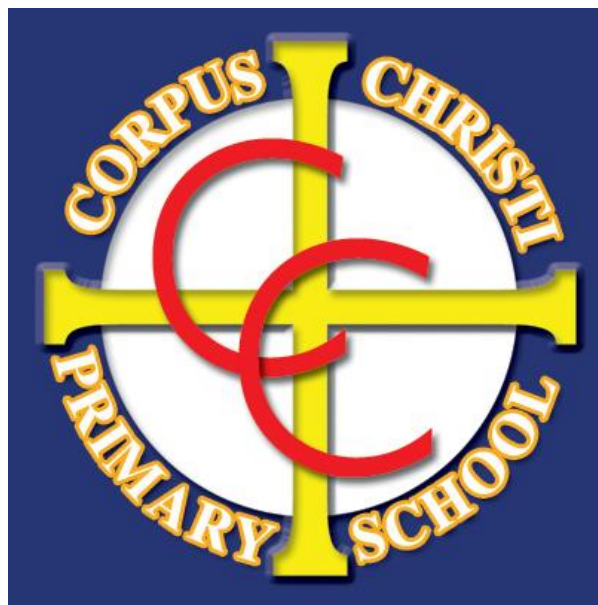


Corpus Christi Catholic Primary School

RE Handbook 2018-19

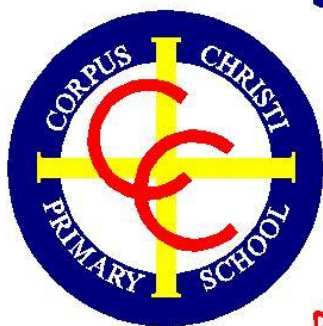


This handbook will be checked and amended annually.

Designation	Name	Date Approved	Date of Renewal
Headteacher	Mrs Samantha Birchall	March 2019	March 2020
Chair of Governors	Mr John Williams	March 2019	March 2020



1. Our Mission Statement



Together we **DREAM**
Together we Learn

Discover... Respect ... Enthusiasm ... **Aspire** ... **Make a difference**

Our Aims

We aim to **Discover**:

- That there are no boundaries or limits to our learning;
- The answers to the questions we ask;
- That life is a mystery;
- More about who I am, why I am here and where I am going;
- More about life, faith, myself and the global community;
- About the world in which I live.
- A way to live our life by embracing the Gospel Values;
- How we can shape our lives using the British Values.

By:

- Being interested in individuals for what they are, rather than what they do;
- Encouraging pupils to be adventurous;
- Strong communication between staff and children, and between the children themselves;
- Developing an atmosphere of 'no fear' discussion;
- Encouraging independent learning;
- Providing a challenging and stimulating environment;
- Providing opportunities to ask difficult or unanswerable questions;
- Helping people and communities in real need;
- Challenging ourselves, finding fluency, using reasoning and searching for answers with a greater depth.

We aim to **Respect**:

- Each other, listening to other's opinions and knowing their view may differ from their own;
- Acknowledging each other's faiths and beliefs and cultures;
- Others by treating people like you would like to be treated.

By

- Leading by example;
- Being a good role model, showing politeness and excellent manners throughout school life;
- Using restorative justice as a means of moving forward with mutual respect;

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- Through opportunities provided by Collective Worship, RE curriculum and PHSE curriculum;
- Being willing to forgive and follow Jesus' example of mercy;
- Doing all we can to treat all living things in the environment sensitively;
- Creating an atmosphere where it is safe to be different and safe to make mistakes;
- Recycling/outdoor classrooms/outdoor spaces, all part of looking after the whole school environment, equipment and surroundings, looking after other peoples belongings;
- Providing opportunities which promote positive, independent decision making;
- Encouraging every child to take responsibility for their learning and their behaviour;
- Welcoming all people to our community and embracing other people's differences;
- Promoting a healthy lifestyle through the PE, Science and PSHE Curriculum.

We aim to be **Enthusiastic**:

- Trying our best and enjoying all we do in school;
- Playing an active role in the school, parish and global community;

By:

- Providing encouragement;
- Providing an exciting and enriching curriculum;
- Using exciting and stimulating resources;
- Living out the Gospel Values in all things;
- Demonstrating the importance of British Values in all areas of our life;
- Setting goals and working towards them;
- Planning so that everyone can contribute and feel valued;
- Capturing and incorporating all children's interests;
- Providing opportunities where children grow in confidence;
- Bringing a valuable contribution to the community with a smile;
- Make the most of the gifts and talents God has given us ;
- Enjoy school and aim high in all things.

We **Aspire** to:

- Be like Jesus;
- Grow in faith;
- Live in love;
- Be the best I can;
- Be friendly and helpful to all;
- Share the values found in the Gospel;
- Provide children with the opportunity to 'dream big' and aim for worthy goals;

By:

- Always aim high;
- Rewarding positive behaviour;
- Encouraging positive relationships;
- Accepting and forgiving each other;

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Discover **Respect** **Enthusiasm** **Aspire** **Make a Difference**

- Embrace others choices and way of living;
- Listening to others and encouraging more;
- Being more compassionate;
- Raising money for charities;
- Organising community events;
- Doing the little things well;
- Believing in ourselves;
- Have career goals that are high and find a successful path to get there;
- Keep the Gospel Values at the centre of everything we do;
- Live and share the British Values in all our dreams;
- Dream big and achieve excellence in everything.

We aim to **Make a Difference**:

- So that every child can reach their full potential;
- So that every member of the school community feels valued;
- Enriching the lives of those in our school, the local and wider community;

By:

- Providing training for all stakeholders;
- Providing 'Outstanding' teaching and learning opportunities;
- Providing a varied and enriching curriculum to meet each individual's needs;
- Regular monitoring and addressing difficulties;
- Providing an exciting and engaging curriculum;
- Developing an understanding and knowledge of God;
- Involving the wider community and appreciating its diversity;
- Extending links to groups/schools in our community;
- Utilising the strengths of the school community to enhance learning;
- Monitoring and supporting difficulties, offering challenges;
- Living out the British Values;
- Using the Gospel Values to help us have an impact on this world;
- Embracing our relationship with God.

2. The Aims of Religious Education

"The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. The Catholic school is a 'clear educational project of which Christ is the foundation'...Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church. Hence 'the promotion of the human person is the goal of the Catholic school'.

(Religious Education Curriculum Directory for Catholic School: 2012)

The Aims of Religious Education in Corpus Christi Catholic Primary School is to invite children to know and understand God, the person of Jesus Christ and the power of the Holy Spirit. Through the aims and objectives set out in the Come and See documents we aim to give the children in our care:

- Knowledge and understanding of Catholic faith and life;

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Discover Respect Enthusiasm Aspire Make a Difference

- 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 beliefs and practice;
- Knowledge and understanding of other faiths.

The Come and See documents state that children should:

- Engage with the deepest questions of life and find reasons for the hope which is within them (1 Peter 3:15);
- Recognise the Christian vision of the human person;
- Place Religious Education as the core subject at the centre of life in the Catholic School;
- Look at the mystery of God, discovering through the Bible and through the life and teachings of Jesus Christ;
- Study the teachings of the Church;
- Find out about the lives of saints;
- Understand and live out the relationship between faith and life.

3. **Objectives**

The Come and See Programme sets out the objective of Religious Education as requiring:

- Analysis and reflection and critical appreciation of sources;
- Marked progression through the different stages of education;
- The unequivocal support of the management of every Catholic school;
- 10% of the length of the taught week for each Key Stage of education;
- The encouragement of investigation and reflection;
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life;
- The use of skills in other areas of the curriculum;

In order to support us in achieving the aims stated in Section 2 our school will follow the Come and See objectives and will also:

- Allocate appropriate teaching time and adequate teaching resources to Religious Education in the knowledge that it is "the foundation of the entire educational process" in a Catholic School;
- Ensure that planning, teaching and displays are the highest quality;
- Make effective use of regular assessment to ensure that pupils are making appropriate progress;
- Have an effective monitoring system which ensures that standards are continually rising;
- Ensure that staff understand the underlying principles, both theological and educational, of the 'Come and See' programme and have appropriate qualifications and skills to teach it;
- Ensure that staff have appropriate knowledge and adequate resources to teach other faiths and religions;
- Provide a comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the

relationship between faith and life in way appropriate to the age and stage of development of each child;

- Promote study, investigation and reflection by the pupils;
- Enable pupils to develop appropriate skills and attitudes;
- Enable pupils to acquire religious literacy;
- Promote free, informed and full response to God's call in everyday life;
- Teach pupils about Judaism and one other religion each year in ways appropriate to their age and stage of development;
- Keep parents fully informed about the topics studied and the progress of their child;
- Ensure the Governors fulfil their responsibilities regarding monitoring of the subject;
- Continue to develop links with the parish community;

4. **The Religious Education Programme**

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

Overview of Content

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

Where do I come from?	Life – Creation
Who am I?	Dignity – Incarnation
Why am I here?	Purpose – Redemption

These three doctrines of Creation, Incarnation and Redemption express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (Creation); who make all holy (Incarnation) and whose purpose is to draw all men and women into one universal family of God (Redemption). These questions concern the mystery of life, its dignity and purpose are part of the Christian person's search for meaning in life which finds its response in the life of faith. In Come and See these big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church which drew its strength and inspiration from that Council.

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living. Each human question and Christian belief is explored through the three themes.

Community of faith	Church
Celebration in ritual	Sacraments
Way of Life	Christian Living

Community of Faith: Church Themes

Autumn Domestic Church: Family
 Spring Local Church: Parish and Diocese
 Summer Universal Church: Worldwide Community

Celebration in Ritual: Sacrament Themes

Autumn Belonging: Key Stage 1 – Baptism
 Key Stage 2 – Confirmation, Ordination and Marriage
 Spring Relating: Eucharist
 Summer Inter-relating: Reconciliation and Anointing of the Sick

Way of Life: Christian Living Themes

Autumn Loving: Advent and Christmas
 Spring Giving: Lent and Easter
 Summer Serving in Love: Pentecost

Topics

Each year group explores a different area of each theme through nine topics, each developing over 4 weeks. The topics take into account the ages and stages of development of pupils in the primary years. The content is structured so that there is cohesion and progression in what the children do and learn. For each stage there are clearly stated learning outcomes, achievable learning objectives and a variety of experiences and activities for each of the learning objectives based around the levelled driver words. These allow teacher to select what is appropriate for the class or groups of pupils according to their different abilities. Below is a breakdown of the topics taught in each year group, provided by the Come and See programme.

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

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The Process of Come and See

The process for delivering the topics in 'Come and See' has three stages – Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

Explore

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value or the experiential events of everyday life.

This will involve:

- Exploring experiences through story, music, drama, dance, art, etc;
- Investigation;
- Story telling;
- Consideration of the big questions;
- Discussion;
- Becoming aware of the questions raised;
- Reflecting on significance of these experiences.

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

Reveal

Reveal is the heart of the process. The teacher and the children together discover to Christian understanding of the mystery of the Trinity: Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian Faith and the lives of outstanding Christians.

The process of delivery will involve:

- Meeting new knowledge of religious education;
- Developing an understanding of new knowledge;
- Reflecting on the wonder of mystery;
- Gathering information and collecting facts connected with this knowledge;
- Researching, collating and classifying;
- Becoming aware of the questions raised;
- Working with problems and grappling with puzzling experiences;
- Exploring experiences through story, music, drama, dance, art;
- Exploring what leads to understanding and meaning;
- Asking questions and discussing;
- Exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service to others;
- Making links between Christian understanding and the shared life experience;
- Valuing life experience;
- Acknowledging and respecting difference(s);
- Being open to new perspectives;

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

Respond

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

This may be done through:

- Creating a quiet, prayerful atmosphere for reflection;
- Looking at and thinking about the work done;
- Drawing attention to different aspects of this work;
- Sharing thoughts and feelings;

Rejoice is the second part of the section. There is opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. The celebration is split into the following sections:

Gather: Consider how the children will begin the celebration;

Word –Listen: To some scripture read or re-enacted;

Response: How will the children respond to all they have heard?

Going Forth: How will the children take away the message?

During Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

Respond will take one week of Religious Education to complete.

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

5. The Approach Chosen

Planning

Long Term Planning

At Corpus Christi the Governors and Senior Management (of which the RE leader is a part) are responsible for:

- Long term planning (choosing an approach)
- Ensuring 10% of the curriculum time is allocated to teaching of Religious Education (does **not** include Collective Worship)
 - Foundation Stage and Key Stage 1 – 2hours 20 minutes
 - Key Stage 2 – 2 hours 30 minutes
- Monitoring of class timetables to ensure quality time and positioning is given to the subject
 - Timetables are monitored by the Head Teacher at the beginning of each school year and included in the Phase Leader Planning sweep half termly.

- The themes and topics framework from Come and See is used as a Long Term Planner with the RE leader setting dates to start and end topics as well as for the Other Faith and Other Religion weeks.

Medium Term Planning

The termly planners provided by the Archdiocese contain the following information:

- Key question/belief
- Themes
- Links to the Curriculum Directory
- Attainment Targets
- Key Concept/skill/attitude for each theme

At Corpus Christi medium term planners are completed by the RE leader and given to each class teacher prior to the start of each term. A copy is also kept in the RE leader's file and one is displayed in the staff room.

The Religious Education Leader is responsible for:

- Naming the topics to be covered
- Allocating a start date for each topic
- Allocating time for the exploration of another faith in the Autumn and in either the Spring or Summer
- Indicating which planning/teaching/assessment/workbooks are to be monitored that term
- Indicating any Holydays or relevant feast days
- Noting any local/global links e.g. Good Shepherd/CAFOD
- Ensuring that each teacher has 'Come and See' file of the topic at their level
- Ensuring all teachers are using the Whole School planning format for Come and See

Teachers reflect on the theme pages, Come and See for Yourself at the start of each topic. They also use the overview which is found at the start of each topic.

Short Term Planning

Each class teacher is responsible for:

- Planning Come and See using the Whole School planning format
- Allocating time for each learning outcome to be achieved
- When planning a topic to look at and use the 'Driver Words', topic expectations and language of level descriptors
- Starting day/date work is to take place
- Selecting appropriate content from the Come and See File to ensure the achievement of the learning objectives and the learning outcomes
- Choosing appropriate teaching and learning activities to explore this content
- Stating groups (whole class/pairs/individuals/small groups)
- Indicating how the differing needs and abilities of small children are met at the Explore and Reveal stages of the topic (task/support/outcome)

- Highlighting the task/s chosen for formal assessment (Archdiocese sets formal assessment task each term)
- Noting any special or extra resources required
- Noting any home or parish links
- Evaluating teaching
- Evaluating learning using the expectation statements and keeping a note of those pupils above/below/ expectations for the two topics not formally assessed each term

Differentiation

The purpose of differentiation in Religious Education is:

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

In Come and See differentiation is provided through the variety of activities available. Each topic gives attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity. The use of driver words are also a part of the school differentiation expectations.

At Corpus Christi we aim to give each child an education appropriate to their age, aptitude and ability.

So, aware of the differing abilities and needs of the children within a class and, with reference to the CAPs (Child Action Plans) of the children with identified Special Educational Needs or Disabilities, each class teacher will select appropriate activities from those provided in the Come and See file to enable all learners to achieve the learning outcomes.

It is important that differentiation is by task, as well as by support and outcome, in order to challenge more able children and enable them to fulfil their potential.

In Corpus Christi each class teacher uses his/her professional judgement, informed by their knowledge of the children in the cohort, to select the activities appropriate to the level of their pupils.

Additional Learning Needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within topics. Come and See provides a meaningful and appropriate religious education experience for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales.

6. Assessment

Assessment made and the consequent records kept will:

- Recognise a wide achievement
- Relate to achievement in Religious Education

- Be open and based on collaboration between the pupil and the teacher whenever possible.

The Religious Education Curriculum Directory for Catholic Schools states that the outcome of Catholic religious education “is religiously literate young people who have the *knowledge, skills and understanding* appropriate to their age and capacity to think spiritually, ethically and theologically, and are aware of the demands of religious commitment in everyday life.” (Page 10)

Assessment is focussed by the overall aims and objectives of Religious Education set out in the Come and See Programme of Study and The Religious Education Curriculum Directory for Catholic Schools and Colleges.

At Corpus Christi we follow the guidance offered by the archdiocese. We use formal assessment tasks set by the archdiocese from the Come and See Programme of Study to back up teacher assessment, carried out across all lessons and topics.

Assessment in Religious Education is related to the concepts, skills and attitudes to be developed through learning about and learning from religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and motivation to the learner. It does not assess spirituality or the practice of faith.

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

In our school assessment involves:

Informal Assessment: Each piece of work carried out in RE is marked in line with the school marking policy, a copy of which can be found in the appendix of this document. The focus in teacher’s marking and verbal feedback within books and class discussions, role plays and circle times will be on children’s progress in learning about religion and learning from religion.

Class teachers note on their short term planning the tasks, groups or individuals where children excelled or struggled. They also note, for each topic, where the children performed in relation to the driver words.

At Corpus Christi, informal assessment involves:

- General observation of children engaged in tasks and activities
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic (how our learning objective/learning outcome is achieved)
- Marking of work (positive comments/any factual errors corrected)

Early Years

Teachers will assess children’s understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

Early Years teachers should:

- Keep a class portfolio of annotated work from each topic, including photographic evidence;

- Use evidence for Come and See topics to add to the pupil profiles where appropriate.

Formal Assessment: For Formal Assessment we follow the Archdiocesan model and formally assess one topic per term, on a rotational basis of themes, to ensure coverage of:

The Church

The Sacraments

Christian Living

To formally assess, we use the tasks/activities identified within the learning focus chosen by the Department for Christian Education each term. Each termly assessed piece of work is levelled and recorded on each pupils' Religious Education Record of Achievement sheet. Each term a staff meeting is held to moderate 6 pieces of work from all classes.

Attainment Targets and Levels of Attainment: In 2018, the Department of Catholic Education and the Formation of The Catholic Bishops' Conference of England and Wales published a draft document, detailing the new phase related standards for RE. These are attainment statements, detailing expected standards for the ages 3-5, 5-7, 7-9 and 9-11 as well as the Secondary Phase. The final version of these standards will be published, ready for September 2019.

The document identifies three attainment targets:

AT1 – Knowledge and Understanding of Religion (Learning about Religion – content)

AT2 – Reflection on Meaning (Learning *from* Religion – skills)

AT3- Analysis and Evaluation

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

Using the Archdiocese of Liverpool's draft document, which breaks the statements down into three bands in each year group, a record of attainment is used to track the standards met during each topic.

Each time a piece of evidence for an attainment target is found, it is dated next to the standard.

Alongside this, a formal assessment will be carried out and assessed to back up teacher assessment and used for both internal and cluster moderation.

Each term, teacher assessment will be logged on the school tracking system. The Religious Education Co-ordinator then transfers this information to the whole school tracker.

7. Recording

Recording in Religious Education recognises the distinct nature of the subject. Assessments made and the consequent records kept will:

- Recognise a wide range of achievement;
- Be selective because not all evidence is suitable for recording or is able to be recorded;
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes);
- Be open and based on collaboration between the teacher and pupil wherever possible.

8. Reporting

Reporting in Religious Education is a natural part of teaching and integral to the learning process. There are four dimensions to reporting in RE:

- It provides feedback to pupils on their achievements and progress through:
 - Informal discussion with pupils;
 - Regular and constructive marking of pupil's work;
 - Compilation of pupil records.
- It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
 - Summative reports
 - Pupil Record of Achievement profiles
- It informs parents of the progress and achievement of their children through:
 - Pupils, parent and teacher discussion;
 - Termly curriculum leaflets outlining topics to be covered;
 - Written end of year reports;
 - Religious Education assemblies and Collective Worship;
 - Displays of Work;
- It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
 - Curriculum documents
 - Termly curriculum leaflets outlining topics to be covered;
 - Head teacher's report to governors;
 - Sacramental meetings for parents;
 - Religious Education assemblies and Collective Worship;
 - Displays of work.

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

9. Evaluation of teaching

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When monitoring teaching, learning and standards use will be made of the guidelines provided for Section 48 Inspection.

At Corpus Christi, teaching, learning and standards in Religious Education are monitored through:

- Scrutiny of planning, work and assessment
- Observations of teaching and learning in classes
- Observations of Religious Education displays
- Discussion with learners

Each term the Religious Education Co-ordinator will:

- Scrutinise a selection of planning, work and assessment (This is done on a rota basis set out in the annual monitoring plan)
- Observe teaching and learning on a rota basis (indicated on the annual monitoring plan)
- Give feedback to individual staff
- Use the information from monitoring to share good practice/areas for development with all staff during staff meetings
- Arrange/provide INSET as a response to observed needs. This may be in-house or attendance at Topic Days held at LACE when available
- Keep the head-teacher and governors fully informed about the quality of teaching, learning and standards (gathered from Formal assessments) in Religious Education to enable them to fulfil their monitoring role
- Keep evidence from Section 48 Inspection e.g. records from monitoring of planning, workbooks, lessons and assessment/any general feedback given to staff/in-service provided/resources bought

Each year:

- The Head teacher, Senior Management, Religious Education Co-ordinator and governors will evaluate Religious Education and the Catholic Life and Identity of the school using the Self Evaluation Document format provided by the school. This will be completed by all staff, led by the Religious Education co-ordinator, during a staff meeting and finalised by the SMT.

10. Evaluation of Learning

The children evaluate their own learning at the end of each topic. Key Stage 2 children use 'I can' statements, containing driver words, to self-assess their knowledge and understanding of the topic. Children are also encouraged to reflect on their experience and learning through rejoice assemblies.

11. Staff Development

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

Corpus Christi sees the importance and value of staff and governors attending Archdiocesan courses for Religious Education, 'Come and See' topics and coordinator training and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for pupils within Corpus Christi.

Professional Development needs are open for discussion during weekly phase meetings and brought Senior Leadership meetings where needed. Requests for Professional Development are considered with reference to individual need and to the school's priorities and School Self Evaluation Form.

This may be attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting and In Service days are used for RE professional development alongside other core subjects.

Before staff begin a topic they are requested to read the 'Before you begin' material. Time is made available in staff meetings to share the scripture and reflections to enable a deeper understanding of what each topic is about.

An up to date CPD record for RE can be found in the RE Co-ordinators file.

12. Staff Induction

New staff are given:

- A copy of the 'Come and See' programme for Religious Education;
- A schedule outlining topics to be covered during the year along with starting and finishing dates for topics;
- The medium term planning for their year group;
- A copy of the RE handbook;
- A copy of the Collective Worship Policy;

The RE co-ordinator goes through the programme with new staff and is available for support as and when necessary.

13. Staff Communication

Issues with any area of Religious Education can be discussed at weekly staff meetings, weekly phase meetings or weekly Senior Leadership meetings.

Information will be passed on through one of these three channels. The staff room notice board contains all information on topic dates and changes to the calendar.

The weekly diary board in the staff room gives details of monitoring dates, CPD dates and Co-ordinator foci for that week. The Long Term Planner in the staff room gives advance notice of any upcoming RE foci.

14. Resources – Staff Members

Teaching Staff

Teacher	Responsibility	Teacher of RE	Qualification
Mrs S. Birchall	Head Teacher	X	CCRS
Miss A. Mowatt	Deputy Head Teacher RE Co-ordinator Year 5 teacher	√	CCRS
Mrs N Martin	Foundation Unit Manager Nursery Teacher	X	CCRS

Mrs M Goulbourne	Year 6 Teacher	√	CCRS
Miss E. Johnson	Year 4 Teacher	√	CCRS
Mrs A. Battersby	Year 3 Teacher	√	CCRS
Mrs S. Vogel	Year 2 Teacher	√	CCRS
Mrs S. Athey	Year 1 Teacher	√	CCRS
Miss R. Hayes (Temporary)	Reception Teacher	√	
Mrs N. Sharples	Year 1 Teacher	√	CCRS

15. Resources – Teaching

Classroom

Come and See website access for each class
 God's Story (age appropriate) for each class
 Church's Story (age appropriate) for each class
 Prayer book appropriate to each age range
 Good News Bible for Year 4-6
 IWB resources on every staff laptop
 Awe and Wonder book and Learning Journal

Shared

God's Story C.D. ROM (also available on Teacher Shared Drive)
 Church's Story C.D. ROM (also available on Teacher Shared Drive)
 CAFOD posters/packs
 Judaism resource box including books/posters/big book/artefacts/ video
 Islam resource box including books/big book/posters/artefacts/role play clothing
 Variety of assembly books
 Variety of posters
 'Virtues and Values' guide to Collective Worship

Other resources include 'Other Faiths and Religions' resources are loaned from St Helens School Library Service.

Reference

Catechism of the Catholic Church
 Guidelines for the Assessment, Recording, Reporting of Religious Education
 Social and Moral Education in Catholic Schools
 Our Schools and Our Faith: Jim Gallagher
 The Jerusalem Bible
 Mission Statement Guidance (Christian Education Department: LACE)
 Collective Worship Guidance (Christian Education Department: LACE)
 Spiritual and Moral Development Guidance (Christian Education Department: LACE)

Education for Personal Relationships Policy Guidance (Christian Education Department: LACE)
Evaluating the Distinctive Nature of a Catholic School. C.E.S.

Shared RE resources are stored in resource boxes in the hall storage hall and in the RE co-ordinators cupboard in the Computer suite in Key Stage 2.

16. Relationship of R.E. to the Whole Curriculum

At Corpus Christi we aim to:

- Help all members of our school community recognise and appreciate the religious and spiritual dimensions of life appropriate to their age and maturity;
- Promote a deeper knowledge, appreciation and understanding of the Catholic faith whilst at the same time respecting other faith traditions and religions;

Separate policies are available for Collective Worship, Moral and Social Education and Relationships and Sex Educations amongst others.

Sacramental Preparation

Year 4 celebrate the Sacraments of Eucharist and Confirmation.

The preparation is led by the parish and assisted and guided by the school where necessary using the 'With You Always' programme. Deacon Kevin Duffy, the Head Teacher, Deputy Head Teacher and the parents are closely involved with the programme.

As a Catholic school Religious Education is the foundation of our entire educational process. The beliefs and values studied in 'Come and See' inspire and draw together every aspect of our school life. This is stated in our Mission Statement and reflected in all our policies as we try to live our vision of discovery, respect, enthusiasm, aspiration and making a difference.



Evaluation of the Religious Education Handbook

This handbook will be reviewed annually as part of the Evaluation of Religious Education and the Catholic Life of the School, by the Senior Management Team and the Religious Education co-ordinator.

It may be changed/updated at any time to include new information from the Christian Education Department/our own staff so that it always remains a working document.

Governors, teachers and Parish Priest receive a current copy of this document.

Appendices

- School Planning Format
- School Marking Policy

Appendix 1

Corpus Christi Catholic Primary School
Come and See Planning

Year Group:		Prior Learning:	Learning Outcomes: <u>Explore:</u> <u>Reveal:</u> <u>Respond:</u>	Core Vocabulary:	Scripture
Theme:					
Topic:		Independent / Group Activities (differentiated)			Teacher's Evaluation
Explore	Date:	Level Indicator	H/A M/A L/A		
	Date:	Level Indicator	H/A M/A L/A		
	Date:	Level Indicator	H/A M/A L/A		

Reveal	<u>Date:</u>	<u>Level Indicator</u>	H/A M/A L/A	
	<u>Date:</u>	<u>Level Indicator</u>	H/A M/A L/A	
	<u>Date:</u>	<u>Level Indicator</u>	H/A M/A L/A	
	<u>Date:</u>	<u>Level Indicator</u>	H/A M/A L/A	
	<u>Date:</u>	<u>Level Indicator</u>	H/A M/A L/A	

	Date:	Level Indicator	H/A M/A L/A	
Respond	Date: Remember			
	Date: Rejoice (Attach planner from Come and See Website)			
	Date: Renew			
Attainment based on the Level Indicators in this Topic: (Amend as necessary)				
TALK ABOUT & RECOGNISE		DESCRIBE & ASK	GIVE REASONS & MAKE LINKS	SHOW UNDERSTANDING & ENGAGE AND RESPOND

Appendix 2**Marking Code/Requirements – Corpus Christi Catholic Primary School****Learning Objective**

Handwritten Learning Objectives/Dates are to start on the left hand side, at the top of the page and underlined in pencil.

Sticker Learning Objectives/Dates are to be placed on the right hand side, at the top of the page.

Success Criteria

Success criteria to be included within every English lesson along with the objective.

NB: Years 2 and 6 to not use success criteria from January until the end of May.

Codes to be written every lesson near the Learning Objective

S	Supported
Some S	Some Support
A	Achieved
M	Mostly Achieved
W	Working Towards
VF	Verbal Feedback
PA	Peer Assessment
SA	Self Assessment
Sp	Spelling error (to be copied correctly 3 or 5 times at the bottom of the page)
Aa	Capital letter error
●	Full Stop Error
○	Punctuation error
NS	Next Steps
GD	Greater Depth

Highlighted Work

Highlighted work in pink denotes work which needs to be improved. (Pink to make you think.)

Highlighted work in green denotes work which is particularly impressive. (Green is supreme.)

Overall Comments

Comments to be written at the end of work indicating LO achieved or not and any positive features or areas of improvement following the pink or green highlighted sections. Positive feedback and or rewards to be given when appropriate, stickers, house points.

Marking

All written comments must be in green pen.