

St. Chad's Catholic Primary School



Religious Education Handbook

**Written by Mrs Topp (Subject Leader) on behalf of, and following
consultation and discussion with, all staff and governors.**

October 2024

St. Chad's Catholic Primary School **Religious Education Handbook**

1. The Mission Statement

Mission Statement

At St. Chad's we seek to create a happy, safe and caring community, where each child is encouraged to learn and develop their uniqueness through Jesus Christ.

Child Friendly Mission Statement (Motto)

Sharing, caring and learning together through Christ.

2. The Aims of 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.

Religious Education Curriculum Directory for Catholic Schools 2012

At St. Chad's Catholic Primary School we aim to:

- Develop the children's knowledge and understanding of the Catholic Faith and, where appropriate, other religious traditions, by following the Gospel values and providing opportunities for prayer, worship and spiritual growth.
- Ensure children feel cared for and care for each other so that everyone who enters our community feels welcome to engage in examination of and reflection upon their own life stance, to deepen their personal faith commitment and to respect that of others. We will strive for friendliness not loneliness to work together as one body. (1 Corinthians 12: 27-28)
- Provide a broad, well-balanced curriculum in a stimulating and fun learning environment where we recognise the unique qualities in every child and encourage freedom of expression.
- Give children a happy, memorable time at our school, where we promote the child's innate capacity for wonder, awe, reverence and imagination to shine in all that they do and for everyone to see – "...so that those who come in can see the light." (Luke 8: 16-17)

3. Objectives

We will achieve our aims by:

- Providing a programme (Come and See) that is academically acceptable, enjoyable and taught in a creative and inspiring way, according to standards and guidelines set out by the Archdiocese;
- Developing knowledge and understanding in our children of the mystery of God, the life and teachings of Jesus Christ, the teachings of the Church and the central beliefs which Catholics hold;
- Developing an understanding of its impact on personal and social behaviour and the relationship between faith and life;
- Developing appropriate skills: for example, ability to listen, to think critically, spiritually, ethically and theologically, to acquire knowledge and organise it effectively, to make informed judgements;
- Fostering appropriate attitudes: for example, respect for truth, respect for the views of others, awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society;
- Presenting a 'systematic presentation of the Christian event, message and way of life' in a way that is appropriate to both the age and stage of development of each child;
- Developing staff's knowledge and underlying theological understanding, as well as educational principals, of the topics under focus;
- Providing opportunities for celebration, prayer and reflection in implicit and explicit ways;
- Respecting our own Diocesan and pastoral practice and support parish sacramental preparation programmes for First Holy Communion and Reconciliation.

4. The Religious Education Programme

To fulfill our aims and objectives we use the '*Come and See*' programme recommended by the Archdiocese of Liverpool.

Overview of Content

The Themes

Come and See is developed through three themes based on documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are:

Church, Sacrament and Christian living.

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

Community of faith

Celebration in ritual

Way of life

Church

Sacraments

Christian Living

a. Church

The **Church** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **Autumn** – My story ~ my family ~ **Domestic Church**.

2. **Spring** – Our story ~ local Community ~ **Local Church**.

3. **Summer** – The story ~ the worldwide community ~ **Universal Church**.

b. Sacrament

The **Sacramental** themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

1. **Autumn** – Belonging ~ born into Christ's life ~ **Baptism, Confirmation, Ordination, Marriage**.

2. **Spring** – Relating ~ God's love in our lives ~ **Eucharist**.

3. **Summer** – inter-relating ~ service to the community ~ **Reconciliation, Anointing of the sick**

c. Christian living

The **Christian living** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **Autumn** – loving ~ celebrating life ~ **Advent Christmas**.

2. **Spring** – giving ~ the cost of life ~ **Easter**.

3. **Summer** – serving in love ~ feasts to celebrate ~ **Pentecost**.

Each theme is explored through different topics in each age group (See appendix 2).

The themes of each season

AUTUMN

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

- **Family** - Domestic Church focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.
- **Belonging** - Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship.
- **Loving** - Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

SPRING

The three spring time themes are developed in the light of an understanding of Incarnation:

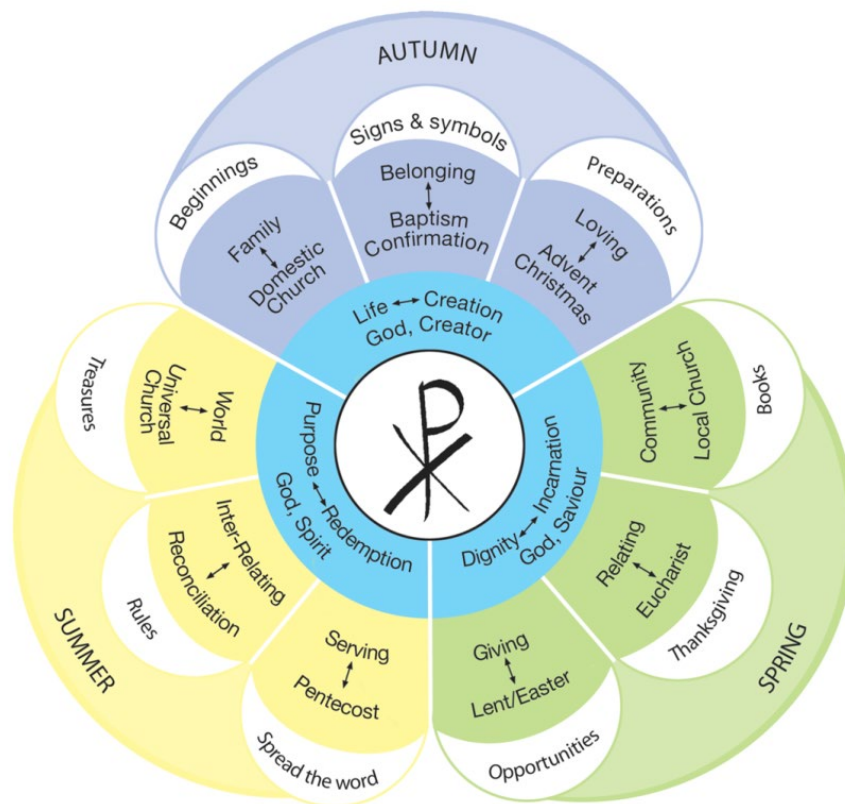
- **Community** - Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- **Relating** - Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- **Giving** - Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

- **Serving** - Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- **Inter-Relating** - Reconciliation focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- **World** - Universal Church focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

The icon below, which is an example of year 2, shows how the programme develops from the central underpinning of the Word of God, Dei Verbum.



The Process knowledge/Understanding/Skills/Attitudes

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. (See 'Come and See' pages 20-22). The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore**, **Reveal** and **Respond**.

The Process

The Word who is life – this is our subject

Search - EXPLORE

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Revelation - REVEAL

This 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.

Response - RESPOND

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

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 of 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 the 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 Christians. 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 this new knowledge;
- reflecting on the wonder of the 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 of 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 will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration.

Content of the Celebration

This can be found for every topic with the same format.

GATHER

Consider how the children will begin the celebration.

WORD – Listen

To some scripture read or enacted

RESPONSE

How will the children respond to all they have heard?

GOING FORTH

How will the children take away the message?

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 books.

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 time to complete.

5. THE APPROACH CHOSEN

At St. Chad's we have mixed age classes. In Class 1, the teacher uses the Foundation Stage book every year (as advised by the Archdiocese). In Class 5, the teacher uses the Year 6 curriculum every year as this is a single age class. In every other class, we use a two-year rolling programme to ensure children are given access to a range of activities and cover all themes and topics.

The Foundation Stage

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5. In the foundation phase Religious Education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

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

Throughout the programme in Reception, the process will be divided as follows:

- Whole class core Input; (teacher led).
- Adult directed group activities and; (teacher or assistants work with groups of children).
- Continuous provision (child centred learning across the areas of learning in the foundation stage).

Years 1 and 2

Because of the mixed age class we will alternate between the Year 1 book and Year 2 book for class 2. In both instances, we will use a mixture of the foundation stage approach and the approach below, based on the ability of each individual class and pupils.

In years 1 to 6

The structure within both **EXPLORE** and **REVEAL** from years 1 to 6 comprises of the following sections:

1. Learning objective: the overall focus of the session.
2. Content: some suggestions for input to develop the focus.

3. Some key questions follow the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.

4. Some suggested activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children using symbol supported text.

The **RESPOND** structure is the same for Foundation stage as well as Key stages 1 and 2. This is the opportunity for children to respond to what they know and understand by three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about and what they remember.

2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant. (see below for details).

3. **Renew:** this is where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

PLANNING

Long-term planning –The themes and topics framework sets out the programme for the year.

This is the responsibility of the senior management of the school. The chosen approach is as listed below over a two year cycle.

First Year

Class 1 (Reception + ½ year 1)	–	Foundation Stage Book
Class 2 (½ year 1 + year 2)	–	Year one book
Class 3 (Year 3)	-	Year three book
Class 4 (Year 4 + ½ Year 5)	-	Year four book
Class 5 (½ year 5 + year 6)	-	Year six book

Second Year

Class 1 (Reception + ½ year 1)	–	Foundation Stage Book
Class 2 (½ year 1 + year 2)	–	Year two book
Class 3 (Year 3)	-	Year four book
Class 4 (Year 4 + ½ Year 5)	-	Year five book
Class 5 (½ year 5 + year 6)	-	Year six book

The allocated time for Religious Education is 10% of the curriculum time each week and is as follows:

Early years/KS1	-	2 hours 15 minutes
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The subject leader is responsible for monitoring timetables to ensure quality time for Religious Education.

Within all classes, teachers will need to have regard for the standard indicators when developing activities for children of different age groups and abilities.

Medium-term planning

The overview, which is the medium term plan, is to be found at the start of each topic. Teachers using the same overview will discuss these together.

The Religious Education subject leader is responsible for:

- Allocating the starting date for each Theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another Faith (Judaism) or Religion (Islam, Hinduism or Sikhism); if it is being covered this term
- Hi-lighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day
- Indicating when planning, teaching, assessment and books are to be monitored
- Printing a copy of the data inputted onto the school tracker and recognising any children who are not reaching or exceeding expectations

Short-term planning

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the diocese.

As well as this, class teachers are also responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Evaluating own teaching
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the end of year standards sheet for each child continuously throughout the year
- Passing on assessment data to the Religious Education subject leader
- Passing on the end of year standard sheets to the next class teacher at the end of the academic year

Differentiation

As with all other areas of the curriculum the purpose of differentiation in Religious Education is:

- To enable children to succeed in the set task or activity and to challenge them to take the next step in learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;
- To enable children to recognise and celebrate their achievement;

At St. Chad's we recognise that children learn in different ways and so we strive to teach the children using a variety of teaching methods to allow all children to be fully involved in all lessons. We recognise that children work at different ability levels and so through rigorous assessments, we use our prior knowledge of the children's abilities to build on their understanding to encourage them to achieve their best at their own level. This requires regular discussions with other staff members, particularly when children are moving classes. We therefore ensure that our assessment for learning strategies are solid to make certain that teaching is pitched at the correct level for all children. The variety of tasks throughout the REVEAL stage allows teachers to choose appropriate work that can be adapted to suit every individual. We strive for every child to achieve their maximum potential and therefore plan tasks for the whole class which can then be supported or extended as staff see fit throughout each lesson.

Additional learning needs and/or disabilities

During the planning process all children on IEP's will be planned for individually if appropriate. In the 'Come and See' programme there are 'J' symbols which indicates that there is a Widgit symbol supported text on the website. Children who are on our SEN register will access Religious Education as much as every other child in our school. They will be encouraged to achieve their maximum potential through regular assessments. Every child will feel included in all areas of Religious Education.

6. ASSESSMENT

Assessment is focused by the overall aims and objectives of Religious Education '*Come and See*' page 27 and the Religious Education Curriculum Directory for Catholic Schools and Colleges pages 65-66. 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.

In our school it involves:

Informal assessment

- General observation of children engaged in classroom tasks and activities;
- Observations of contributions made to classroom displays;

- Assessment for learning techniques such as: thumbs up/down, questioning of children's understanding;
- Marking of more formal written work against the learning focus and given a 'golden glow' if that child has met the learning objective.
- Learning objectives to include driver words/skills as appropriate, so when highlighted teachers can use these for termly judgements.

Formal assessment – Years 1-6

- At St. Chad's we assess both learning about religion and learning from religion.
- Staff meet termly to moderate six pieces of work from each cohort. These are mixed ability pieces of work.
- From this, we decide on judgements for each child based on the work undertaken throughout that term; not on a 'stand-alone' piece of work. This is in line with other curriculum subjects.
- Teachers use standard indicators and driver words found in each 'Come and See' topic to plan each unit of work, bearing in mind individual targets for each child and evaluations from previous topics.
- At the end of the year the standards grids are then passed on to the next class as they move up each year. This is also passed from year 6 up to secondary school.

The teachers continually assess the children throughout the year and place judgements on the school tracker three times a year; once at the end of the autumn term, once at the end of the spring term and once half-way through the summer term. These are monitored by the Religious Education co-ordinator and assessment co-ordinator to ensure all pupils are on track and developing in their learning. Teachers use the results from these assessments and consult the standard indicators to inform their planning in order to provide opportunities for children to progress in their learning.

Foundation Stage

Regular assessments take place throughout the foundation stage as Religious Education is on-going throughout all aspects of learning. Evidence is collected in a variety of forms and floor books are made to show the progression of children's learning in each topic.

End of year standards

Two areas for assessment have been highlighted in the 'Come and See' programme:

- 1 – Knowledge and understanding of Religion (Learning about Religion-content)**
- 2 – Reflection on Meaning (Learning from Religion – skills)**

Just as in other subjects, progression in R.E is not always predictable-it is subject to e.g. maturity, ability to assimilate information, learning difficulties, the individual's perception of events and external influences. Pupils of the same age will be at different stages.

7. RECORDING

Recording provides evidence of achievement. It involves pupil's self-assessment and progress in dialogue with the teacher. At St. Chad's recording takes many forms such as:

- Notes from observations;
- Visual evidence – photographs of displays, videos of dance, drama, celebrations, assemblies;
- Pupils' written work

8. REPORTING

There are four dimensions to reporting in Religious Education. Reporting:

- Provides feedback to pupils on their achievements and progress;
- Informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group;
- Informs parents of the progress and achievements of their children;
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

The above is done through oral and/or written reports at various times throughout the school year. Religious Education forms a large part of our comments to parents on end of year reports and is placed at the beginning of our comments. We report on children's attainment and effort in Religious Education, as we would all other core subjects.

9. EVALUATION OF TEACHING

Teaching will be evaluated by the R.E subject leader through a number of strategies including the observation of:

- Monitoring of children's workbooks.
- Interviewing children when timetabled for monitoring.
- Assessments carried out by individual teachers.
- Lessons in Religious Education.
- Displays of children's work in R.E in class and around the school.
- Class and school assemblies/Collective Worships.
- Ensuring use is made of resources or alternative, appropriate materials are introduced for topics.

It is the school's policy for all curriculum co-ordinators to be given the opportunity to examine and monitor samples of work and discuss their subject with staff. The samples cover a cross section of above average, average, below average. This monitoring ensures Religious Education has the same precedence as all National Curriculum subjects and that all the standards expected across the subjects are the same. It also gives the opportunity to view the progression through topics.

10. EVALUATION OF LEARNING

Children are able to evaluate their own learning using a brainstorm of their ideas and the *Remember and Renew* stage in each topic.

Remember

The teacher enables the children to recall and review the work done in the topic. This is done by:

- Recalling what was given worth at the celebration;
- Giving time for the children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group;
- Asking specific questions to discover what learning focuses have been achieved;
- Using gathered examples of work and resources as prompts;
- Summarising and reinforcing learning that has taken place;
- Evaluating the topic.

Renew

The teacher helps the children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community. This can be done by:

- Giving children time to reflect on what they would like to hold on to and never forget;
- Helping them to focus on and choose a song, a hymn, a doctrinal statement, a poem, phrase or line, picture, photograph, symbol, story or reading which encapsulates their understanding and enables them to bring it to mind again;
- Exploring the possibility and potential for living in a deeper and fuller way;
- Identifying ways of applying this in life.

Further 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

11. STAFF DEVELOPMENT

At St. Chad's, staff development is linked to Performance Management. At the heart of the performance review is an opportunity to celebrate achievement wherever possible, as well as to discern where there is scope for development. In-service is carried out in line with the School's Strategic Plan which is produced through whole staff involvement.

All staff are encouraged to make use of the "Come and see for Yourself" section at the start of the topic. All staff are invited to attend a whole school assembly/Prayer and Liturgy on a weekly basis.

At St. Chad's, as in all Catholic schools, the R.E subject leader has, under the direction of the Headteacher, the responsibility to co-ordinate the development of the 'Come and See' programme. It is also the duty of the R.E subject leader to keep staff informed of developments within 'Come and See' by attending inset and meetings. The R.E subject leader will deliver staff development through:

- Providing and talking through ideas.
- Working alongside colleagues
- Making information available and downloading information from 'Come and See' meetings.
- Having informal/formal discussions with staff about their needs and the support they would like.
- Staff prepare for each topic by studying the 'Come and See for Yourself' sections in the 'Come and See' programme and share concerns with colleagues and R.E subject leader before the onset of the topic.
- All staff have access to their own copy of the syllabus relevant to the year group being taught on the 'Come and See' website.

12. STAFF INDUCTION

The R.E subject leader is responsible for explaining the approach chosen for the delivery of the R.E curriculum and the necessary time allocation. He/she is responsible for giving guidance and support to all newly appointed staff, in the teaching of 'Come and See'. The R.E subject leader will always be available for further advice and support if necessary.

Class teachers have the responsibility of making available to any supply teacher or student teacher in their year group the relevant information and support for the teaching of Religious Education, which is to take place in the absence of the class teacher.

13. STAFF COMMUNICATION

At the start of each academic year all staff are given a copy of the topics to be studied for the year and dates for the topics to begin and end. Dates of any celebrations, feast days and services are also included.

Each term a medium term plan, together with a breakdown of dates for allocations of time is given to all staff.

Time is always available at briefings and staff meetings for information throughout the year and more specific staff meeting time can be allocated to Religious Education. Staff are able to speak to the R.E subject leader whenever necessary. It is the school policy that all staff make themselves available as subject leaders to support colleagues and this is often done either on a one-to-one basis or during staff meetings.

The Headteacher passes on any information from the Christian Education Department (or other relevant information) to the Religious Education subject leader or to the whole staff as appropriate.

14. RESOURCES – STAFF MEMBERS

All teaching staff are responsible for teaching Religious Education to their own class. Each teacher plans Collective Worship in partnership with their pupils using the school's policy. Collective Worship resources are available to both pupils and staff in each class with further resources in the Religious Education cupboard located in the big hall.

The Sacramental Programme is undertaken by the Parish with the support of the school.

Staff for 2020/2021 as follows:

Position	Name	Qualification
Headteacher	Mr John Riley	CCRS
Class 1 Teacher (Reception and ½ year 1)	Mrs Julie Clark	
Class 2 Teachers	Mrs Taylor and Mrs McGar	Currently studying CCRS
Class 3 Teacher (Year 3 and ½ year 4)	Mrs Jane Deacon	CCRS, Catechist, Eucharistic Minister
Class 4 teacher (½ year 4 and all of year 5)	Miss Gillibrand	Currently studying CCRS
Religious Education subject leader and deputy head Class 5 teacher (Year 6) for three days.	Mrs Catherine Topp and	CCRS
Class 5 teacher (Year 6) for two days.	Mrs Johann Muldoon	CCRS

15. RESOURCES – TEACHING

General resources:

- Thematic posters
- Collective Worship books
- Big books
- Library section for R.E.

- Resources for other faiths including DVD's, religious artefacts, workbooks, CDs, festivals workbooks.
- John Burland Come and See CDs and tapes
- Come and See website resources
- Church's Story – web based
- God's Story – texts, CD Rom and Web based
- Collective Worship boxes containing candles, materials, prayers for teachers and pupils to choose from.
- Selection of CD's for Collective Worship
- CAFOD posters and cards
- Lent packs
- Wednesday Word
- Hymn Books
- Bibles

Class resources:

- Focus area with candle, topic key words and driver words
- Crucifix/statue
- Bibles appropriate to age group
- God's story
- The Church's story – web based
- Come and See folders
- Web based resources from 'Come and See' website

Class teachers are responsible for the care and maintenance of class resources and should inform the subject leader of any shortages and requirements. The subject leader is responsible for all general resources.

16. RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

Policies and Guidelines for Collective Worship

Collective worship is held each day either in class or as a whole school celebration to ensure children have the opportunity to attend collective worship every day.

Opportunities Provided for Spiritual Development

Opportunities for spiritual development are met through the curriculum, the influence of Come and See, collective worship and assembly. Examples can be found in various curriculum policy documents in school.

Opportunities Provided for Moral development

There are many and varied opportunities for moral development to take place among and within staff and children. The mission statement serves to state an ethos we foster and consistently work towards in our school. Much of the success of moral development depends upon the close working relationship that exists between children and adults in school; school and parents, Parish and Parish Workers.

Opportunities for moral development are discussed through School Rules, moral code, moral stories, team spirit, respect for others, assembly, Collective Worship, circle time, PSHE, RSHE and our behaviour policy.

Opportunities provided for Away Days and Retreats

In year 6, the children are given the opportunity to attend Hothersall Lodge, whereby they spend four days away from home. As part of this trip, children are encouraged to keep a journal of their time away and are invited to attend reflection time where they sit outdoors to reflect quietly on their growth in independence. This has proven to be excellent preparation for secondary school and we find the children do return with a developed maturity. Staff are all invited to attend if they wish to take part in this important time.

Year 6 attend an annual retreat day at St. Joseph's Catholic Primary School in Chorley where they meet with other Year 6 children from the local area to celebrate their Catholicity. The day culminates in a Mass with hundreds of children.

Year 5 children are invited by the local Catholic High School to attend a retreat day. This allows the children to share in their faith with children who they knew from school and children from other schools who are their own age.

Links with parents, parish and the local community

Parents are informed each term through newsletters as to what is being taught in all areas of the curriculum including R.E. in each class. A separate Religious Education Newsletter is also sent home with details of the content of each 'Come and See' topic for the term. Parents are invited to assemblies, Collective Worship, school and class Masses, carol services and many other school events. Parents are encouraged to attend preparation for Sacraments both at school and Church.

St. Chad's has strong links with the parish and often joins in with parish celebrations. School events and successes are regularly included in the parish newsletter. The 'Wednesday Word' is sent home online, weekly. This is free to all families and encourages families to sit around with each other to discuss the Gospel. Our children are regular altar servers and serve both at weekends and during the week. We also have readers and members of the choir from our school. Our leading Catechist, who undertakes all the Sacramental preparation, is also a parent and governor at our school which, again, allows for close links between home, school and parish.

Our children play an active part in our community by sharing harvest gifts and also singing carols for everyone in the local area at Church and at the Parish Centre. Every Class attends Mass at least twice in a term. The whole school is also invited to Mass on a number of occasions including a welcome Mass, Ash Wednesday and an end of year celebration Mass. The reception class are also invited at the beginning of the year to attend a Sunday welcome Mass with their families. We also raise money for CAFOD and The Good Shepherd during Lent and Shelter at Christmas.

Sacramental Programme

As mentioned earlier, the main catechist at St. Chad's Church is a parent and governor at our school. This ensures that there are close links between the Sacramental Programme and the work undertaken in school. Although the Sacraments are now undertaken by the parish, we ensure that they are celebrated in school. We have a dedicated display board to the children undertaking their Sacraments and ask the children to share their experiences with the whole school during whole school collective worship. On the feast of St. Peter and St. Paul the school holds a yearly celebration to highlight the special Sacraments that the children have made that year. The whole community is invited to share in these celebrations.

Relationships, Sex and Health Education (RSHE)

At St. Chad's Catholic Primary School, we try to help children develop a healthy awareness of the importance of relationships and how to live our life to the full. We use the programme 'A Journey in Love' recommended by the Archdiocese. This is delivered to each class at various times throughout the school year which is planned out and mapped for the whole school. (See RSHE policy for further information).

Citizenship

Regular projects are planned to encourage citizenship among our children. For example we have undertaken a community project where the children researched different communities and examined how they are important in that community. We have also undertaken world of work weeks that show the children the importance of different talents and gift within a community. Through our work on the Live Simply project, children learnt the meaning of being a good citizen and helping those around us. Our eco-council continue to strive to care for our common home.

Equal Opportunities

At St. Chad's Catholic Primary School a Catholic education is provided, irrespective of how committed to the Catholic Church or not parents may be. We are committed to creating a caring atmosphere where each individual child can develop their own sense of worth.

Special Educational Needs

Every child is valued as a unique individual with many talents, gifts and skills and potential to excel in many areas of their life. Throughout the school, the child engages in activities prepared for them that meet their individual need and respects any learning and physical difficulty they may experience on a short or long-term basis. Children have Individual Educational Plans. All staff are aware of the children's needs and plan activities with these in mind. The 'Come and See' programme enables the children to explore their faith at their own level of maturity, pace and need. We encourage all our children to grow as individuals at their own rate and relative to their own ability.

Displays

Display is seen as being very important throughout the school. It conveys the message to children about the quality of work expected, the standard of work, the variety of work going on throughout the school across all the year groups and shows that their individual contributions are valuable.

Every classroom has a 'Come and See' display for each topic. We often have Religious Education themed displays throughout the school e.g. angels, new life etc. The hall and one of the entrance areas is also given to R.E displays. These are monitored by the art subject leader and the R.E subject leader. We also have our Prayer Tree in the entrance to school which is decorated with varying objects throughout the year from every class.

Cross Phase links

Because we are a small school and have mixed age classes, we always encourage close relationship between phases. During house meetings, the house captains are in charge of the meeting and discuss ideas with their house colour team. Every year we have a change over day where the children move to their next class, this aids in transition prior to September. The Year 6 children 'buddy up' with a child from reception class where they sit with them in whole school collective worship and other activities to help them settle into school life. The year 5 children are invited to attend a retreat day at the local Catholic High school which most children from our school attend. This allows for children to become familiar with the building, staff and children.

17. EVALUATION OF RELIGIOUS EDUCATION HANDBOOK

This handbook was renewed by Mrs Catherine Topp, in partnership with the whole staff and governors, in the academic year 2023/2024. It is a working document which aims to reflect the schools current thinking about the delivery of Religious Education. This handbook will be reviewed in October each year by staff and governors and updated as necessary after whole school discussions.

The curriculum as a whole is audited on a yearly basis in terms of effectiveness, time allocation and needs of staff and RE is an integral part of this audit.

The RE subject leader will update the handbook as required. The Headteacher and R.E subject leader will follow the advice of the Archdiocesan team and any relevant documentation when reviewing and updating the handbook.

REVIEW DATE: October 2025

Signed_____ Date_____

APPENDIX 1

The Role of the Subject Leader for Religious Education

The Religious Education Subject Leader will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' moderated work.
- Organising in-house moderation of standards meetings.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.