

Blessed Sacrament Catholic Primary School



Religious Education Handbook 2019/20

“Aim high – live life to the full”

Written By	The RE Team
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Signed Headteacher	C.Davey

Religious Education Handbook for Blessed Sacrament Catholic Primary School.

The Aim of Religious Education

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.

Joint pastoral letter on Catholic Education Bishops Conference Sept. 2007

The aims of Religious Education at Blessed Sacrament Catholic Primary School

The following strategies and aims underpin the effective delivery of religious education in the Catholic school.

- Religious education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15).
- It is about the Christian vision of the human person
- It is the core subject which is central to the life of the Catholic school
- Religious education is the systematic study:
 - of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - of the teachings of the Church,
 - of the lives of the saints,
 - of the relationship between faith and life.

Objectives

- To analyse, reflect and develop a critical appreciation of sources
- To ensure marked progression through the different stages of education
- To gain the unequivocal support of the management
- To safeguard 10% of the length of the taught week for each phase
- To encourage investigation and reflection
- To develop the appropriate skills and attitudes which allows a free, informed response to God's call in everyday life
- To use skills in other areas of the curriculum.



Expectations of Classroom Religious Education

- Classroom religious education in a Catholic school is primarily educational.
- Excellence in religious education is achieved by:
 - clarity of succinct religious learning objectives,
 - key content,
 - by appropriate methodologies,
 - rigour,
 - richness of resources,
 - achievement of identified outcomes,
 - accurate methods of assessment.

Outcome 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

- Religious education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose
- Offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

As a Catholic School, we aim to develop our children's religious growth and to give each child the opportunity to explore the language of religious experience – through stories, people, visits, artefacts, religious activities, ICT, Drama, Art and Music.

Our School aims to work together with the home and parish to present the Christian event, message and way of life in a systematic way with regard to each individual child and their own potential. For us, Religious Education is for all. Within the classroom, teachers use a variety of teaching styles and strategies to reinforce the Christian message, we as a Catholic school uphold.

As required by law, we as a school, through our Religious Education Programme, include appropriate learning about other world religions and encourage our children to be tolerant and respectful towards other faiths.

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

Come and See is developed through three themes based the documents of the Second Vatican Council, (Gaudium Et Spes, Lumen Gentium, Sacrosanctum Concilium) 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- Church

Celebration in ritual- Sacraments

Way of life -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**. To start the year Come and See begins with my story: within a family. The Church honours the family with the title Domestic Church because it is there that parents/carers 'by their word and example are the first (teachers) heralds of faith with regard to their children.'
2. **Spring** – Our story ~ local Community ~ **Local Church**. After Christmas the children explore the theme of local Church which is our story. The parish is where people gather together to celebrate and practice care and love for each other. The diocese is the community of the Christian faithful.
3. **Summer**– The story ~ the worldwide community ~ **Universal Church**. The year finishes with the story of the worldwide community; the universal Church. In the Church, God is calling together his people throughout the world.' 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'

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. Following on from an understanding of belonging to a family the theme of Baptism introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthen by the Sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.
2. **Spring** – Relating ~ God's love in our lives ~ Eucharist. In the Spring time after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of communion with Christ and the Church. This Sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people.
3. **Summer** – inter-relating ~ service to the community ~ Reconciliation. The Sacrament of Reconciliation forms part of the work of the summer term when there is an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2 children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

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. The Advent – Christmas theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'
 2. **Spring** – giving – the cost of life –. In the Spring season Lent and Easter are explored, Jesus' love for humankind knows no limit. Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.'
 3. **Summer** – serving in love – feasts to celebrate – Pentecost. The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.'
- Each theme is explored through different topic in each age group.

The themes of each season:

AUTUMN

The three autumn term 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

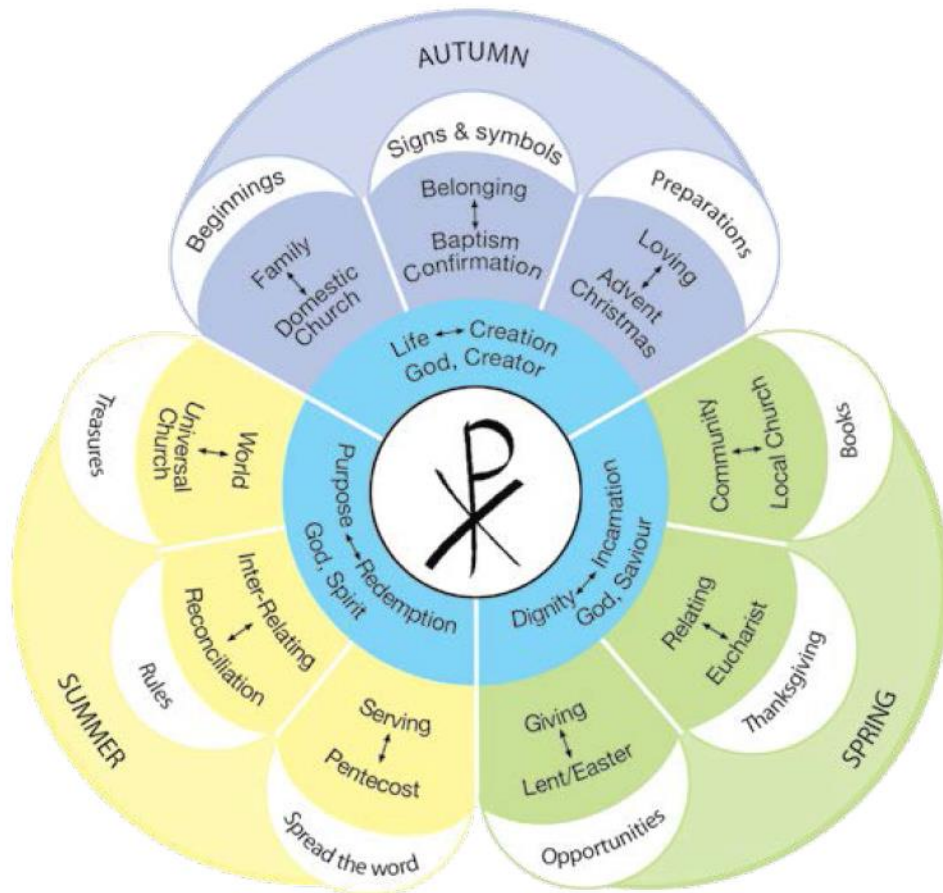
The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit:

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, Die Verbum.



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 School underpins, activates, develops and completes the educational and catechetical activity of the whole school.

Religious Education Curriculum Directory 2012

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 (1 week)

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 (2 weeks)

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 (1 week)

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.

Religious education learns from evangelization and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God's revelation.' Religious Education Curriculum Directory

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 and 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. The grid below, which is in every topic, offers guidance as to content of the celebration.

Rejoice Planner	
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 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 time to complete.

Planning

"Where there is good teaching there is good planning."

Time allocation: Curriculum

The Bishops' require 10% of the taught time for religious education. This usually means, 2 hours 20 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2 (Nursery 1 hour 30 minutes). This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management take responsibility for this and timetables are monitored annually. Within each lesson there needs to be a balance between input, discussion and activity.

Long term planning

The themes and topics framework sets out the programme for the year.

Medium term planning

The overall responsibility for medium term planning lies with the religious education subject leaders. Dates for each theme and stage of the process are completed on the termly planner and given to teachers. A parents' letter containing a termly planner is also placed on the school website for parents and emailed out. It is essential for the understanding of the topic that teachers reflect on the **theme pages, Come and See for Yourself** at the start of each topic. These are the same regardless of age group because they explore the theme which underpins the topic. Ideally this reflection is best done as a whole staff, during staff meeting reflection time, but if this is not possible they may also be done individually, or in year phase groups or Key Stages.

The **overview** which is the medium term plan is to be found at the start of each topic. A copy of this is on the **Come and See website** so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together.

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 archdiocese. The material for this planning will be found on the topic pages.

The class teacher will:

- Select appropriate content to ensure the achievement of the learning objectives, this will ensure the achievement of the learning outcomes
- Choose appropriate activities to explore this content
- Indicate how the differing needs and abilities of children are to be met

- Evaluate teaching
- Monitor and assess the children
- Complete termly formal assessments
- Short term planning should be available at any time in the class teacher purple box file
- Short term planning should be dated
- Short term planning should be annotated/evaluated
- Short term planning should have enough detail so that any teacher would be able to follow it
- Resources should be evident including where they can be found on the school kdrive

Foundation stage approach

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. 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:

Three Prime Areas

- Personal, social and emotional development
- Communication and language
- Physical Development

Specific Areas

- Mathematics
- Literacy
- Understanding the world
- Exploring Media and Materials

Throughout the programme in Nursery and 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).

Key Stage 1 and 2 Approach

The structure within both **Explore** and **Reveal** from Years 1 to 6 comprises of the following sections:

1. **Learning focus:** the overall focus of the session.
2. **Content:** some suggestions for input to develop the focus.
3. **Some key questions** follows 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**, the third section offers some 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.

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 the three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
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.
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.

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.

Children at Blessed Sacrament learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.

In each topic there are standard indicators and summaries showing the possible ability required by the activity linked to driver words.

Differentiation may be evidenced in planning, content and questioning, activities and recorded work.

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 the topics. This symbol J indicates the Widgit symbol supported text website which has a number of resources which are referred to in the programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through weblinks.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart.

When planning, attention should be given to providing:

- a range of motivating and enjoyable experiences to engage all children;
- strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

Come and See aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities and children who may be accessing religious education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

Marking

The whole school marking scheme also applies to Religious Education. Teachers are required to mark the religious content, skills and knowledge. Next step marking should also be in evidence.

Assessment

At Blessed Sacrament Catholic Primary School assessment is an integral aspect of all learning and teaching in Religious Education.

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 establishes what pupils know, understand and can do. Assessment in 'Come and See' emphasises a wide range of achievement.

Information about assessment and exemplification material can be found on the Archdiocesan website. It is essential that teachers are familiar with this.

At the beginning of Explore and Reveal there is an indication of the Areas of Learning and the standards which are covered. At the end there is a summary of the standard for that topic. Regular assessment, individual pupil tracking and record keeping are carried out according to the direction given by the archdiocese, in order to ensure pupil progress.

Theological Stepping Stones:

At the end of each topic there is an outline of the teaching of the Church which has been covered in the topic. These statements develop from preceding years and are further developed in successive years. The vocabulary used is adult and is not necessarily the actual words used in the topic but the teaching and concepts are. It is a helpful reminder of how the knowledge and understanding of the Faith is gradually explored.

Links with other areas of learning:

Skills from other areas of learning will contribute to Religious Education. Whilst making links with these areas of learning it is important that teachers remain focused on the learning outcomes of the religious education topic.

Assessment at Blessed Sacrament Catholic Primary School involves:

Informal assessment

- Quality first teaching, class teachers supported by teaching assistants assess children's understanding in lessons
- General observation of children engaged in classroom tasks and activities
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Next steps verbal and written feedback, children encouraged to respond to next steps
- Teacher evaluations
- Planning and books are monitored by the RE team on a regular basis to ensure consistency and pupil progress

Come and See Formal Assessment - Underlying Principles

Nursery/Reception – Collection of annotated work from each topic including for example, photographic evidence and floor books. There is no formal assessment except for Reception in Summer term.

Years 1-6 - Formal Assessment is guided by the standard indicators on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (**N.B.** Other strands may also be covered in these topics)

Year	2018/19	2019/20	2020/21
Autumn	Christian Living Theme Advent/Christmas ~Loving	Church Theme Domestic Church ~Family	Sacramental Theme Baptism/Confirmation ~Belonging
Spring	Church Theme Local Church ~Community	Sacramental Theme Eucharist ~Relating	Christian Living Theme Lent/Easter ~Giving

	Sacramental Theme	Christian Living Theme	Church Theme
Summer	Inter-relating ~Reconciliation	Pentecost ~Serving	Universal Church ~World

Learning About Religion is covered through the content above – Learning From Religion is covered through the process

Formal assessment takes place once per term consisting of an activity that enables children to show how they have met the Learning outcome. The activities are instructed by the Archdiocese and are usually adapted from a suggested activity in Come and See. Teachers are advised to avoid the set activity as classwork during the topic so that the formal assessment is a more accurate reflection of learning.

Moderation of Formally Assessed Work

- Following an assessed topic teachers meet in **year groups** to moderate work.
- Teachers are asked to bring higher, middle and lower achieving examples of work for moderation together.
- The subject leader will collate examples of moderated work.
- Staff (teachers and teaching assistants) make use of both formal and informal assessments to build on previous knowledge and extend the children's learning and demonstrate high expectations.
- Once per year **whole school moderation** takes place with teachers and teaching assistants to agree levels.
- Inter school moderation takes place at termly cluster group meetings.
- Moderation meetings arranged by the Archdiocesan Christian Education Department are attended by a member of the RE team to agree levels.

Attainment Targets and Standards of Attainment.

At Blessed Sacrament Catholic Primary School–

Staff assess the children against the standards and use their judgements (annotated planning, discussions with children, work in books and observations) to identify each child's attainment. Using SIMS, this data is collated throughout the year and passed on to the new teacher/ school. Coordinators analyse progress and report to SLT and Governors.

Recording

Recording in Religious Education recognises the distinct nature of the subject. At Blessed Sacrament recording takes place in various forms, in pupil workbooks (R – 6), photographs, digital media, display, record of achievement and end of year reports.

Staff are encouraged to:

- Be selective because not all evidence is suitable for recording or is able to be recorded.
- Record in a variety of ways
- Demonstrate differentiation where appropriate
- Be positive in order to record what pupils have done and can achieve
- Use positive next steps marking and a dialogic marking format
- Provide learning receipts when appropriate
- There should be evidence of the whole process for each Topic in the children's books;

Reception- Minimum of one piece per week

Year 1 - Year 6 – Minimum of two pieces per week.

Reporting

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

1. It provides feedback to pupils on their achievements and progress through;
 - Informal discussion with pupils
 - Regular and constructive next steps marking of pupils work
2. It informs teacher colleagues of the achievements of individual pupils and the areas studied by a class and year group through sharing and passing on:
 - End of year reports
 - Standard assessed work
 - Informal discussions with next teacher
 - Summary records of work covered/whole school approach
3. It informs parents of the progress and achievement of their children through:
 - Parent teacher meetings
 - Written reports
 - End of Topic Rejoice Celebrations when possible
 - Displays of work
 - Photographic records of dance, drama and musical presentations.
4. 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
 - Headteacher's report to governors
 - R.E. team presentations to governors
 - End of topic rejoice celebrations
 - Photographic/video graphic records of dance, drama, and musical, presentations.
 - Displays of work
 - Religious Education items in the Newsletters

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teachers 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.

Evaluation

Self-Evaluation

The staff and governors of Blessed Sacrament complete an annual Self Evaluation Document provided by the Liverpool Archdiocese Christian Education Department. From this, areas of strength and improvement are identified. Areas for improvement are included in the Self Evaluation Document and the School Improvement Document.

Evaluation of Teaching

The teaching of Religious Education is evaluated by the class teacher.

The Headteacher, SLT and R.E. team are responsible for the monitoring of teaching. A focused cycle of monitoring using the Archdiocese monitoring pack takes place termly in which the R.E. team undertake a scrutiny of children's work, R.E. displays and use of resources. Staff are given feedback both individually and collectively by the RE team. Staff are informed of monitoring schedules via the school online calendar, at staff meetings/staff briefings.

Evaluation of Learning

Pupils are invited to evaluate their learning as part of the marking dialogue both verbally and written throughout their learning journey. They are given positive comments and then are encouraged to respond to next steps as part of the evaluation process (Purple pen of progress).

Children evaluate their own learning more formally in different ways, primarily in the RESPOND: **Remember** and **Renew** stages of the process.

Staff Development

In service training has been provided by the R.E. team in school. The R.E. co-ordinators have also attended curriculum co-ordinator courses and Topic Days provided by the Archdiocese and cluster group.

Staff Induction

At Blessed Sacrament Catholic Primary School the **Senior Leadership Team** are responsible for: the induction of newly qualified /new staff into the Catholic life of the school and actively promote CCRS. The teaching of Religious Education is included in the induction programme for Newly Qualified Teachers. Senior leaders support newly qualified staff attending relevant training led by the Archdiocese.

The R.E. team also provides in service training for Newly Qualified Teachers. This training includes:

- Introduction to learning and teaching using Come and See
- Explanation of R.E. handbook
- Detailed guidance on planning and evaluating
- Procedures for monitoring and assessment of children's learning
- Collective Worship
- Mentor if required
- New staff are well supported within Teams

Supply teachers and students follow the medium and short term planning in order to teach Religious Education. Oral or written evaluations of the children's learning are given to the class teacher after each teaching session. Class teachers are responsible for the induction of student teachers and new teaching assistants to Come and See.

Teaching students completing the Catholic Certificate in Religious Studies (CCRS) may require specific lesson observations that can be carried out by the class teacher or R.E. Co-ordinators. Meetings for students concerning Religious Education can also be arranged with the R.E. Co-ordinators.

Staff Communication

The RE team keep the staff informed of any changes in Religious Education.

Procedures for staff development include:

- To help organise and support in-service training
- To respond to individual and group training needs as identified by staff (during monitoring/performance management)
- To provide staff training through in-service meetings
- To provide opportunities for dissemination of information from R.E. courses/meetings attended
- To provide all relevant information to staff
- To provide dates for topics and rejoice celebrations
- To provide resources for all aspects of Religious Education
- To provide inspiration and encouragement!

All staff are given written R.E. updates. Information is also given during staff meeting time or staff briefings.

Resources - Teaching

Religious Education resources are stored in RE cupboard in Junior building and storage room in the Infant building.

The RE team is responsible for the maintenance of resources.

Each classroom has as a minimum:

- God's Story/Churches Story
- Come and See book (age appropriate) and website access
- Collective Worship focus area and resources (e.g. candles, drapes, artefacts – more Collective worship resources are stored centrally)
- Age appropriate prayer books
- Planning and resources are shared on the k Drive

Relationship of Religious Education to the Whole Curriculum

As a Catholic school, we value Christ at the centre of everything we do. Religious Education is the core of our entire educational process. The learning: beliefs, inspiration and achievements in Come and See, permeate every aspect of the life of the school, as we seek to live out our school mission statement daily, through Christ, for ourselves and with others.

Parents, Parish and the Local Community

Blessed Sacrament Catholic Primary School takes pride in the strong links it has with parents, parish and the local community. Parents and members of the parish community are invited to school throughout the year to join in celebration points and children attend Mass regularly. Parents are provided with a termly overview, explaining the R.E topics and dates for the term.

Sacramental Preparation

Sacramental preparation is shared between school (Reconciliation Y3) and parish (First Holy Communion Y4). At Blessed Sacrament Catholic Primary School we support preparation and celebration of first sacraments wherever possible by liaising with the parish priest and catechists. Staff representatives attend the First Sacramental celebrations involving our pupils in the Parish. The school also aids in communication of dates and practical arrangements to parents.

On or near to the Feast of Corpus Christi the school celebrates with a Mass followed by a celebration for all children who have completed a first sacrament that year and their supporting classmates from the same year group (Year 4 - Thanksgiving Mass).

Religious Education and Other Areas

Religious Education in Blessed Sacrament School is linked to the school's policies for Relationships and Sex Education, PSHCE, Equal Opportunities, Special Educational Needs, Information Communication Technology, and SMSC

Charities

The school community supports the following charities throughout the year;

CAFOD- Overseas development

HOMELESS -Sisters of Mercy, Seel Street

NUGENT CARE – Christmas toy appeal

NUGENT CARE- Good Shepherd Appeal

SAMARITAN'S PURSE- Shoe box appeal

MACMILLAN and RACE FOR LIFE- SICK/RESEARCH

JOSPICE – SICK/TERMINALLY ILL

WOODLANDS HOSPICE- AS ABOVE

IN YOUR HANDS- Nepal twin school

Also but not yearly, Zoe's Place, Save the Children and any that are identified by the children deemed suitable.

Evaluation of R.E. Handbook

The R.E. Handbook is reviewed every year.