



RE Policy

At St. Francis of Assisi school

We love and grow in Christ

We live and learn in partnership

We build and share together

RE Coordinator
Chair of Governors

S. Currie
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Our Mission Statement

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Intent

At St Francis of Assisi Catholic Primary School 'We love and grow in Christ, we live and learn in partnership, we build and share together'. Religious Education lies at the heart of everything we do as a living, journeying Catholic community. Our curriculum is centred on gospel values, with each learner immersed in authentic teaching to support and nurture the spiritual essence of every child. It is based on the absolute and fundamental vision of the human person as a unique child of God, created in God's image and likeness. Such a concept is explored and expressed through all aspects of the curriculum and Life of the School as well as taught directly in the Education programme, Come and See. Our Catholic values help children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. All in all, '*Catholic Education is inspired by a vision of a life seen whole.*' (2005, Christ at the Centre)

Catholic Schools are guided in all they do by an important and coherent vision of education. This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an educational endeavour centred on the person of Jesus Christ, who is our Way, Truth and Life.

(2007, Pastoral Letter on Catholic Education: Bishops Conference)

Our aims and objectives at St Francis:

Aims	Objectives
God Community	
<ul style="list-style-type: none">• To ensure that the Gospel Values, given in the Beatitudes, underpin all that we do.• To continue to nurture each child in their journey of faith.• To continue to create an environment where children can discover that God loves them unconditionally.	<ul style="list-style-type: none">• To develop and sustain a creative environment in which the children can explore their faith.• To continue to develop collective worship, giving each individual personal and collective opportunity to experience God.• To continue to promote self-respect and respect for others through reference to

<ul style="list-style-type: none"> • To endeavour to value each individual as a unique creation of God. • To continue to develop continuity through a sense of personal and collective responsibility. 	<p>the Gospel values in our everyday lives.</p> <ul style="list-style-type: none"> • To continue to develop an understanding of difference, acceptance and tolerance within our community, recognising the unique gifts each individual has to offer. • To continue to grow in our awareness of 'service' in the local community.
<p>School Community</p>	
<ul style="list-style-type: none"> • We aim to provide a warm, welcoming and creative environment where each individual can feel safe, happy and accepted. • We aim, within our school community, to recognise, value and appreciate the contributions each individual member can make. • We aim to promote respect, tolerance and understanding and celebrate diversity and inclusion • <i>We aim to offer a broad, balanced inclusive curriculum that is both creative and stimulating.</i> • We aim to make opportunities equal for all and take into account individual learning styles. • We aim to help individuals become well-rounded people who can achieve their full potential, emotionally, creatively, socially, morally, physically, intellectually and spiritually. To make our learners independent and enthused for life-long learning. 	<ul style="list-style-type: none"> • We will provide an Inclusive education offering opportunities for all pupils to develop their awareness, creativity and knowledge in order to reach their full potential. • We will encourage and instil confidence to develop high self-esteem and self-worth in all. • We will encourage a sense of fairness, personal responsibility and the ability to listen and be heard. • We will provide appropriate levels of support to meet the differing individual needs of all our children. • We will set realistic, appropriate and challenging targets for each individual, remembering that all learn at their own pace or stage rather than age. • The school will facilitate opportunities for the staff to develop their professional and personal knowledge, creativity and skills for the benefit of all. • Members of the school community will always work to the highest standards for the good of all.
<p>Wider Community</p>	
<ul style="list-style-type: none"> • We aim to equip the child for life in the wider community, for life in the world through Gospel values. • We aim to maintain and sustain positive links with the parish and local 	<ul style="list-style-type: none"> • We will continue to make our school a safe, inclusive place of welcome. • We will actively support, as far as is professionally possible, the families of our children.

<p>community and to instil a 'vocation' of responsibility and belief that they can make a difference.</p> <ul style="list-style-type: none"> • We aim to promote an understanding that we are a creative global community and we are all interlinked – what we do can affect others in another country. • We aim to be a sustainable school showing empathy and understanding in dealing with issues and acting on them. • We aim to continue to fulfil a positive and active role working in partnership with the local and wider communities especially through our international links. 	<ul style="list-style-type: none"> • We will continue to encourage links between school/parish in a variety of ways and respond appropriately to the needs of our parish/local community. • We will continue to nurture and encourage personal, global and communal responsibility. • We will sustain our awareness about global, eco and third world issues and respond appropriately with compassion and empathy. • We will further engage in opportunities to work collaboratively with initiatives and ventures designed to benefit the whole community in conjunction with our school's eco policy.
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The aims of Religious Education

The outcome of Religious Education at St. Francis of Assisi is to develop and achieve excellence for our children through empowering:

'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)

This Religious Education Programme is a rigorous academic discipline that demands all the same levels of assessment, monitoring, resources, and commitment as any other core subject. For those already involved in their faith community, religious education is part of their catechesis whilst for others it can be evangelistic in nature being the only time the Good News may be heard. Therefore, excellence is achieved through:

- Clarity of religious learning objectives
- Key content
- Appropriate methodologies
- Rigour
- Richness of resources
- Identifiable outcomes
- Accurate methods of assessment.

Objectives

Quality Religious Education in our Catholic School provides:

- An opportunity to engage with the deepest questions of life and find the hope which is within them.

- A Christian understanding of the human person made in the image and likeness of God.
- An opportunity to deepen knowledge of our Catholic faith and life.
- Moral and spiritual codes of conduct
- Valuable skills that enable the human person to reflect on belief and practice and how that is applied and made relevant to their lives.

This is reflected in the religious education at St. Francis' through a comprehensive study of;

- the mystery of God;
- the life and teachings of Jesus
- the teachings of the Church
- the central beliefs of Catholics, and where they come from and their impact on emotional and social behaviour
- the relationship between faith and life
- the encouragement of awe, wonder and reflection in their journey through everyday life.
- Skills to think critically and make informed judgements;
- Skills that foster the appropriate social attitudes

Thus within these objectives it is hoped that basic attitudes both moral and spiritual will be developed as well as theological, ethical and pastoral.

To fulfil these objectives:

- 10% of curriculum will be given to the teaching of Come & See
- Support will be unequivocally given by School Leadership.
- Resources will be analysed, reviewed and updated to make Religious Education accessible to all the children of St. Francis School.
- Progression will be monitored throughout the Key Stages.
- Children will be encouraged to wonder and ask questions: to investigate and reflect.
- Opportunities for cross curricular links will be sought where appropriate.
- The School environment will be monitored and maintained in line with its Christian ethos.
- Regular commitment to collective worship will enable each child to deepen their knowledge of religious education through an ongoing, developing relationship with God.

Excellence in Religious Education is achieved by:

Key content

- *Clear religious learning objectives*
- *Variety of teaching approaches*
- *Richness of resources*
- *Achievement of/ Identifiable Learning outcomes*
- *Accurate methods of Assessment*
- *Celebration!*

The Religious Education Programme



Come and See

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of the programme is to explore the religious dimension of questions about the following within the Catholic tradition.....

- ❖ Creation- Life
- ❖ Incarnation- Dignity
- ❖ Redemption- Purpose

Children's Own Experience

To make the programme as effective as possible, we have adapted and tailored it into the context of our own school, making links with our pupils' own experiences and with universal experience. For all our children, the programme will raise questions and provide material for reflecting on their own experience.

Other Faiths

The teaching of other faiths focuses on the key teachings of one faith at a time. It starts from the religion's own understanding of itself and an understanding of what it is to be a member of a particular faith community. The programme is both 'objective' and 'subjective' helping the children to learn and investigate about the world around them.

We aim to study Judaism annually in the Autumn term as a whole school. A second world faith is taught in the Summer term and is usually cross curricular linked or part of a whole school Global Week.

Overview of content

Three Questions

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith. Each half term, a basic question/ belief about the mystery of life is explored within the Catholic faith tradition.

Where do I come from? Life↔Creation

Who am I? Dignity↔Incarnation

Why am I here? Purpose↔Redemption

These three doctrines of Christianity express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (creation); who makes all holy (incarnation) and whose purpose is to draw all men and women into one, universal family of God (redemption).

In *Come & See* these three questions are considered in light of Scripture and the living Tradition of the Church. They draw inspiration from the Documents of the Second Vatican Council and the Catechism of the Catholic Church. Christ is the centre of all learning and education and invites us all to 'come and see.' Thus at the heart of the religious education programme is the *Chi-rho*, the symbol of Jesus Christ. He is the complete revelation of God.

Note: To emphasise the relationship of life and faith, ***Come & See*** uses the symbol↔ to link universal and Christian language throughout.

Nine Themes

The basic question/belief for each term is explored through three kinds of themes:

Community of faith↔Church

Autumn: Family- Domestic

Spring: Community- Local Church

Summer: World- Universal Church

Church Celebration in Ritual↔Sacraments

Autumn: Belonging – Baptism/Confirmation

Spring: Relating – Eucharist

Summer: Inter-Relating – Reconciliation

Way of life↔Christian Living

Autumn: Loving – Advent/Christmas

Spring: Giving – Lent/Easter

Summer: Service – Pentecost

Each year group explores different topics during the year which underpin the same theme of Church, Sacraments and Christian Living.

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 process: knowledge- understanding- skills- attitudes

'It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However, it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.Religious Education in schools underpins, activates, develops and completes the education and catechetical activity of the whole school.'

Religious Education Curriculum Directory 2012

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.

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

In answer to this question, the Catechism addresses, the human **search** for meaning, God's initiative in **Revelation** and the **response** of faith. This pattern informs the THREE-fold process through which this programme is delivered.

EXPLORE

The teacher helps children to begin to look at and focus on an aspect of life-experience –concerning themselves, their relationships, their world – in order that they acknowledge and become aware of it. This may be done by:

- sharing a personal experience or providing an experience;
- telling a story;
- watching a TV programme or video or looking at photographs or slides;
- listening to a poem, music, or a song;
- listening to an invited guest.

The teacher enables children to explore this aspect of life experience:

- to examine and investigate it;
- to consider it from different angles;
- to realise that it raises questions;
- to address some of these questions and discover some of the answers.

They do this through practical activities:

- reliving experiences through story, music, drama, dance, art;
- gathering information and collecting facts;
- asking questions and discussing;
- researching;
- collating and classifying their findings and focusing significant ones;
- discovering meaning and value and drawing conclusions.

It is at this stage of the process that children begin to realise that others see and understand the same aspect of experience in a different way, and from a different standpoint. These differences should enrich the child's own search for meaning and significance.

The teacher leads children to deeper under-standing, clearer vision, the discovery of significance and value, and enables them to grasp the richer meaning of this life experience. Here time and space are set aside to:

- open new horizons;
- evoke a sense of awe and wonder and of the mystery of life;

- acknowledge difference;
- work with problems, come to terms with anxieties and grapple with puzzling experiences.

This is done by:

- creating a quiet, prayerful atmosphere;
- looking at and thinking about the work done;
- drawing attention to different aspects of this;
- sharing thoughts and feelings.
- making a personal response.

Explore takes one week to complete.

REVEAL

Here the heart of the process is reached - the presentation of the Christian understanding of this life experience.

The teacher introduces the children to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.

This is done by:

- learning about:
 - the Scriptures
 - the tradition and teaching of the Church
 - prayers, psalms, hymns and other expressions of Christian faith
 - the lives of outstanding Christians

Children explore all these in creative and practical ways through drama, writing, poetry, song, art, dance, music, ICT, questioning, discussing, personal research and investigation. They are encouraged to make links between this Christian understanding and the children's own experience and to develop a respect for life, service of others and appreciation of differences- being open to new ways of understanding the world.

Reveal takes 2 weeks to complete.

RESPOND

The teacher enables children to recall and review the work done in the topic.

This is done by:

- Remembering: a time for children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group and to think of ways this could be celebrated;
- 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.

Rejoicing: The teacher enables the children to celebrate all that has been learned and to express this in worship/liturgy. Here time and space are set aside:

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

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, acceptance and so on.

Renewing: 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 onto 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 for their profile;
- making entries in a personal journal.

Respond takes a week to complete.

In summary

Explore

At the end of *this week* 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.

Reveal

At the end of *Reveal* 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.

Respond

At the end of this stage pupils will have celebrated their learning and will have begun to take hold, through remembering, rejoicing and renewing the insights that will inform their lives.

(See CCC, 26)

The approach chosen

At St Francis the whole school follows the themes addressed in 'Come and See' through individual year group topics, on a yearly cycle. Each theme of Church, Sacraments and Christian Living occurs each term. If we have mixed classes, we will follow the rolling cycles as provided by the Archdiocese to ensure relevant knowledge and skills are built upon. This approach ensures continuity and progression through each of the themes and builds upon prior learning. For each step there are:

- Clearly stated learning objectives
- Achievable learning outcomes
- A selection of experiences and differentiated activities for each of the learning intentions.
- Key words

These allow for pupils to work according to their different abilities.

Topics

Yearly topics are provided for the exploration of each **theme**. This offers the children continuity and the opportunity to deepen their understanding of each aspect of God & the Church.

Each topic takes account of the ages and stages of development of pupils in the primary years, as well as the way the National Curriculum is presented in levels. Each topic is developed for:

Early Years:	3-5 years
Year 1:	5-6 years
Year 2:	6-7 years
Year 3:	7-8 years
Year 4:	8-9 years
Year 5:	9-10 years
Year 6:	10-11 years

The content is so structured that there is cohesion and progression in what children do and learn. For each level there are clearly stated learning outcomes, achievable learning objectives and a variety of experiences and activities for each of the learning objectives. These allow teachers to select what is appropriate for the class or groups of pupils to work according to their different abilities.

Planning

Long-term planning:

The Senior Management is responsible for long term planning and for ensuring that 10% of curriculum time is allocated to RE teaching. This time does not include time for collective worship and hymn practice. Care is taken in any mixed age classes, if and when they occur, that needless duplication or repetition and appropriate differentiation, is planned for.

Medium-term planning:

The RE co-ordinator is responsible for Medium-term planning and will provide a medium term planner for each class teacher showing:

- The basic question and Christian doctrine for the term
- The content and focus of each of the three themes
- Links to the Catechism of the Catholic Church and Religious Education Curriculum Directory
- Key concepts, skills and attitude
- Attainment targets
- Topics to be explored and their starting dates
- Allocation of time required so as to ensure that the three learning outcomes for each topic will be achieved
- Feast days /Holy days
- Global Dimension within term
- Other Faith Week if appropriate

The diocesan medium term planner format is used.

Short-term planning:

At the beginning of each topic there is provided introductory material 'Come & See for yourself- Teacher's Page'. Here teachers are given the opportunity to explore their own perceptions and do some personal reflection at their own level before work is started with the children.

Each topic is related and linked in a variety of ways to many other topics within the programme. It is important that each topic explores only that one particular aspect in depth.

The class teacher is responsible for short term planning. He/She uses the planning model agreed by the school in conjunction with the diocese.

Using the planners the class teacher will ensure they are:

- Referring directly to the Come & See website to ensure they are delivering the most up to date units.
- Using the age- related standards to support attainment and progression.
- Selecting appropriate content to ensure achievement of learning outcome.
- Choosing appropriate activities to explore content.
- Indicating groupings.
- Stating the days/times on which these activities to take place.
- Indicating groupings and how different needs/abilities are to be met through highlighting differentiated activities.
- Informally assessing for two of the three topics each term by writing initials of pupils above/below expectation.
- Evaluating own teaching.
- Following and indicating the activity/ies chosen for formal assessment- some are provided on the RC Liverpool website.

Differentiation:

The purpose of differentiation in Religious Education is:

- To enable children to succeed in the set task or activity

- To challenge children beyond their comfort zone of knowledge, understanding and skills
- To enable children to recognise and celebrate their achievements

Come & See provides differentiation through a variety of activities in Explore and Reveal.

Aware of the differing needs and abilities of the children within the class and with reference to IEP's of children on the Special Needs Register, each class teacher selects appropriate activities from those provided within the Come & See Programme. When appropriate, teachers are advised to use the SEN resources available on the Come & See website to support learning.

Activities which evoke an active response and through which the children can express themselves are chosen...

creative play movement drama painting story telling
reflecting worshipping discussion group work dance

First hand experiences are always preferable if at all possible. The children can visit church, go on walks around the field and local area. Visitors from the community are invited into school to talk to the children. In addition, pupils from other classes may be invited to share their experiences.

Assessment

Assessment in RE is based on AT1 : Learning about Religion (Knowledge and Understanding) and AT2 : Learning from Religion (Reflection on Meaning). Levels of attainment in RE are outlined by The National Board of Religious Inspectors and Advisors.

Assessment is a celebration of the children's learning and attainment as well as an opportunity to assess a child with a view to moving them on in their religious development.

In Come & See it is related to:

- the concepts, skills and attitudes to be developed through the exploration of the themes:
- the three stages of the process
- The six learning focuses throughout the 'Reveal'
- the learning expectations for each topic:
- the attainment targets

Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come & See emphasises and formalises a cumulative approach to Assessment as it draws on teacher judgements and a child's ability in both formal and informal tasks.

At St Francis of Assisi School this involves:

Informal Assessment:

- General observation of children engaged in classroom tasks and activities
- Observation of contributions made to classroom displays
- Observations about contribution to class discussions
- Observations about a child's ability to reflect and ask relevant questions
- next step marking of their written work through verbal discussion

- end of topic contributions in remember/rejoice and renew
- evaluated plans and individuals measured against topic expectations (A note is kept of those children who are achieving above or below expectations.)
- some use of mind maps
- visual assessments

Formal Assessment:

National and Archdiocesan adherence to Religious Education attainment targets and standards (levels) form the basis of our formal assessment. Systematic planning ensures that children are formally assessed once a term. To support assessment and judgements, staff take part in in-house moderation.

Foundation Stage:

Children are introduced to religious language, stories celebrations and practices in the Catholic Christian tradition. Such work will be part of ongoing teacher assessment with reference to the early learning goals.

Whilst Religious Education can contribute to all seven areas of learning in Foundation stage it will make a particular contribution to:

- Personal, social and emotional development
- Communication and language
- Understanding the world
- Expressive art and design
- Literacy

Assessment activities are based as much as is possible around Archdiocesan suggestions, though this is left to the teacher's expertise to judge as appropriate. Pupils' attainment is assessed and recorded in a variety of ways: mind maps, art, drawing, drama, play, dance, scribing, discussion and use of puppets. Records of (including journals/ floor books as appropriate) are kept to aid monitoring and assessment as observations are recorded.

KS1 & KS2

Each term formal assessment is undertaken during school's assessment week. Each term a different strand of the Come & See scheme is assessed so that throughout a given academic year all 3 areas of the scheme have been assessed:

- Church
- Sacramental
- Christian living

By assessing all 3 areas of the Come & See scheme, children are showing their attainment in

AT1: Learning about Religion

AT2: Learning from Religion

Teachers follow Archdiocesan suggestions where possible but may adapt activities to suit the needs and abilities of their class.

- The teacher uses the language of the standard descriptors and driver words to inform them about the intended outcomes.
- They also refer to the level indicators, 6 learning focuses and level summary at the end of each topic.
- An activity is highlighted by the Archdiocese and selected/adapted by the teacher in light of the children’s learning needs. It is held back till the end of the topic and then used to bring out the intended learning outcome.
- Teachers are aware of the abilities and groups within their class.

The selected Come & See activities are rigorous and fulfil the requirements of the attainment targets.

Expectations:

Each Come & See topic provides a brief summary of what children can be expected to know and understand at their given level. These provide teachers with a framework and support for the tasks of differentiation, assessment, recording and reporting.

An indication of a child’s attainment and standard cannot be given simply on one piece of work but is a cumulative assessment and a ‘best fit’ judgement. Teachers have opportunities to discuss these assessments at termly staff and departmental meetings. These are held to assist moderating and levelling. Teachers justify their assessment by evaluating children’s progress and attainment using the updated ‘Standards’ document with judgements discussed during moderation. Assessments are added on school’s tracker as with other core subjects.

Recording:

As recording provides evidence of achievement, the teachers at St. Francis of Assisi will aim to provide an accurate and comprehensive assessment of each child’s knowledge and understanding in manageable form.

This is done by the:

Child	<p>Recording topic work in an RE book</p> <p>Recording through writing, art, drawing, displays, drama and photos.</p> <p>Recording through links across curriculum.</p> <p>Evaluating each topic through the Respond stage. A selection of children’s responses are kept in the class Rejoice Journal, along with the planner.</p> <p>Encouraging children to plan and lead the latter stage of the process through input in the collective worship and liturgies (based upon age and development of children).</p>
Class teacher	<p>Following the guidelines of a medium term plan to enable full exposure to the Come & See curriculum.</p> <p>Participating in school moderation.</p> <p>Recording information from formal assessment using the pupil attainment targets. These are stored within each class teachers’ assessment file.</p> <p>Recording information informally by annotating and evaluating plans and making notes</p>

	<p>of observations and comments.</p> <p>Recording pupil responses including use of class Rejoice journals</p> <p>AFL- employing assessment for learning through the use of next step marking and standard/ driver words linked to attainment targets and standards.</p> <p>Keeping visual evidence e.g. photographs of drama, displays, celebrations etc. These can be shared on our school social media platforms including Class Dojo.</p> <p>Providing verbal feedback to individual pupils when appropriate.</p> <p>Recording, as far as possible, comments or evidence from discussions and conversations children have had in class (for example within planning).</p> <p>Recording assessment on Lancashire Tracker, using the terminology 'entering' 'developing' and 'secure'.</p>
RE Coordinator	<p>Monitoring whole school activities through school's monitoring procedures, including:</p> <p>Medium term plans</p> <p>Dates and events for staff and children</p> <p>Staff communication</p> <p>Inset</p> <p>CPD</p> <p>Whole school Collective Worship</p> <p>Lesson observations</p> <p>Planning scrutiny</p> <p>Book scrutiny</p> <p>Collective worship observations</p> <p>Class teaching throughout school</p> <p>Selection of exercise books will be kept from the previous academic year</p>

Reporting is an integral part of the learning process. At St. Francis of Assisi School the 'Come & See' programme invites and includes the co-operation of family and parish. When children reflect on their own experience, this of necessity includes these groups, both inside and out of school.

Pupils

AFL- next step marking
 Informal discussion and verbal feedback

Teachers

Summative records
 Pupil trackers
 Informal discussions

Parents

Parents meetings where parents are invited to attend in the Autumn, Spring and Summer terms to discuss their child's progress formally or informally

An end of year report that is intended to give a clear and helpful picture of their child's progress. Included in this report is a section for R.E. Each class teacher comments on the performance of the pupil. The report is signed by the Head-teacher and parents are asked to make their own comments on their child's

progress.

Parents newsletters

RE sharing assemblies

Displays

Photos

Curriculum meetings

Informal discussions

Governors

Head-teacher's report

RE Co-ordinator's report

Displays

Invitations to events

Photographs

Informal discussion

Archdiocese, Parish and External Agencies

SED

SIP

SDP

Liturgies

Reporting is seen to be more a mutual sharing which is continuous and in which teachers, family, children and parish learn and inform each other. The Head-teacher/ RE-co-ordinator/ teachers will provide feedback of achievement and progress to:

Evaluation of Teaching

The quality of teaching is monitored and evaluated in line with archdiocesan recommendations.

Teachers will demonstrate:

- A secure knowledge and understanding of the Catholic Faith and Life, of RE, the attainment targets, and of the programme in use
- High expectations so as to challenge pupils and deepen their knowledge, skills and understanding
- Effective planning, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils
- Teaching methods and strategies which match learning objectives, level descriptors and the needs of all pupils
- Effective management of pupils and behaviour for learning.
- Use of time and resources effectively
- An ability to assess pupil's work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work.

At St. Francis of Assisi, the teaching of RE is monitored by the Head-teacher and RE co-ordinator using the above criteria through observation of:

- Lessons
- Collective Worship
- Class Celebrations and Assemblies
- Pupils' work
- RE displays
- Monitoring of planning
- Discussion with pupils
- Book scrutiny
- Lesson observations

The Staff are encouraged to develop and extend their knowledge and skills relating to Religious Education in a variety of ways:

- Staff meetings
- School based Inset provision
- Leading Collective Worship
- Peer Observations
- Use of 'Come and See for yourself' in Come & See Programme.
- In-service Courses
- CCRS

Evaluation of learning

Children are enabled to evaluate their own learning throughout the whole of the 'Come & See' programme but especially during the final stage of each topic:

Remember- They remember and share with the class what they have done and learned as individuals and as a group. They are invited to prepare a liturgy and /or reflection in class, to celebrate and express their new learning. Some teachers may still choose to use the mind map as a way of highlighting this new learning but mostly children are encouraged to prepare a simple form of liturgy to express this in their own unique way.

Rejoice- The children celebrate, rejoice and express the work they have done in the topic and select from it what is significant, relevant and meaningful.

Renew- The children are given time to reflect on what they would like to hold on to and never forget. They are helped 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. They are helped to identify ways of applying this in their life.

Class teachers are given suggestions for children's evaluation of their learning:

- Something I understand better

- Something I've thought about
- Something I've enjoyed
- Something I didn't enjoy
- Something I'll try to do that I didn't do before
- Something that puzzled me
- Anything else that you have thought about

'Teachers, like parents, have a special role as co-creators with God, to educate the children in their care and enable them to be, in their turn, co-creators with God.' (HIA p.13)