education Policy

Subject Lead	Miss Heather Brown
Groups Involved in discussion	Headteacher Senior Leadership Team All Staff Governing Body Children Parents
Link to School Improvement Plan	

Introduction

This handbook provides a framework for all staff, which includes guidance on planning, assessment, recording and reporting in Religious Education. It offers guidance on teaching styles and opportunities for meeting the needs of all pupils, as well as giving advice on equality.

Religious Education is the core subject in our Catholic School and influences all that we teach and enables us to develop the whole person.

At St. Gregory's Catholic Primary School, Religious Education respects and promotes our children's capacity for wonder, awe, reverence, and imagination to help them grow spiritually.

Mission Statement

Together, in Jesus, we love, learn, create and celebrate.

By living out our Mission Statement, we aim to:

- Build a loving, vibrant community with Christ at the heart,
- Celebrate the uniqueness of all and enable them to reach their full potential,
- Have a passion for learning and an enjoyment for discovery.

The staff at St Gregory's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

Intent

RE permeates all that we do at St. Gregory's Catholic Primary School. Our Mission Statement is lived out by all members of our school community daily. It is our intention when teaching Religious Education at St. Gregory's that our children acquire the essential knowledge and understanding of the Catholic faith.



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It is our intention to immerse our pupils in the wonder of the world around them and to experience awe in the beauty of God's creation; to uplift them by the worship opportunities created daily and for pupils to experience living and working in a faithful, praying school community so that their spiritual and moral development thrive.

Our aim at St. Gregory's is to ensure that every child develops a deep respect for themselves, and others as made in the image and likeness of God. That they are happy, confident, and secure in their own stage of physical, emotional, and spiritual growth.

We aim for our pupils to fully embrace a holistic approach to education, have a profound understanding of what it means to have a vocation and joyfully offer their gifts and talents in the service of others. That they have an excellent understanding of loving relationships and sexual development within the context of a Christian understanding. We aim for our pupils to be alert to the needs of others and to seek justice for all within and beyond the school community. That they all deeply value and respect the Catholic tradition of St. Gregory's School and its links with the parish community and the archdiocese. That our children are able to pray with reverence and reflect deeply with heartfelt response to the Word of God and that they develop the knowledge and understanding of and a deep respect for other faiths.

Implementation

Our RE curriculum is taught through the 'Come and See' Catholic Primary RE programme, as recommended by the Archdiocese of Liverpool. For those already engaged in the journey of faith, RE will be a catechesis, and for some children, RE will be evangelisation, the first opportunity to hear the Good News of the Gospel. Through our 'Come and See' programme, our pupils are offered the opportunity to search, Explore, Reveal and Respond; this is part of what it is to be human. St. Gregory's children will come and see the wonder of all that is within them and beyond them.

The Aims and Objectives of Religious Education

The overall aims of Religious Education at St. Gregory's are:

- the mystery of God.
- the life and teachings of Jesus Christ.
- the teachings of the Church.
- the central beliefs that Catholics hold and the basis for them.
- the relationship between faith and life.

These are explored in a manner, which encourages investigation, and reflection by pupils, develops the appropriate skills and attitudes and promotes free, informed, and full response to God's call in everyday life.

In the words of the Curriculum Directory, 2012, the outcome of Catholic 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.'

Our Mission Statement reinforces this message...

'Together, in Jesus, we love, learn, create and celebrate.'



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The staff at St. Gregory's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

The deliberate intention of St. Gregory's School is to cater for the individual needs of the children and equip them with a better understanding of the world in which they live.

St. Gregory's Religious Education programme will...

1. include analysis and critical appreciation.
2. provide opportunities for celebration, prayer, and reflection.
3. provide children with the language of religious experience – a 'liturgy' in religious activities, places, stories, symbols and rituals, people, and objects.
4. present a systematic presentation of the Christian event, message, and way of life, in ways appropriate to the age and stage of development of the child.
5. Require that all adults involved, understand the underlying theological as well as educational principles.
6. Include appropriate materials about other faiths.

Curriculum and School Organisation

To fulfil our aims and objectives we use the 'Come and See' programme for Religious Education recommended by the Archdiocese of Liverpool.

Overview of Content

The following pages show an overview of the Themes and Topics over the year cycle of Come and See.

The Process

The process for delivering each of the topics in Come and See has three main stages, which enable pupils to develop knowledge, skills and attitudes.

Explore: is the introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon.

Reveal: is the heart of the programme where knowledge and understanding of the catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Respond: is where the learning is assimilated, celebrated and responded to in daily life.

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

The Approach Chosen

We have chosen a whole school approach to the long term planning for Religious Education so that all pupils explore their topics at the same time, following a one-year cycle. This shows clear, comprehensive, systematic progression across the year groups.

Time Allocation for RE

At St. Gregory's, we ensure that at least 10% of the weekly curriculum in each class is allocated for Religious Education, ensuring quality time is given for effective teaching and learning each week. This does not include time for collective worship.

In Early Years and Key Stage One, at least 2 hours and 10 minutes is spent teaching RE each week.

In Key Stage Two, at least 2 hours 30 minutes is spent teaching RE each week.



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Come and See Annual Cycle

The 'Come and See' programme follows a one year cycle. Each year group will explore their own topics based on a whole school theme. There are three different types of themes within the programme, which are covered once per term.

They are: Church themes
Sacramental themes
Christian Living themes.

The themes are indicated on the above grid on the left hand side and the topics to be explored by each year group can be found under each relevant column.

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



The themes occur in each term and each gradually builds on the understanding of prior learning.

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RE Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself	Welcome	Celebrating	Gathering	Good News	Friends
Reception	Welcome	Birthday	Gathering	Growing	Friends	Our World
Year 1	Families	Belonging	Special People	Meals	Holidays & Holydays	Being Sorry
	Belonging	Waiting	Meals	Change	Being Sorry	Neighbours
Year 2	Beginnings	Signs & Symbols	Books	Thanksgiving	Spread the Word	Rules
	Signs & Symbols	Preparations	Thanksgiving	Opportunities	Rules	Treasures
Year 3	Homes	Promises	Journeys	Listening & Sharing	Energy	Choices
	Promises	Visitors	Listening & Sharing	Giving All	Choices	Special Places
Year 4	People	Called	Community	Giving & Receiving	New Life	Building Bridges
	Called	Gift	Giving & Receiving	Self Discipline	Building Bridges	Difference
Year 5	Ourselves	Initiation	Mission	Memories	Transformation	Freedom & Responsibility
	Initiation	Hope	Memories	Sacrifice	Freedom & Responsibility	Stewards
Year 6	Loving	Vocation & Commitment Expectations	Sources	Unity	Witnesses	Healing
	Vocation & Commitment		Unity	Death & New Life	Healing	Common Good

Planning

Long Term Planning

Long term planning is the responsibility of the Leadership Team. Each class has its own long term plan according to the programme of study for that particular year group,

Medium Term Planning

Medium term planning is the responsibility of the RE Lead. The medium term plan details:

- the content and focus of each theme,
- links to the Catechism of the Catholic Church and Religious Education Curriculum Directory,
- key concepts, skills and attitudes
- attainment targets
- Christian doctrine for the term
- The three themes and topics
- The start dates for each topic (each topic should be given equal time – each topic will take four weeks to complete)



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The planner shows the allocated length of time required to ensure that the three learning outcomes for each topic will be achieved. Delivery of a topic requires approximately ten hours. It is recommended that the following structure is followed:

<u>Explore</u>	A quarter of the time allocation.
<u>Reveal</u>	Half of the time allocation.
<u>Respond</u>	A quarter of the time allocation.

Short Term Planning

Short term planning is the responsibility of the class teacher. Planning is documented at the discretion of the teachers preferred template, including annotations of the topic book. At St. Gregory's, teachers should include the following in their planning:

- key words for the topic
- learning intentions for every lesson which includes a standard skill (known as 'driver' words)
- differentiation and activities
- resources
- dates
- reflection
- evaluation

Standard skills also known as 'Driver Words.'

The Driver words are a key aspect of the planning, delivery and assessment of Religious Education. The language of them must be incorporated into these three key areas.

Key Skills in RE	
AT1: Learning and Understanding (Learning about)	AT2: Engagement and Response (Learning from)
Recognise	Talk about
Labelling, naming, matching, sorting	
Describe (retell)	Ask
Retelling, sequencing, discussing, recalling, identifying	
Give reasons	Make links
Answering questions, describing, making links and connections, investigating, reflecting	
Show understanding	Engage and respond
Applying ideas, comparing, responding using examples, interpreting	

Skills progression

	Stage 1	Stage 2	Stage 3	Stage 4
Driver words	Recognise Talk about	Describing Ask about	Giving reasons Making links	Showing an understanding Engaging and responding
Year group focus	Early years Key Stage 1	Key Stage 1	Year 3 – beginning to	Year 5 – begin to show understanding.



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		Lower Key Stage 2	Year 4 – more secure secure Year 5 - secure	Year 6 – more secure
Skills/activities	labelling, naming, matching, sorting,	retelling, sequencing, discussing, recalling, identifying.	answering questions, describing, making links and connections, investigating, reflecting	applying ideas, comparing, responding, using examples, interpreting

Showing understanding and Engaging and responding are seen as aspirational for Year 6 across a range of topics. Creating 'greater depth' or mastery, is not about adding in additional content. It is giving more opportunities to think about and make sense of, reflect on with others, collaboration and sharing of ideas. Making links and connections between topics is the key to this. The Catholic tradition is not taught in isolation, it is about the rhythms of the year and how these are inter-connected.

The Impact of Religious Education – Assessment, Recording and Reporting

Assessment is focused by the overall aims and objectives of Religious Education. In Come and See, 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 faith or the practice of faith. Assessment in Come and See emphasises a wide range of achievement.

At St. Gregory's it involves:

Informal Assessment

- General observation of children engaged in general tasks and activities.
- Observation of contributions made to classroom displays.
- Review: end of task, activity, lesson and topic
- Marking of work, according to school's marking policy.

Formal Assessment

One activity per topic, chosen at the discretion of class teacher. Judgements by the teacher is based of evidence against learning outcomes, expectations and attainment targets for each topic. Moderation of assessment will take place in staff meetings, by all teaching staff, and by the RE lead in local Cluster Group meetings.

Recording

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

- Notes from observations
- Written comments in pupil's books
- Visual evidence – photographs of displays, drama, celebration



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- RE lead assessment data and evidence file.

Reporting

There are four dimensions to reporting in Religious Education.

- Provides feedback to pupils on their achievement and progress.
- Informs teachers and 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 child.
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

At St. Gregory's, parents are given the opportunity on three occasions during the school year to meet with their child's class teacher to receive verbal reports on the progress of their child. Parents also receive a written report at the end of the year.

Training and Development

At St. Gregory's, we believe that it is important to create an environment, which stimulates and facilitates individual growth and development in all areas. We are committed to the process of training all staff at an individual level and using newly acquired skills and expertise for the further improvement of our school's performance.

At St. Gregory's, training and development takes place throughout all aspects of school life and considers all members of our school community. The needs of individuals, teams and the whole school are given consideration when identifying areas of development. Objectives for training and development are closely linked to the School Improvement Plan. The impact of Training and Development on practice is evaluated so that our school can sustain and improve its performance.

The RE Subject Lead will:

- Audit staff skills and confidence in the teaching of RE on a regular basis,
- Arrange training for individuals as required,
- Attend courses and support and train staff as far as possible.

Preparation

The 'Teacher's page' in the Come and See Teacher's Book invites teachers to do some personal reflection at their own level, before planning the work for the children. Further guidance can be found in the Come and See programmes for each year group at the beginning of each topic.

Staff Communication

Staff are informed by the RE lead which topics are to be covered each academic year and the dates each topic starts within the term, by means of the staff Google Calendar. Whole school collective worship are incorporated within the timetable on a weekly basis. Staff also have a timetable outlining key dates for Class Collective Worships, which are led by the children and attended by parents. Information regarding RE events etc are included on the staff Google calendar. Parents receive a termly Come and See newsletter which includes key dates for school.



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Resources

A list of all staff members and their responsibilities is available in the Staff Handbook. All class teachers, teach RE and take and lead Key Stage and class collective worship. When staff are recruited, we actively look for the qualification of the Catholic Teachers' Certificate, or a willingness to complete the qualification. New staff without the qualification are supported through our induction procedures and encouraged to work through the appropriate training.

Each class has the following resources to support the Come and See programme:

- Appropriate copy of Come and See programmes/website access.
- RE Handbook
- Artefacts for Collective worship displays
- Respond class journal.
- Copy of God's Story (age appropriate)
- Copy of Church's Story (age appropriate)
- Class Bible (age appropriate)

Centrally based resources:

- Good News Bibles
- Selection of Big Books – Bible stories and other faiths
- Selection of teacher resources books on the following themes: Biblical, Mass, services, sacraments and prayer.

Contribution to Sacramental Preparation

We believe that it is essential that Home, School. And Parish work very closely together in preparing each pupil for the Sacrament.

St. Gregory's Catholic Primary School fully supports the parish in their preparation of the children for the Sacraments of Confirmation, Eucharist and Reconciliation. Parents receive a letter from the parish priest, which outlines the process of preparation and the commitment required.

We follow the 'With You Always' programme. The children in Year 4 and their parents meet with the parish catechists to learn about the sacraments using the family catechesis method. Parents are the first and best teachers of their children in the ways of faith as is made clear when their child is baptised. The goal of family catechesis is the evangelisation of the whole family with particular emphasis on the support of parents to pass on the faith to their children. Family catechesis helps support the Home-Parish-School partnership.

To achieve the aims outlined above, the children will have the opportunities in Religious Education to:

- Develop confidence, value and pleasure in Religious Education.
- Work both independently and with others, listening to others' ideas and treating these with respect.
- Be creative, flexible and show perseverance.
- Record responses, including observations of the natural and man-made environment.
- Develop a respect for the environment and for their own health and safety and that of others.



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- Develop their cultural awareness and understanding and appreciate the value of differences and similarities.
- Develop an understanding that all people are equal regardless of age, race, gender or ability and that there needs to be alternative solutions to meet the needs of individuals and groups of people.
- Fine enjoyment, satisfaction and purpose through Religious Education.
- Express their own ideas, feelings, thoughts and experience through Religious Education.

Special Educational Need and Exceeding Pupils

In all classes, there are children of differing ability. We recognise this fact and provide suitable opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results,
- Setting tasks of increasing difficulty where not all children complete all tasks,
- Grouping children by ability and setting different tasks for each group,
- Providing a range of challenges through the provision of different resources,
- Using additional adults to support the work of individual children or small groups,
- Providing specialist support where individual children have particular gifts or talents.

The role of the Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively,
- Ensure that the school buildings and premises are used optimally to support teaching and learning,
- Check teaching methods in the light of health and safety regulations,
- Seek to ensure that our staff development and performance management both promote good quality teaching,
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which includes reports from subject leaders and the termly head teacher's report to governors.

The role of Parents

We believe that parents have a fundamental role to play in helping children to learn. Every effort is made to inform parents about what and how their children are learning by:

- Holding parents' evenings to explain pupil progress,
- Sending information to parents, at the start of each term, which outlines the topics that the children will be studying during that term at school,
- Sending parents reports in which we explain the progress made by each child, and indicate how the child can improve further,
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:



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- Ensure that their child has the best attendance record possible,
- Ensure that their child is equipped for school with the correct uniform and PE kit,
- Do their best to keep their child healthy and fit to attend school,
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour,
- Promote a positive attitude towards school and learning in general.

Monitoring and Review

We are aware of the need to monitor the school's Religious Education policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years, or earlier if necessary.

This policy was last updated on	May 2023
Discusses and agreed with governors	May 2023
Formal review of policy	May 2026

Signed: -----

Headteacher, Mrs D Albon

Chair of Governors, Mr T Freeman