

# ST. MARK'S CATHOLIC PRIMARY SCHOOL

## RELIGIOUS EDUCATION HANDBOOK

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## ST. MARK'S SCHOOL MISSION STATEMENT

*'In a caring Christian community, together we love, learn, laugh and achieve.'*

### Christ /Gospel Values

#### **Aims:**

- To encourage everybody to live the Gospel values of tolerance, honesty, forgiveness, truth, justice and peace.
- To recognise Christ in everyone we meet.

#### **Objectives: - We will do this by**

- treating everyone with love and respect regardless of race or culture
- promoting the Gospel values through example
- teaching the Archdiocesan Religious Education Programme through the Come and See Scheme.
- celebrating daily Collective Worship together
- sharing whole school and class assemblies
- valuing everyone as individuals
- encouraging all individuals to take responsibility for their own actions
- supporting the Parish Catechists in their preparation of children for the Sacraments and helping them to understand the importance and significance of the Sacraments

### Education

#### **Aims:**

- To provide a broad, balanced, relevant curriculum.
- To help each individual to achieve their full potential.
- To make learning fun.

#### **Objectives - We will do this by:**

- Providing a safe, secure, stimulating learning and working environment
- Using the International Primary Curriculum for the delivery of Foundation Subjects
- Fostering and encouraging a love of books and reading
- Providing equal opportunities for all
- Promoting a healthy lifestyle and environment
- Valuing different learning styles and catering for their needs
- Providing a good grounding in Basic Skills
- Setting Individual, class and whole school targets
- Providing a differentiated curriculum for all individual needs including both Gifted and Talented and Special Educational Needs.
- Personalising learning
- Learning Mentor support
- Giving pupils a voice through:
  - School Council
  - Circle time
  - Wish and Worry box
- Providing a variety of after school clubs
- Celebrating praise assemblies
- Weekly awards
- Breakfast Club
- Encouraging parents to work in partnership with the school
- Encouraging staff to take part in regular CPD

## Community

### **Aims:**

- To promote a spirit of partnership within the community that enhances the life of the school
- To promote an open and welcoming atmosphere to all
- To encourage involvement in and responsibility for the local community
- To raise awareness of wider and global community

### **Objectives - We will do this by:**

- Promoting mutual respect within our school community where every individual feels valued
- Promoting links with our two other parish schools, Holy Family and St. Andrew the Apostle.
- Looking after the school environment and the wider local environment
- Studying the International Primary Curriculum
- Valuing the work of the School Council
- Providing opportunities for cooperative games
- Fund raising for CAFOD, Good Shepherd and other good causes
- Developing multicultural activities within the curriculum
- Parish involvement in the Sacraments
- Inviting parents/carers, governors and other members of the community to assemblies and other celebrations
- Developing close links with other schools through the South Knowsley Collaborative
- Working in partnership with other agencies and services.
- Supporting the work of St. Mark's PTA
- Holding Open Evenings
- School Web Site
- Weekly Newsletters
- Visits to local places of interest
- Children's University awards
- Sharing our school building with the Hollies Playgroup and St. Mary's Playgroup

**A ST. MARK'S CHILD IS A HAPPY CHILD**

## THE AIM OF RELIGIOUS EDUCATION

The aim of Religious Education in St. Mark's Catholic Primary School is to promote the Catholic vision of the dignity and freedom of every person, as created in the image and likeness of God. This vision inspires and encourages the beliefs and values, which are lived out in the daily life of the Catholic school. Within this vision, religious education is a journey of formation involving every member of the school community, together with a pupil's family and parish community. Religious Education is the foundation of the entire educational process.

For all children Religious Education is a proper subject in the school's curriculum. It is a rigorous, academic discipline, taught, developed and resourced with the same commitment as any other subject.

The Religious Education curriculum in St. Mark's Catholic Primary School aims to promote:

- Knowledge and understanding of the Catholic faith and life;
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- The skills required to engage in an examination of and reflection upon religious belief and practice.

## OBJECTIVES

The objectives of curriculum Religious Education in St. Mark's Catholic Primary school are:

- To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- To develop an awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour, and of the vital relationship between faith and life.
- To provide opportunities for celebration, prayer and reflection in implicit and explicit ways. Children will be helped to find meaning and importance, both in their own life experiences and those of others, and to value them.
- To encourage study, investigation and reflection by the pupils;
- To develop appropriate skills: for example, the ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- To foster 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.

The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

## THE RELIGIOUS EDUCATION PROGRAMME

To fulfill our Aims and Objectives we use the 'Come and See' Programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

### CONTENT

Each term a question is explored about a mystery of life and the Christian belief, which answers it.

Autumn Term	Where did I come from?	Life - Creation
Spring Term	Who am I?	Dignity - Incarnation
Summer Term	Why am I here?	Purpose - Redemption

The question is explored through three areas. A different dimension explored each term.

AREA:- Faith community - The Church

Autumn Term	Family - Domestic Church
Spring Term	Community - Local Church
Summer Term	World - Universal Church

AREA:- The Celebration in ritual - The Sacraments

Autumn Term	Belonging - Baptism, Confirmation
Spring Term	Relating - Eucharist
Summer Term	Inter-relating - Reconciliation

AREA:- Way of Life - Christian living

Autumn Term	Loving - Advent, Christmas
Spring Term	Giving - Lent, Easter
Summer Term	Serving - Pentecost

### RELATING THE TOPICS TO THE THEMES

Community of Faith - Church Themes  
Celebration of Ritual - Sacramental Themes  
Way of Living - Christian Living Themes

## THE PROCESS

### KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

*The outcome of excellent religious education is religiously literate and engaged young people.*

Religious Education Curriculum Directory 2012

This is delivered through a process recognised in the Catechism of the Catholic Church:

- by exploring their life experience to discover value and significance: **EXPLORE**
- by hearing, understanding and reflecting on the Christian message: **REVEAL**
- by bringing it to mind, by celebrating and by applying it: **RESPOND**

### 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 evangelisation 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 2012

**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.

**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.

### Search

At the end of Explore, 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.

### Revelation

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.

### Response

At the end of Respond (Remember, Rejoice and Renew) pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives

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

## **THE APPROACH CHOSEN**

At St. Mark's we have decided to implement 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics.

Refer to Appendix 1 for list of topics in each year group and scripture grid which identifies scripture to be studied within each year group.

## **Allocation of Curriculum Time**

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key stage 2 and two and a quarter hours for Key stage 1 and one and a quarter hours per session for the Foundation Stage.

## PLANNING

### LONG-TERM

Senior Management responsibilities:

- To allocate 10% of curriculum time.
- To monitor timetables to ensure quality time for Religious Education.

### MEDIUM TERM PLANNING

The RE Co-ordinator responsibilities:

Provide each teacher with a planner for each term's work:

- Allocating the starting date for each topic
- Allocating time for each learning focus to be achieved - Delivery of the topic requires approximately ten hours.

It is recommended that

- a quarter of the time is devoted to Explore;
- half the time to Reveal; and
- a quarter to Respond.

Allocating time for the exploration of another faith in the

- Autumn Term and in either the Spring or Summer Term (whichever is the longer)
- Indicating planning/teaching to be monitored.

Provide a topic page for each topic to note;

- Knowledge and understanding, skill and attitude to be developed and key words
- Link to theme and prior learning
- Progression for the learning outcomes through the years.

### Come and See for Yourself

This resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Ideally the whole staff will use the material together. It offers an opportunity for reflection, sharing and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, teachers will read and reflect on the readings and questions posed in their own time.

### Other faiths

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the

background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of another faith. We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources to supplement this.

### **SHORT - TERM**

- The class teacher's responsibilities
- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.
- To choose appropriate activities to explore this content.
- To state the days on which these activities are to take place and date the planning sheet.
- To indicate, at the Explore and Reveal stages of the process how the differing needs and abilities of the children are to be met.
- To indicate the children to be assessed i.e. the whole class, groups or individuals and the activities chosen for this exercise.
- To evaluate teaching.

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

In *Come and See*, differentiation is provided through a variety of activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to Play plans and child friendly IEPs of children on the Special Education Needs register.

### **ALLOCATION OF FILES**

Each class teacher has the appropriate planning guide for their year group.

## ASSESSMENT

Assessment is focused by the overall aims and objectives of Religious Education. In *Come and See*, it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in *Come and See*, emphasises a wide range of achievement.

In our school it involves:

### **Informal Assessment**

#### *Key Stage 1 and Key Stage 2*

Class teachers note on their short term planning the tasks, groups or individuals they are going to assess informally as the topic is progressing.

General observation of children engaged in classroom activities

Observation of contributions made to classroom displays

#### *Early Years*

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

## Formal Assessment

### Attainment Targets and Levels of Attainment

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

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

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

#### AT1

#### AT2

	i) beliefs, teachings and sources	ii) celebration and ritual	iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	ii) engagement with questions of meaning and purpose
	Pupils:	Pupils:	Pupils:	Pupils:	Pupils:
1	Recognise some religious stories	Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Talk about their own experiences and feelings	Say what they wonder about
2	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer
3	Make links between religious stories and beliefs	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life

## **Expectations**

In each topic, teachers use Religious Education attainment targets to level children's knowledge and understanding in each topic. They provide support for the tasks of differentiation, assessment, recording and reporting.

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

THE CHURCH  
THE SACRAMENTS  
CHRISTIAN LIVING

To formally assess, we use the tasks/activities identified within the learning focus chosen by the Department for Christian Education each term. Each termly assessed piece of work is levelled, and recorded on each pupils ' Religious Education Record of Achievement' sheet, which is then passed on to each subsequent year group, to track progress and attainment. Levels of Attainment are moderated at Termly Staff Meetings.

## **RECORDING**

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

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

When recording for Religious Education is simple and straightforward, it avoids becoming an unnecessary burden for the teacher.

## **REPORTING**

Reporting in Religious Education is a natural part of teaching and integral to 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 marking of pupil's work;
  - Compilation of pupil records.
- 2 It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
  - Summative records;
  - Pupil profiles

- 3 It informs parents of the progress and achievement of their children through:
  - Pupils, parent and teacher discussion;
  - Termly curriculum leaflets outlining topics to be covered
  - Written reports;
  - Religious Education assemblies;
  - 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;
  - Termly curriculum leaflets outlining topics to be covered
  - Headteacher's report to governors;
  - Sacramental meetings for parents;
  - Religious Education assemblies;
  - Photographic records of dance, drama and musical presentations;
  - Displays of work.

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

## **MONITORING**

The RE Co-ordinators monitor planning and children's work termly.

This monitoring also includes pupil interviews to give greater insight into the children's attitudes and understanding.

Each class is responsible for two Class Assemblies throughout the year, to which the whole school, parents and Governors are invited to attend. One of these Assemblies will be based on the current class 'Come and See' topic studied

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching, along with other curriculum subjects will be observed by the co-ordinator and the Headteacher on a rolling programme, according to the School Development Plan and RE Development Plan. With regard to monitoring teaching, the school follows the diocesan guidelines.

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;

- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

## **EVALUATION OF LEARNING**

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

## **STAFF DEVELOPMENT**

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

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

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

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have. Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans.

This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting time is used for Inset, alongside other core subjects.

Before staff begin a topic they are requested to read the "Before you begin" material. If time is available in staff meetings, this material will be shared, to enable a deeper understanding of what each topic is about.

## **STAFF INDUCTION**

New staff are given

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

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

## RESOURCES - STAFF

### TEACHERS

Mr R. Coakley	Headteacher	CTC
Miss L. Ferguson	Deputy Headteacher Y6	CCRS
Mr J. Beard	EYFS	CCRS
Mrs M. Dunbar	EYFS	CCRS
Mrs J. Schofield	Y1	CCRS
Mrs C. Verghese	Y2	CCRS
Miss K. Wilson	Y3	CCRS
Miss L. Connell	Y4	CCRS
Miss A. Doyle	Y5	
Mrs R Martin	Y6	CCRS
Mr E. Ledsam	PPA	CCRS

### TEACHING ASSISTANTS

Mrs C. Ashton	
Mrs. L. Costello	
Mr. M. Cushion	
Mr. A. Harvey	CCRS (3 modules)
Mrs. F. Kaye	
Mrs. J. Mason	
Mrs. S. Rigby	
Mrs. H. Taylor	
Miss B. Woods	

### LEARNING MENTOR

Mrs. C. Sellers

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within 'Come and See' lessons. They help develop the Catholic life of the school, through living the Mission Statement.

### RE and ICT

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, and other technologies as enhancing the learning and teaching within lessons.

## **RELATIONSHIP OF RE TO THE WHOLE CURRICULUM**

Each class must participate in an act of *Collective Worship* each day. These can take the form of whole or part school assemblies. Where the class does not take part in an assembly the class teacher is responsible for the *Collective Worship* of their own class. *Collective worship* should contain opportunities for prayer, scripture, quiet reflection and celebration. Children are supported in planning and preparing class and assembly *Collective Worship*.

Parents and Governors are invited to all Masses and Class Assemblies held in school. They are also invited to Christmas Plays and Carol Services. Sometimes Governors are invited to class rejoice assemblies.

The topics are taught, usually as whole class teaching sessions with individuals relating their experience. To focus the children's attention on the topic which is being covered at the time stories, poems, pictures, teacher's own personal experiences and any experiences the children can contribute.

## **SACRAMENTAL PREPARATION**

Children in Year 4 receive the sacraments of Reconciliation, Eucharist and Confirmation. Preparation is provided by St. John Vianney catechists. Meetings are held at one of the St. John Vianney schools each year and parents attend with their children. School supports this process by encouraging participation and reminding families of dates and times of meetings. The Sacraments are also covered in *Come and See* Topics throughout the school.

## **PRAYERS TO BE USED BY FS, KS1 AND KS2 CHILDREN**

See Appendix 2.

## **RELIGIOUS EDUCATION ACTION PLAN**

A copy of the RE Action Plan is held by the Headteacher and may be inspected on request. The RE School Self Evaluation Document is held by the Headteacher and may be inspected on request.

## **EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK**

The Handbook is to be reviewed every two years.

## Resource List

Books	Other
<p>Come and See Scheme of Work (EY, 1, 2, 3, 4, 5 and 6)</p> <p>Big Book God Story 1</p> <p>God's Story 2 and 3</p> <p>The Liturgy of the Word K. Thompson</p> <p>A First Bible Story</p> <p>The Children's Bible</p> <p>My Little Book of Prayers</p> <p>Bible Stories for the Very Young</p> <p>Book of World Religions</p> <p>25 x The Living Bible for Young People</p> <p>22 x Good News Bible (Rainbow)</p> <p>Good Morning Jesus (33 new praise songs for children)</p> <p>Celebrations for Young People</p> <p>Artwork and Additional Texts for the Lectionary</p> <p>Masses with Young People</p> <p>Forty Masses with Young People</p> <p>Fifty Masses with Children</p> <p>The Lord be with you (Introducing the mass to children)</p> <p>A Row of Lights (The Story of Rama and Sita)</p> <p>Folens Rel. Education: Christianity and Judaism</p> <p>Folens Rel. Education: Christianity and Buddhism</p>	<p>Various crosses</p> <p>Happy Hanukah soft small artefacts set</p> <p>Here I Am CD ROM (Planning and Preparation)</p> <p>Church's Story Resources CD ROM</p> <p>God's Story Resources CD ROM</p> <p>Photopack (Signs and Symbols)</p> <p>Photopack (Artefacts for Worship)</p> <p>Photopack (Key Figures and Saints)</p> <p>Welcome to the Mass</p> <p>Taize Laudate</p> <p>Taize Veni Sancte Spiritus</p> <p>Taize Wait for the Lord</p> <p>Rejoice CDs</p> <p>Spirit of Light CD-ROMs Volumes 1-6</p>

### Story Books related to 'Come and See' topics.

Angry Arthur Oram Hiawyn, Althea  
 Felling Shy Oram Hiawyn, Althea  
 Amazing Grace, Hoffman, Mary  
 Indigo and the Whale, Dunbar, Joyce  
 Post Party, Anderson, S  
 Starting School, Ahlberg, Allen  
 Peepo! Ahlberg, Allen  
 A Present for Paul, Ashley, Bernard  
 All Kinds of Homes. Foster, John  
 Mums Don't Get Sick, Hafner, Marilyn  
 Night Noises, Fox, Mem

Spot's First Christmas, Hill, Eric  
Badger's parting Gifts, Varley, Susan  
Kipper's Birthday, Inkpen, Mick  
Alfie and the Birthday Surprise, Hughes, Shirley  
In The Middle of The Night, Henderson, Kathy  
The Rainbow Fish, Pfister, Marcus  
Jolly Postman and Other People's Letters, Ahlberg J & Ahlberg, A  
Dogger, Hughes Shirley  
Something Else, Cave Kathryn  
My Friend Harry, Lewis Kim  
Mine!, Oram Hiawyn, Althea  
All Kinds of People, Damon, Emma  
Titch, Hutchins, Pat  
Something Else, Cave, Kathryn  
No Matter What Debi Gliori  
The Red Tree Shaun Tan