



Gospel Values				
John 10:10				
Matthew 5: 1-17				
Democracy (Pupil Voice)	The Rule of Law (Understanding Why)	Individual Liberty (Freedom to choose)	Mutual Respect (Dignity)	Tolerance of those of different faiths and beliefs
<ul style="list-style-type: none"> <li>➤ Mission Statement</li> <li>➤ Pupil Voice</li> <li>➤ Questionnaires</li> <li>➤ School Councillors</li> <li>➤ Eco Warriors/Councillors</li> <li>➤ House Captains</li> <li>➤ Prefects</li> <li>➤ Head Boy/Girl</li> <li>➤ Play leaders</li> <li>➤ Voting (variety)</li> <li>➤ Playground buddies</li> <li>➤ Young Parliament</li> <li>➤ SYNOD</li> <li>➤ Sports Teams</li> <li>➤ Visits e.g. Parliament/local Council</li> <li>➤ UNICEF Rights</li> <li>➤ Respecting School</li> <li>➤ Well-being Ambassadors</li> <li>➤ Picture News</li> <li>➤ Children's University</li> <li>➤ KAGAN (Co-operative Learning)</li> <li>➤ Worry Boxes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Roles and Responsibilities</li> <li>➤ Behaviour contracts</li> <li>➤ Code of conduct</li> <li>➤ Dojos</li> <li>➤ Good to be Green</li> <li>➤ Golden Rules</li> <li>➤ House Points</li> <li>➤ Rewards and Sanctions</li> <li>➤ Equality and Diversity</li> <li>➤ Awards</li> <li>➤ Visitors e.g. Police/Fire/PCSO</li> <li>➤ Bikeability</li> <li>➤ Road Safety</li> <li>➤ Water Safety</li> <li>➤ Restorative Justice</li> </ul>	<ul style="list-style-type: none"> <li>➤ E. Safety</li> <li>➤ Uniqueness</li> <li>➤ Dignity</li> <li>➤ Equality and Diversity</li> <li>➤ Continuous Provision</li> <li>➤ Self Esteem – Self Confidence</li> <li>➤ Circle Time</li> <li>➤ Rights of the Child</li> <li>➤ Philosophy for Children</li> <li>➤ Catholic Social Teaching (Fundraising)</li> <li>➤ After/before/during clubs</li> <li>➤ Crucial Crew</li> <li>➤ Children's University</li> <li>➤ SEAL</li> <li>➤ Chaplaincy</li> <li>➤ PALS</li> <li>➤ PATHS Programme</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ethos</li> <li>➤ Collective Worship Assemblies</li> <li>➤ Worship Warriors</li> <li>➤ Prayer groups/Faith Friends</li> <li>➤ NSPCC and Childline Visits</li> <li>➤ Focus weeks e.g. Fairtrade</li> <li>➤ Anti-bullying</li> <li>➤ Prayer Spaces</li> <li>➤ Kidsafe</li> <li>➤ Rainbows</li> <li>➤ Bereavement UK</li> <li>➤ British Traditions/heritage</li> <li>➤ Key Events in the yearly calendar</li> <li>➤ Faith in Action</li> <li>➤ Living Simply</li> <li>➤ Mini Vinnies</li> <li>➤ Intergenerational</li> <li>➤ Community visits</li> <li>➤ Special Friends</li> <li>➤ Learning buddies</li> <li>➤ Peace Project (Warrington)</li> <li>➤ After School Clubs – Judo/Karate</li> <li>➤ Foodbank Collections</li> <li>➤ Operation Christmas Child</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visits to other places of worship e.g. Mosque, Synagogue, Temple, Gudwara</li> <li>➤ Authentic visitors of various Religions/Faith</li> <li>➤ Catholic Social Teaching – CAFOD/Missio etc.</li> <li>➤ Equality and Diversity</li> <li>➤ International school links</li> <li>➤ Young Interpreters</li> <li>➤ Religious Festivals e.g. Diwali, Eid</li> <li>➤ Holocaust Memorial Day</li> <li>➤ Ecumenical Links</li> <li>➤ Pen Pals to other schools with high % of other Faiths</li> <li>➤ School of Sanctuary</li> </ul>

## IMPLEMENTATION: CATHOLIC SOCIAL TEACHING

<b>Principles of Catholic Social Teaching For Reception and Key Stage One. Taken and Adapted from Anne Neuberger</b>
<b>The Dignity of the Human Person</b>
God made each of us, which means each of us is very special. It is not important if you are tall or small, or happy or sad, or if you have many toys or no toys. What is important is that each of us is special because of God's love. And we must treat others in a caring way because they were made by God too.
<b>We Are Called to Live as Family and Community</b>
Jesus knows that people can only be happy if they have families and friends. He tells us that we can let these important people help us. He asks us to help them too.
<b>Rights and Responsibilities</b>
All of God's people need these things: food, work, clothes, a home, a school, and a doctor to help when they are sick. Every single person on earth needs these. Some people have what they need, but many people don't. Jesus wants the people who already have what they need to help these others. Jesus wants us to take care of this.
<b>We Are Called to Stewardship</b>
God made the earth and sky. God made all the people all over the world. God made the spiders and dogs and butterflies and tigers and pandas and all the other animals. God made the tulips, the trees, the tomatoes and all the plants. And, God tells us we must take good care of them. It is an important job.
<b>An Option for the Poor and Vulnerable</b>
You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But there are many people who do not have these things. Jesus wants us to take extra good care of these people.
<b>The Dignity and Rights of Workers</b>
All people work in some way. Their work should be safe and helpful to them because God made them. By our work, we help ourselves and others, and we show our love to God.
<b>Solidarity</b>
All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family—God's family.
<b>Promotion of Peace</b>
When we fall out with friends we must say sorry, try to put things right and then try to be even better friends. We must try to live in peace and get on with everyone. This is not easy but Jesus wants us to keep trying.
<b>Principles of Catholic Social Teaching For Key Stage Two. Taken and Adapted from Anne Neuberger</b>
<b>The Dignity of the Human Person</b>
God made every single one of us. This makes us incredibly special. It doesn't matter who we are, who are friends are, what we own, or what we look like. What matters is that we are special because we are God's creations. This means too that we must treat others with great respect and fairness because God made them too.
<b>We Are Called to Live as Family and Community</b>
Jesus understood that people greatly need other people. We all need our families, friends and neighbors. He tells us that these important people can help us. Jesus says we must help them too. Doing this, we create a loving community

<b>Rights and Responsibilities</b>
All of God's people should have food, work, clothes, a home, school and medical care. These are 'rights': things every single person on earth must have to live. But many people do not have them. Jesus wants those who enjoy these rights to help their sisters and brothers obtain their rights. It is not enough to feel badly for others. Jesus says it is our responsibility to see that they receive their rights
<b>We Are Called to Stewardship</b>
The earth and all life on it is God's creation. We are called to take care of it because it is a holy gift from God and the only place we can live. When we make bad or thoughtless use of the earth's resources, many people suffer. When we make poor choices about how we treat other living things (people, animals, plants) we cause life to be less than God intends. Making wise choices about the care of God's creation is called good stewardship
<b>An Option for the Poor and Vulnerable</b>
Every person needs food, water, work, housing, school, and medical care. Those who do not have these are poor. Our Church teaches that these brothers and sisters must be treated with extra respect and extra care and given what they need. Those who are not poor must share what they have with the others.
<b>The Dignity and Rights of Workers</b>
All persons work. There are many kinds of work. In each job, workers deserve to have safe conditions, reasonable hours, and fair wages. They deserve this because they are made by God. Our work gives us the means to live, but it can also be a chance to use the talents God gives us. Our work is our way of cooperating with God to create our world
<b>Solidarity</b>
The world's peoples are interdependent. That means we need each other if we are to live. We must work together if we are to go on living. And, when we share our lives with our sisters and brothers around the world, we will become the best we can be. Even though there are huge differences among us, we are still one family—the family of God.
<b>Promotion of Peace</b>
We are called to forgive others. When we have done something wrong we must try to put things right not just by saying sorry but by changing our behavior. Jesus teaches us to live in peace with one another. He says we must forgive those who hurt us and make friends again. This is not easy and we all need to work at promoting peace in order to have one just world.

## IMPLEMENTATION: RELIGIOUS EDUCATION

Religious Education in our school does not impart a one-sided outlook but also covers other religions as well as Catholicism and focuses on transmitting knowledge and understanding of religion in a spirit of age-appropriate critical thinking

The aim of Religious Education in our school is to help our children develop:

- A comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ and the teachings of the Church
- Their awareness of what it means to be a member of the Church and to experience the Good News of the Gospel
- A strong awareness of the spiritual dimensions of life and the relationship between faith and life
- The skills and attitudes, including investigation and reflection, which promote a free, informed and full response to God's call in everyday life
- The ability to reflect on their lives, and on society, in the light of the Gospel and their understanding of how Christian Values which will guide them throughout their lives
- A sense of social justice
- Their knowledge, awareness and respect of other religious traditions and cultures

## TIME ALLOCATION

The Bishops' require 10% of the taught time for religious education. This means, 2 hours 15 minutes in the Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This time does not include collective worship.

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

Where do I come from? Life – Creation

Who am I? Dignity – Incarnation

Why am I here? Purpose – Redemption

## PROGRAMME

To fulfil our aim and objectives we use the "Come and See" Programme of Religious Education prescribed 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." The scheme is inclusive and promotes equality of opportunity. Links are made with the pupils' own experience, the universal experience and the experience of other faith traditions. For all children the programme will raise questions and provide material for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic traditions. For Christians life and faith belong together therefore in "Come and See" universal language and Christian language goes hand in hand.

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

## COMMUNITY OF FAITH – CHURCH AIMS

<b>AUTUMN</b>	My story - My Family	Domestic Church
<b>SPRING</b>	Our Story - Local Community	Local Church
<b>SUMMER</b>	The story - The worldwide community	Universal Church

## CELEBRATION IN RITUAL - SACRAMENTS

<b>AUTUMN -</b>	Belonging - Born into Christ's life	Baptism, Confirmation (Holy Orders, Marriage)
<b>SPRING -</b>	Relating - God's love in our lives	Eucharist
<b>SUMMER -</b>	Inter-relating - Service to the community	Reconciliation (Anointing the Sick)

## WAY OF LIFE – CHRISTIAN LIVING THEMES

<b>AUTUMN</b>	Loving - celebrating life	Advent/Christmas
<b>SPRING</b>	Giving - the cost of life	Lent/Easter
<b>SUMMER</b>	Serving -in love	Pentecost (and Ascension)

## THEMES

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

<b>Family:</b> 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.	<b>Belonging:</b> 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.	<b>Loving:</b> 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.
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**SPRING:** The three spring time themes are developed in the light of an understanding of Incarnation:

<b>Community:</b> 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.	<b>Relating:</b> Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.	<b>Giving:</b> 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.
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**SUMMER:** The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

<b>Serving:</b> Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.	<b>Inter-Relating:</b> 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.	<b>World:</b> 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.
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FS – Y6: Each Come and See Topic is taught for 4 weeks, 3 topics per term. In addition, 1 week is dedicated to the study of Judaism and 1 week to Islam. The teaching of other religions for primary-aged children is about how the members of that faith community live as a family and how they worship.

AUTUMN	DOMESTIC CHURCH	BAPTISM/CONFIRMATION	JUDAISM	ADVENT/CHRISTMAS
	Early Years – MYSELF: God knows and loves each one Year 1 - FAMILIES - God's love and care for every family Year 2 - BEGINNINGS - God is present in every beginning Year 3 - HOMES - God's vision for every family Year 4 - PEOPLE - The family of God in Scripture Year 5 - OURSELVES - Created in the image and likeness of God Year 6 - LOVING - God who never stops loving	Early Years – WELCOME: Baptism: a welcome to God's family Year 1 - BELONGING - Baptism: an invitation to belong to God's family Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism Year 3 - PROMISES - Promises made at Baptism Year 4 - CALLED - Confirmation: a call to witness Year 5 - LIFE CHOICES - Marriage, commitment and service Year 6 - VOCATION AND COMMITMENT - The vocation of priesthood and religious life	Early Years - Hannukkah Year 1 - Abraham and Moses Year 2 - Shabbat Year 3 - Synagogue Year 4 - Torah Year 5 - Passover Year 6 - Rosh Hashanah, Yom Kippur	Early Years – BIRTHDAY: Looking forward to Jesus' birthday Year 1 - WAITING - Advent: a time to look forward to Christmas Year 2 - PREPARATIONS - Advent: preparing to celebrate Christmas Year 3 - VISITORS - waiting for the coming of Jesus Year 4 - GIFT - God's gift of love and friendship in Jesus Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one Year 6 - EXPECTATIONS - Jesus born to show God to the world
SPRING	LOCAL CHURCH	EUCHARIST	ISLAM	LENT/EASTER
	Early Years - CELEBRATING - People celebrate in Church Year 1 - SPECIAL PEOPLE - People in the parish family Year 2 - BOOKS - The books used in Church Year 3 - JOURNEYS - Christian family's journey with Christ Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism) Year 6 - SOURCES - The Bible, the special book for the Church	Early Years - GATHERING - Parish family gathers to celebrate Eucharist Year 1 - MEALS - Mass, Jesus' special meal Year 2 - THANKSGIVING - Mass, a special time to thank God Year 3 - LISTENING & SHARING - Jesus gives himself to us Year 4 - GIVING & RECEIVING - Living in communion Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice Year 6 - UNITY - Eucharist enabling people to live in communion	Early Years - Special days/ Ritual objects Year 1 - Stories Year 2 - Prayer/home Year 3 - Places for worship Year 4 - Holy Books Year 5 - Beliefs and festivals Year 6 - Belonging & Values	Early Year - GROWING - Looking forward to Easter Year 1 - CHANGE - Lent: a time for change Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew Year 3 - GIVING ALL - Lent: remembering Jesus' total giving Year 4 - SELF DISCIPLINE - Celebrating growth to new life Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus Year 6 - DEATH & NEW LIFE - Celebrating Jesus' death and resurrection
SUMMER	PENTECOST	RECONCILIATION	UNIVERSAL CHURCH	
	Early Years - GOOD NEWS - Passing on the Good News of Jesus Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News Year 3 - ENERGY - Gifts of the Holy Spirit Year 4 - NEW LIFE - To hear and live the Easter message Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power Year 6 - WITNESSES - The Holy Spirit enables people to become witnesses	Early Years - FRIENDS - Friends of Jesus Year 1 - BEING SORRY - God helps us choose well Year 2 - RULES - Reasons for rules in the Christian family Year 3 - CHOICES - Importance of examination of conscience Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other Year 5 - FREEDOM & RESPONSIBILITY - Commandments enable Christians to be free & responsible Year 6 - HEALING - Sacrament of the Sick	Early Years - OUR WORLD - God's wonderful world Year 1 - NEIGHBOURS - Neighbours share God's world Year 2 - TREASURES - God's treasure; the world Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community Year 4 - GOD'S PEOPLE - Different saints show people what God is like Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation Year 6 - COMMON GOOD - Work of the worldwide Christian family	

## PROCESS

The catechism of the Catholic Church addresses:

- the human **search** for meaning
- God's initiative in **Revelation** when he 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:

Search	Revelation	Response
Explore	Reveal	Respond
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.	<b>This is the heart</b> of the process where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.	This is where the learning is assimilated, celebrated and responded to in daily life. 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.

<p>The teacher helps the children to begin 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 experiences of everyday life.</p>	<p>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. It will involve:</p> <ul style="list-style-type: none"> <li>• learning about Scripture</li> <li>• the teaching of the Church – it’s tradition,</li> <li>• prayers, rites, psalms, hymns and</li> <li>• the lives of outstanding Christians</li> </ul>	<p><b>Remember</b> is the first part of this section. Teachers provide the opportunity for the children to remember what they have understood and learnt.  <b>Rejoice</b> 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.  <b>Renew</b>; the teacher helps each child to make an individual response, to hold on to and make their own, of what they have understood of the topic. There is a reminder that the teacher will undertake an <b>evaluation</b> which will inform future teaching and learning and include assessment for learning.</p>
<p>Exploring experiences through story, music, drama, dance, art/Investigation/Story Telling/Consideration of the big questions/Discussion/Becoming aware of the questions raised/Reflecting on the significance of these experiences</p>	<p>The process of delivery will involve:</p> <ul style="list-style-type: none"> <li>• learning about religion</li> <li>• developing an understanding of this new knowledge</li> <li>• reflecting on the wonder of the mystery</li> <li>• gathering information and collecting facts</li> <li>• researching, collating and classifying</li> <li>• becoming aware of the questions raised</li> <li>• working with problems and grappling with puzzling experiences</li> <li>• exploring experiences through story, music, drama, dance, art</li> <li>• exploring what leads to understanding and meaning</li> <li>• asking questions and discussing</li> <li>• exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others</li> <li>• making links between Christian understanding and the shared life experience</li> <li>• valuing life experiences</li> <li>• acknowledging and respecting difference(s) being open to new perspectives</li> </ul>	<p><b>Remember</b>  <i>This may be done through:</i></p> <ul style="list-style-type: none"> <li>• creating a quiet, prayerful atmosphere for reflection</li> <li>• looking at and thinking about the work done</li> <li>• drawing attention to different aspects of this work</li> <li>• sharing thoughts and feelings</li> </ul> <p><b>Rejoice</b>  There is a format in every topic to offer guidance as to the content of the celebration.  <b>Renew</b>  In this part the children will think about <b>how they can apply their learning to their lives</b>. Older children can be offered the opportunity to write or draw in their RE books.</p>
<p><b>EXPLORE</b> will take <b>one week</b> of Religious Education time to complete.</p>	<p><b>REVEAL</b> will take <b>two weeks</b> of Religious Education time to complete.</p>	<p><b>RESPOND</b> will take <b>one week</b> of Religious Education time to complete.</p>

### KEY QUESTIONS FOR EACH UNIT OF WORK

One of the main aims of curriculum Religious Education is to promote a knowledge and understanding of the response of faith to ultimate questions about human life, its origins and purpose. The Bishops of England and Wales said, ‘Religious Education is about engaging with deepest questions of life and finding reasons for the hope which is within them’ (Religious Education in a Catholic School, 2000)

In RE we want to provide children with ‘compelling learning experiences’ which demands a more active and engaging approach to learning where children solve something, investigate reasons for things rather than be the mere recipients of knowledge.

By giving the learning in Religious Education direction through the use of key questions which are relevant to the children’s interests and concerns, mysteries or puzzles to answer or solve, the curriculum appears much more compelling, imaginative and challenging.

Examples of Key Questions:

	Domestic Church Family	Baptism Confirmation Belonging	Advent Christmas Loving	Local Church Community	Eucharist Relating	Lent Easter Giving	Pentecost Serving	Reconciliation Inter-relating	Universal World Church
<b>Re c</b>	Myself How am I precious?	Welcome Why is welcome important?	Birthday Why do we celebrate Birthdays?	Celebrating What and why do people celebrate?	Gathering Why do people gather together?	Growing How and why do things grow?	Good News What is good news?	Friends Is it good to have friends?	Our world What makes our world so wonderful?
<b>Y1</b>	Families Why do we have a family and who is my family	Belonging What does it mean to belong?	Waiting Is waiting always difficult?	Special people What makes a person special?	Meals What makes some meals special?	Change How and why do things change?	Holidays & holidays Do we need holidays and holidays?	Being sorry Why should we be sorry?	Neighbours Who is my neighbour?
<b>Y2</b>	Beginnings Who made the world and everything in it?	Signs & symbols Are signs & symbols important?	Preparations Do we need to prepare?	Books Why do we need books?	Thanksgiving Why should we be grateful people?	Opportunities How does each day offer opportunities for good?	Spread the word Why should we spread Good News?	Rules Do we need rules?	Treasures Is the world a treasure?
<b>Y3</b>	Homes What makes a house a home?	Promises Why make promises?	Visitors Are visitors always welcome?	Journeys Is life a journey?	Listening & Sharing What’s so important about listening and sharing?	Giving all What makes some people give everything for other people?	Energy What’s the use of energy?!	Choices What helps me to choose well?	Special Places What makes a place special?
<b>Y4</b>	People Where do I come from?	Called What does it mean to be called and chosen?	Gifts What’s so special about gifts?	Community What makes ‘community’?	Giving & Receiving What’s more important - giving or receiving?	Self discipline Is self-discipline important in life?	New Life What’s so important about new life?	Building bridges Why are bridge-builders important in life?	God’s people Why do some people do extraordinary things?
<b>Y5</b>	Ourselves Who am I?	Life choices Is commitment important?	Hope What does it mean to live in hope?	Mission Do we all have a mission in life?	Memorial Sacrifice Why do we need memories?	Sacrifice Why do we need to make sacrifices?	Transformation How can energy transform?	Freedom & responsibility How do rules bring freedom?	Stewardship Can I be a steward of creation?
<b>Y6</b>	Loving Do you have to earn love?	Vocation & Commitment What is commitment in life	Expectations Should we have expectations in life?	Sources Are books enriching?	Unity Why are we happiest when we are united	Death & new life Can any good come out of loss and death?	Witnesses What do I want to witness to in my life?	Healing Who needs healing?	Common good How can we work together to build a just and fair world?

### PLANNING

#### LONG TERM PLANNING

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

#### MEDIUM TERM PLANNING

The **overview** which is the medium time 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.

The three Autumn themes are developed in the light of an understanding of Creation

The three Spring themes are developed in the light of an understanding of Incarnation

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

**COME AND SEE AUTUMN PLANNER KEY QUESTIONS/BELIEF: WHERE DO I COME FROM? LIFE <-> CREATION**

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
<b>Domestic Church - Family AT1 (i)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Domestic Church - Family</b> Focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.	N/R Myself Y1 Families Y2 Beginnings Y3 Homes Y4 People Y5 Ourselves Y6 loving	Explore  Reveal  Respond
<b>Baptism/Confirmation - Belonging AT1 (ii)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Baptism/Confirmation – Belonging</b> Focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of Gods life and friendship.	N/R Welcome Y1 Belonging Y2 Signs and Symbols Y3 Promises Y4 Called Y5 Life Choices Y6 Vocation & Commitment	Explore  Reveal  Respond
<b>Advent/Christmas - Loving AT1 (iii)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Advent/Christmas - Loving</b> 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.	N/R Birthday Y1 Waiting Y2 Preparations Y3 Visitors Y4 Gift Y5 Hope Y6 Expectations	Explore  Reveal  Respond
<b>Feast Days/Holy Days Celebrations</b>	<b>Special Notes for Planning</b>	<b>Global Dimension</b>	<b>Other Faith or Religion Week</b>

**COME AND SEE SPRING PLANNER KEY QUESTIONS/BELIEF: WHO AM I? DIGNITY <-> INCARNATION**

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
<b>Local Church - Community AT1 (i)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Local Church - Community</b> 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.	N/R Celebrating Y1 Special People Y2 Books Y3 Journeys Y4 Community Y5 Mission Y6 Sources	Explore  Reveal  Respond
<b>Eucharist - Relating AT1 (ii)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Eucharist - Relating</b> Focuses on the invitation to know Jesus, to live in communion with him and with one another.	N/R Gathering Y1 Meals Y2 Thanksgiving Y3 Listening and Sharing Y4 Giving and Receiving Y5 Memorial Sacrifice Y6 Unity	Explore  Reveal  Respond
<b>Lent/Easter - Giving AT1 (iii)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Lent/Easter - Giving</b> Focuses on Jesus’ loving self-giving on the cross, the Father’s love that raises him to new life and the challenge to Christian’s to follow Jesus’ example of self-giving.	N/R Growing Y1 Change Y2 Opportunities Y3 Giving all Y4 Self discipline Y5 Sacrifice Y6 Death and New Life	Explore  Reveal  Respond
<b>Feast Days/Holy Days Celebrations</b>	<b>Special Notes for Planning</b>	<b>Global Dimension</b>	<b>Other Faith or Religion Week</b>

**COME AND SEE SUMMER PLANNER KEY QUESTIONS/BELIEF WHY AM I HERE PURPOSE REDEMPTION**

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
<b>Pentecost - Serving AT1 (iii)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Pentecost - Serving</b> Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit.	N/R Good News Y1 Holidays and Holydays Y2 Spread the Word Y3 Energy Y4 New Life Y5 Transformation Y6 Witnesses	Explore  Reveal  Respond
<b>Reconciliation - Inter-relating AT1 (ii)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Reconciliation - Inter-relating</b> 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 through the Sacrament.	N/R Friends Y1 Being Sorry Y2 Rules Y3 Choices Y4 Building Bridges Y5 Freedom and Responsibility Y6 Healing	Explore  Reveal  Respond
<b>Universal Church - World AT1 (i)</b> Area of Study One - Revelation Area of Study Two – The Church Area of Study Three - Celebration Area of Study Four – Life in Christ	<b>Universal Church - World</b> 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.	N/R Our World Y1 Neighbours Y2 Treasures Y3 Special Places Y4 God’s People Y5 Stewardship Y6 Common Good	Explore  Reveal  Respond
<b>Feast Days/Holy Days Celebrations</b>	<b>Special Notes for Planning</b>	<b>Global Dimension</b>	<b>Other Faith or Religion Week</b>

**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. The material for this planning will be found on the topic pages. Current guidelines to staff are to annotate planning; guidance on this is given in the appendix.

**ASSESSMENT RECORDING & REPORTING**

Information about assessment and exemplification material can be found in the book, *Levels of Attainment in Religious Education in Catholic Schools and Colleges* [Bishops’ Department]. 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. At the beginning of *Explore and Reveal* there is an indication of the Areas of Learning and the

Attainment Levels which are covered. At the end there is a summary of the levels for that topic. Termly assessment, individual pupil tracking and record keeping is carried out in accordance to the direction given by Liverpool Archdiocese, in order to ensure pupil progress.

## MARKING

Marking pupils' work is approached positively and constructively so that it affirms success and encourages future learning.

## INFORMAL ASSESSMENT

Informal assessment is achieved by teachers observing classroom tasks which demonstrate the extent to which pupils are achieving the intended learning outcome. These observations will include:

- Children engaging in creative play;
- Children planning and making classroom displays;
- Creating and performing drama or play
- Engaging in role play
- Planning and creating a piece of written work
- Composing a song or poem
- Planning and completing a piece of art or craft

Informal assessment is also achieved by asking children to assess the work they have done at the end of the task, lesson or topic. A note may be kept of those children who are achieving above or below expectations.

## FORMAL ASSESSMENT

Every pupil is assessed formally once a term in line with guidance from the CED team. The stage of the process is given:

3 Year Formal Assessment Planner			
	2018/19	2019/20	2020/21
Autumn	<b>Christian Living Theme</b> Advent/Christmas Loving	<b>Church Theme</b> Domestic Church Family	<b>Sacramental Theme</b> Baptism/Confirmation Belonging
Spring	<b>Church Theme</b> Local Church Community	<b>Sacramental Theme</b> Eucharist Relating	<b>Christian Living Theme</b> Lent/Easter Giving
Summer	<b>Sacramental Theme</b> Inter-Relating Reconciliation	<b>Christian Living Theme</b> Pentecost Serving	<b>Church Theme</b> Universal Church World

The teacher must then:

- Look at the learning objective and learning outcome
- Note the relevant part of the expectations for most children, and those exceeding and working towards
- The appropriate attainment target and level are chosen
- An activity is chosen to make an assessment of the achievement of the above.

These assessments are then moderated at our termly RE moderation meetings.

## EXPECTATIONS

In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for other curriculum subjects, these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting.

## 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 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 attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity.

## RECORDING

Recording provides evidence of and celebrates the individual's achievements. This is done by: making notes of observations; comments written on pupil's work; outcomes of tasks; pupil' records of achievement.

## REPORTING

Reporting provides feedback to pupils on their achievements and progress and informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Reporting also informs teachers of the achievements of individual pupils and the areas studied by

## MONITORING

Monitoring takes place regularly and provides feedback to children, parents staff and Governors.

## IMPLEMENTATION: COLLECTIVE WORSHIP

Our school Mission Statement is to create a caring, Catholic community within which all feel secure, valued and respected, and in which the faith life of each individual is nurtured and developed according to the values and teachings of the Christian Gospels. Collective Worship provides the opportunity for us to worship and rejoice together in a meaningful, celebratory and sensitive manner. The aims of our daily collective worship are that our children will:

- Contribute to and lead Collective Worship.
- Have the time each day to walk with God in faith and to discover God in their deepest being.
- Experience a loving and worshipping community and understand the appropriate way to pray as part of that community.
- Develop their own skills of prayer both in thought and aloud and be encouraged to join in with traditional prayers and create personal prayers.
- Experience prayer being related to life and living.

We join together in Collective Worship as a whole school at the start of every week.

Daily Collective Worship of between five/ten minutes (approximately one minute for each year of the child's life) takes place in classrooms using display and resources as a focal point. Each teacher develops with the children an area of focus to look at when praying; the school's Mission Statement and a crucifix are constants within the focal point. In addition, teachers make use of candles, fabrics, pictures and artefacts; these are added to by the children. Reflective music and Rejoice tapes and CDs are used in all classes. Stories and readings from Here I Am, God's Story, Listen, Madeline Lindley and other sources along with children's prayer books are also used.

Special acts of Collective Worship take place at the beginning and end of some terms, Christmas, Easter and Whit and on some Feast Days.

Some Collective Worship is planned in relation to the order of the Mass, the Here I Am topics and current local, national and world issues and take place in the Cathedral.

The Parish Priest regularly joins Collective Worship and parents are regularly invited to Collective Worship.

## **PRAYER**

Prayer is a fundamental part of our school life and prayer in school includes both formal prayers and the children's own informal prayers.

Prayers in FS/KS1/KS2 include prayers at the beginning and end of the school day and prayers before meals.

**INFORMAL PRAYER** encourages reflection on everyday life and has a very important place in the spiritual life of the children and includes the everyday language of praising, thanking, asking and saying sorry. Children and teachers can also create their own prayers.

**FORMAL PRAYERS** regularly used in our school include

### **PRAYERS OF THE ROSARY**

**Sign of the Cross:** In the name of the Father, and of the Son, and of the Holy Spirit, Amen.

**Our Father:** Our Father, who art in heaven, hallowed be thy name. Thy kingdom come, thy will be done on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses as we forgive those who trespass against us, and lead us not into temptation, but deliver us from evil. Amen.

**Hail, Mary:** Hail, Mary, full of grace, the Lord is with thee; blessed art thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, mother of God, pray for us sinners now and at the hour of our death. Amen.

**Glory Be to the Father:** Glory be to the Father, the Son and the Holy Spirit, as it was in the beginning, is now, and will be forever, world without end. Amen.

**Grace Before Meals:** Thank you for the world so sweet. Thank you for the food we eat. Thank you for the birds that sing Thank you God, for everything.

Bless us, O Lord and these your gifts which we are about to receive from your goodness, through Christ our Lord. Amen.

Bless us O Lord and bless our food. Bless those who have prepared it and feed the hungry. Amen

**Grace After Meals:** We give you thanks, almighty God, for these and all your gifts which we have received through Christ our Lord. Amen.

**Acts of Contrition:** O my God, because you are so good, I am very sorry that I have sinned against you, and with the help of your grace, I will not sin again.

Please, dear Jesus help me to be good; to do the things and say the things that all good children should. And if I sometimes slip a bit and do get out of hand; then please dear Jesus Help the grown-ups understand that it isn't always easy to be good as good can be; but I am getting better Lord; 'Cos you are helping me.

**Morning Offering:** Good morning Lord. We praise your Holy name. And thank you for giving us this lovely new day. (x2)

Thank you God for this new day; In our school to work and play. Please be with us all day long in every story, game and song. May all the happy things we do make you Our Father happy too. Amen

O my God I give to you all that I think or say or do. All my work and all my play I will give to God today.

God be in my head and in my understanding. God be in my eyes and in my looking. God be in my mouth and in my speaking. God be in my heart and in my thinking. God be at my end and at my departing. Amen

**End of the day:** At the end of the day we sit and say: Thank you, Lord, for our work and our play. We've been good; for we know that we should. That's our prayer at the end of the day. Amen

Through worship we aim to join the work of home and parish in developing the spirituality of the children and to develop the concept of worship as an integral part of school life. We also aim to develop an understanding of different forms of worship and to reflect the multicultural nature of our society.

### **Feast Days and Liturgical Celebrations**

We also aim to extend the children's knowledge of the following important feast days and occasions for celebration so that they all become familiar with the structure of the Church's Year.

**Autumn Term:** All Saints/Remembrance/Immaculate Conception/Holy Rosary/Advent/Christmas

**Spring Term:** Epiphany/Ash Wednesday/Lent Service/SS Joseph and Patrick/Easter/Sacrament of Reconciliation/Holy Week/Easter Services

**Summer Term:** Ascension/Pentecost/Trinity/Corpus Christi/SS Peter and Paul/Sacrament of Holy Communion

## **IMPLEMENTATION: DISPLAYS**

Every classroom houses a "Come and See" display for each topic. Classes also contribute to displays at key points around the school.

## **IMPLEMENTATION: ASSEMBLIES**

We reinforce and celebrate our Gospel Values and our children's **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development through both our whole school **MONDAY COLLECTIVE WORSHIPS** and **FRIDAY AWARDS ASSEMBLIES**. In assemblies, children are encouraged to consider their own values and personal growth and how these inform their actions as members of our Catholic school community and as both UK and global citizens.

## **IMPLEMENTATION; LINKS WITH PARENTS AND PARISH**

The school's contribution to the religious education of the children must not be seen in isolation. Throughout the year opportunities are taken to support the religious education of the children by close co-operation with the parents and with the Parish of Our Lady of the Assumption Bishop Eton. All staff are committed to fostering this partnership by: making parents welcome; being available to talk to parents about their children; providing opportunities for parents to share in a wide variety of school activities; inviting parents to special celebrations; supporting the programme for First Holy Communion and Reconciliation; liaising with Parish Priest to prepare children for Holy Communion and Reconciliation; encourage children to attend School/Parish Masses; preparing a liturgy for special feasts; Inviting the wider community (convent) to Christmas Concert; visiting the community eg carol singing in the convent; supporting Archdiocesan charities

## IMPLEMENTATION: SACRAMENTAL PREPARATION: WITH YOU ALWAYS

Our Year 4 children are prepared for the Sacraments of Reconciliation, Confirmation and Holy Communion by the Parish Catechists following the Archdiocesan Programme. The school hosts the majority of preparation sessions which are held after 10.00 o'clock Mass on published dates. Staff contribute both to the Catechist programme and in class through the Come and See curriculum

Parents': Registration: Fisher More Hall	Family meeting: Enrolment Mass: Church	Session 1: Come to the Water: Church
Session 2: Called By Name: School	Session 3: Come Back To Me: School	First Reconciliation: Church
Advent & Christmas: Nativity	Session 4: Holy Spirit the Helper: School	Session 5: Teach Us To Pray: School
Session 6: Jesus Gathers Us: School	Lent/Easter: Stations of the Cross	Session 7: Mary, The First Disciple: School
Communion Masses	Parish Mas	

## IMPLEMENTATION: SPIRITUAL EDUCATION

Spiritual education helps children to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing the non-material dimension to life and the intimations of an enduring reality. Spiritual is not synonymous with religious: all areas of the curriculum may contribute to the pupils' spiritual development.

In our school we aim to enable our children to:

- Develop insights, principles, beliefs, attitudes and values, which will guide and motivate them. For any pupils, these will have a significant religious belief.
- Develop an understanding of the feelings and emotions which cause us to reflect and to learn.
- Recognise and understand that their insights, principles, beliefs, attitudes and values influence, inspire or guide them in life.

In order to achieve our aims our school;

**Within the curriculum:** Our curriculum is organised and resourced so as to ensure that our children's sense of identity and self-worth and principles, beliefs and values are developed. Our curriculum also promotes an awareness of the holy and sacred and of the order and pattern in the world and provides opportunities for children to develop and express their Imagination, creativity, spirit of enquiry and open mindedness. It also provides children with opportunities for prayer, reflection and silence and for sharing with others what is meaningful and significant to them

**Curriculum Opportunities for spiritual development include:** Assemblies, Circle Time, Rainbows, Story Time, Songs, Mind Friendly Learning, Whole school Collective Worship, Class/Year Group Collective Worship, PSCHEE programme

**Within R.E, PSHEE and Collective Worship:** Our children are supported to investigate and reflect upon their beliefs, values and spiritual development through blended learning which includes the use of music, speech, silence and the creative arts. Within these areas of school life our children are also given opportunities to explore symbols, image, allegory and metaphor. Children are encouraged to plan and organise their own spiritual development opportunities within these frameworks.

**Beyond the formal curriculum: School's ethos and climate:** The spiritual life of our school is given a high status and, through the example of adults, children receive strong messages with respect to its importance at both a personal and a community level

## IMPLEMENTATION: MORAL EDUCATION

Moral education helps pupils acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong. Schools do much to encourage young people in their early years by providing them with a moral framework within which to operate and as they mature by helping them to decide what they hold as right or wrong, and how they should act. Moral development is about a growing awareness of and a positive response to the demands of living as an individual in a community with others.

In our school we aim to help the children develop:

- An ability to distinguish right from wrong
- Respect for both themselves and for others
- An ability to make reasoned and responsible judgements
- An ability to think through the consequences of their own and others' actions
- A confidence to act according to their own moral principle
- A commitment to telling the truth and to taking responsibility for their own actions
- An understanding of the need to review and reassess their values in the light of experience

In order to achieve our aims our school:

**Within the curriculum:** We encourages our children to develop a personal view on ethical questions raised in other subjects

**Within R.E, PSHE, SEAL and Worship:** We emphasises the Christian moral perspective whilst offering models of morality in other faiths

**Beyond the formal curriculum:** We set high expectations with regards to moral standards inside and outside the classroom

## IMPLEMENTATION: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

<b>BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:</b>
<b>FAMILIES AND PEOPLE WHO CARE FOR ME</b>
That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<b>CARING FRIENDSHIPS: PUPILS SHOULD KNOW</b>
How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  
 How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**RESPECTFUL RELATIONSHIPS: PUPILS SHOULD KNOW:**

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  
 Practical steps they can take in a range of different contexts to improve or support respectful relationships.  
 The conventions of courtesy and manners.  
 The importance of self-respect and how this links to their own happiness.  
 That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  
 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  
 What a stereotype is, and how stereotypes can be unfair, negative or destructive.  
 The importance of permission-seeking and giving in relationships with friends, peers and adults.

**ONLINE RELATIONSHIPS: PUPILS SHOULD KNOW**

That people sometimes behave differently online, including by pretending to be someone they are not.  
 That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  
 The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  
 How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  
 How information and data is shared and used online.

**BEING SAFE PUPILS SHOULD KNOW**

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  
 About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  
 That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  
 How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  
 How to recognise and report feelings of being unsafe or feeling bad about any adult.  
 How to ask for advice or help for themselves or others, and to keep trying until they are heard.  
 How to report concerns or abuse, and the vocabulary and confidence needed to do so.  
 Where to get advice e.g. family, school and/or other sources.

**AUTUMN TERM**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RE Come &amp; See</b>	SEE ABOVE						
<b>Journey in Love</b>	We are Unique Special names	Our Family How we help and care for others	Our Community Who is in our community?	Who takes care of me? How do I stay safe?	How are we different? Celebrating differences	Changes in our bodies Sexual development	Dignity and worth Reproductive system
<b>No Outsiders</b>	To say what I think To understand it's OK to like different things.	To like the way I am To play with boys and girls	To understand what diversity is. To understand how we share the world.	To understand how difference can affect someone To understand what 'discrimination' means.	I know when to be assertive To understand why some people choose to get married.	To learn from our past To justify my actions.	To challenge the causes of Racism To promote diversity
<b>Extra</b>	Shine Week: New Beginnings, Good To Be Me & Going for Goals NSPCC – Pants Safer Internet Day						

**SPRING TERM**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RE Come &amp; See</b>	SEE ABOVE						
<b>Journey in Love</b>	Who are our Friends? What are our talents	Understanding our emotions God's family	Feelings and emotions Alone time	Alone and lonely Forgiveness	Managing conflicts	Behaviour changes	How is human life conceived Relationships
<b>No Outsiders</b>	To make friends with someone different To understand that families are different.	To recognise that people are different ages. To understand our bodies work in different ways.	To understand what makes someone feel proud. To feel proud of being different	To find a solution to a problem Use strategies to help someone who feels different	To overcome language as a barrier. To ask questions	To recognise someone who needs help. To recognise someone who needs help.	To stand up to discrimination. To consider how my life changes as I grow up
<b>Extra</b>	Road Safety Day Friendship (Anti Bullying) Week: Feelings and Relationships, Changes Getting on and Falling Out						

**SUMMER TERM**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RE Come &amp; See</b>	SEE ABOVE						
<b>Journey in Love</b>	What makes a good friend Jesus is our special friend	Baptism	How we should treat others	Forgiveness	Identifying feelings	Treating others with respect	Friendship and life
<b>No Outsiders</b>	To celebrate my family	To understand that we share the world with lots of people.	To be able to work with everyone in my class	To be welcoming	To be who you want to be	To appreciate artistic freedom	To recognise my freedom
<b>Extra</b>	Industry Week Global Week						

## IMPLEMENTATION: RELATIONSHIP AND SEX EDUCATION

Teaching about love and sexual relationships in a Catholic school is rooted in the Catholic Church's teaching about what it is to be truly human in Christ and be presented within a positive framework of Christian virtue. For this reason, we speak about Relationship and Sex Education (RSE) rather than Sex and Relationship Education (SRE).

This programme of study covers Key Stages 1 to 2 and is based on three core themes;

- **Created and loved by God**
- **Created to love others**
- **Created to live in our society and the wider world**

Throughout this programme of study links to other subjects are highlighted: PSHE - Blue, Science – Green (**Bold Statutory**) and Virtues- Purple

### RECEPTION

In Reception, children are growing in their awareness that they exist in relationships with other people beyond themselves and their immediate families. Understanding how they care and value themselves is a crucial part of developing self-esteem and personal confidence in the early years. and only through having a sense of self-worth can they begin to appreciate the worth of others and recognise that they have a choice about how to behave towards themselves and other people. In the foundation stage, we are growing to be:

- Children who notice others.
- Children who can think about others.
- Children who know something about God.
- Children who can talk about why they are feeling happy or sad.
- Children who choose kindness.
- Children who know what the truth means.
- Children who do our best.

### LINKS TO EARLY LEARNING GOALS: PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- **Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
- **Managing feelings and behaviour:** children communicate about how they and others show feelings, communicate about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
- **Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### KEY STAGES 1 AND 2

<b>THEME 1. CREATED AND LOVED BY GOD.</b>	
<p>Children below the age of seven are really just beginning to understand how to relate to others in the world. The aim of this theme is to help children take responsibility for their own behaviour and understand how this can affect the well-being of others. As the children progress through Key Stage Two they will develop a deeper understanding of what is moral behaviour and be able to say why this is important for personal happiness and for a closer relationship with God. They should also learn how prayer enables them to reflect and develop a relationship with God and offers opportunities for reflection and growth. By the end of year six, they should begin to be able to explain why they have made the choices they have made.</p>	
Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• Describe the importance for humans for exercise, eating the right amounts of different types of food, and hygiene</li> <li>• To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health to recognise that choices can have good and not so good consequences</li> <li>• About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>• Rules for and ways of keeping physically and emotionally safe (including safety on line, responsible use of ICT, safety in the environment)</li> <li>• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <ul style="list-style-type: none"> <li>○ Pupils should have opportunities to learn the names of the main body parts (including head, neck arms, elbows etc.</li> <li>○ Growing into adults can include references to egg, baby, toddler, child, teenager and adult.</li> </ul> </li> <li>• To say thank you to God</li> <li>• To know when they are happy and sad</li> <li>• To be happy when they are learning how to behave with kindness</li> <li>• To identify that they are special people made in the image and likeness of God (family, friends, carers) what makes them special and how special people should care for one another</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> </ul>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• Describe the differences as humans develop to old age Learn about changes experienced in puberty. Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird Describe the life process of reproduction in some plants and animals <ul style="list-style-type: none"> <li>○ Draw a time line to indicate the growth and development of humans. Work scientifically by researching the gestation periods of animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. Pupils should build on their learning about the main body parts and internal organs (skeletal, muscular and digestive system). Pupils should learn how to keep their bodies healthy</li> <li>○ Pupils should find out about different types of reproduction and asexual reproduction in plants and sexual reproduction in animals</li> </ul> </li> <li>• What is important for personal happiness and a closer relationship with God</li> <li>• To recognise dignity in themselves and in others</li> <li>• Know that they are created for a purpose Value themselves as a child of God, life is precious and their body as God's gift to them</li> <li>• Recognise that their actions affects themselves and others</li> </ul>
<b>THEME 2. CREATED TO LOVE OTHERS</b>	
<p>Children learn how to live in relationships with others through experience and through following examples of fulfilling, happy relationships. These relationships will be within families, friendships and communities such as the classroom and the parish. They will also learn through growing in their 'love of neighbour', about compassion, kindness and being thoughtful. They should also begin to exercise some practical wisdom about behaviour that is good and behaviour that is risky or negative, such as bullying or any form of abuse and recognise that asking for help when a relationship feels wrong is brave and courageous. They will begin to appreciate difference in relationships and the importance of treating everyone equally.</p>	
Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• Communicate feelings to others, to recognise how others show feelings and how to respond</li> <li>• To identify and respect the similarities and differences between people</li> <li>• To recognise how their behaviour affects other people</li> <li>• About people who look after them, their family networks, who to go to if they are worried</li> </ul>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others</li> <li>• That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010)</li> </ul>

<ul style="list-style-type: none"> <li>• To recognise that they share a responsibility for keeping themselves and others safe (when to say yes, no, I will ask and I will tell)</li> <li>• That peoples bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>• That there are different types of teasing and bullying that these are wrong and unacceptable</li> <li>• How to resist teasing or bullying if they experience or witness it who to go to and how to get help</li> <li>• Names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls</li> <li>• To develop their relationship with God through prayer and acts of worship</li> <li>• To care about other people and know how Jesus cared for others</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• What being part of a community means and about the various institutions which support locally and nationally</li> <li>• There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</li> <li>• About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people</li> <li>• To be aware of different types of relationships including those between acquaintances, friends, relatives and family</li> <li>• To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</li> <li>• To recognise ways in which relationships can be unhealthy and who to talk to if they need support</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help</li> <li>• To recognise and manage dares</li> <li>• Recognise the importance of forgiveness in relationships and know something about Jesus' teaching on forgiveness</li> <li>• Know the rituals celebrated in Church that mark life, particularly birth, marriage and death</li> <li>• That marriage is an example of a stable loving relationship, and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and are of legal age to make that commitment</li> <li>• How prayer makes space for God in their lives and offers opportunities for reflection and growth</li> <li>• Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</li> </ul>
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**THEME 3. CREATED TO LIVE IN OUR SOCIETY AND THE WIDER WORLD**

God calls us to live in friendship with Him. This shows we are worthy of love. Pupils need to grow in their understanding that God has been generous towards them by giving them a body, mind and spirit. As part of a relationship with God we are called to care for our bodies and know that they change emotionally and physically. As they grow, pupils should develop their self-respect and self-confidence through understanding their emotional and physical development. From understanding that they are unique, pupils should appreciate diversity and respect others as equals, as individuals, in groups and in communities. They should have a sense of justice, understanding rights and responsibilities and have a growing sense of purpose about their lives.

<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• People and other living things have needs and that they have responsibilities to meet them (including take turns, share and understand the need to return things which have been borrowed)</li> <li>• That they belong to various groups as communities such as home, school and parish</li> <li>• What harms and improves their own environment and community and about some of the ways people look after them and the world in which they live</li> <li>• The difference between secrets and surprises and the importance of not keeping adult secrets only surprises</li> <li>• What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract attention, ways that pupils can help these people look after them.</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</li> <li>• That animals including humans have offspring which grow into adults</li> <li>• Pupils should be introduced to the processes of reproduction and growth in animals...they should not be expected to understand how reproduction occurs</li> <li>• To think about their behaviour, including being truthful</li> <li>• To be self-aware</li> <li>• To know when to stop doing things and why this is a good idea</li> </ul>	<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> <li>• The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret</li> <li>• Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact</li> <li>• To know that there are some cultural practices which are against British law and universal rights</li> <li>• Understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers</li> <li>• How their body will and emotions may change as they approach and move through puberty</li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>• To differentiate between the terms risk, danger and hazard</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• What positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle</li> <li>• To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</li> <li>• To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> </ul>

- Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those
- To develop a deeper understanding of what is moral behaviour
- Explain why they have made the choices they have made

## IMPLEMENTATION: SCHOOL COUNCIL & ECO COUNCIL

Our Catholic Life, Collective Worship and Religious Education curriculum is organised so as to enable our children to explore local and world issues around sustainable development, and its potential impact on the economy and the environment, and to develop their moral and spiritual perception and understanding of themselves as global citizens. Our School and Eco councils ensure that the Gospel Values of Stewardship are reflected in our actions as a school community and are the drivers behind Eco friendly initiatives such as water & energy conservation, recycling and waste reduction and increasing biodiversity within the school grounds.

## IMPLEMENTATION: STAFF

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our Catholic Life, Collective Worship and Religious Education curriculum.

### INDUCTION

All new staff members are given copies of the School's policies, Schemes of Work and "Come and See" file. The R.E. co-ordinator gives a general overview of the scheme and explains the chosen approach. The co-ordinator is always available for further advice and support if necessary. As each member of staff works alongside another in a year group, advice from the experienced member of staff that you work alongside is also available.

### DEVELOPMENT

There is an annual whole school R.E INSET day. The R.E. co-ordinators attend C.E.D co-ordinator meetings and report back at staff meetings.

Staff are encouraged to access Topic Day training on a rolling programme. Senior Leaders attend the Archdiocese Spirituality Conferences.

Staff are kept informed of relevant information at weekly staff meetings and weekly morning briefing. Literature is often distributed at these times or by using staff pigeon holes. Information is also updated daily on the Staff white board.

**STAFF: BOTH CATHOLIC AND OF OTHER FAITHS:** Give teaching and learning a high priority and are committed to the provision of a quality education. They hold high expectations of pupil behaviour and achievement. They behave professionally and accept their responsibility to promote a collegiate atmosphere which ensures that Bishop Eton is a stimulating, enjoyable and a satisfying place in which to work.

## IMPLEMENTATION: RESOURCES

The annual budget allocation for R.E. is in line with allocations made to other core subjects and additional funding from the General Budget Line and the Home School Association is used to fund enrichment activities.

R.E resources are allocated and stored in year group bases, these are regularly reviewed and updated and reflect the multi-cultural nature of our society. Artefacts, icons, candles etc are stored centrally in the staff room.

**Classroom Resources:** "Come and See files – for each teacher/Children's Junior Bibles/Celebration Hymn Books/God's Story 1 – Early Years/God's Story 2 – Key stage One/God's Story 3 – Key Stage Two: Shared Drive/Crucifix/Collective Worship Resources/Collective Worship Music/Rejoice Songs for Celebration 1 and 2

**Teachers' Resources:** Religious Artefacts in the Classroom Paul Gatheshill & Jan Thompson 1992/The Millennium Arts Festival for Schools 2000 Collins 1998/Our Schools and Our Faith Jim Gallagher 1998/Ending Sex Stereotyping in Schools Equal Opportunities Commission/Saints for Young People Daughters of St. Paul 1979/The Lord be With You Jenny Pate 1997/Clip Art for Little People McCrimmon 1995/Rejoice songs for Celebration 1+2 Harper Collins 1993/Moments That Matter Living and Sharing Our Faith Bishops Conference of England & Wales/From Paul with Love Peter Rogers/Learning about Prayer Rock and Galvini/Let the Children Come to Me/EMAIL Jesus at Any Time H. Robinson & A. Lewis/The Family Of Abraham The Junior Bible/Jesus the Teacher/Jesus the Healer/Jesus Calls/The Childhood of Jesus/Moses/A selection of age appropriate Collective Worship books/Assembly books/Children's Liturgies/Bible Stories

**ICT Resources:** Interactive resources: Come and See/Judaism/Islam/Saints/Feast Days/Bible Stories/Gods Story 1 2 3/Church's Story 1 2 3/

**CD – Rom – World Religions** (An illustrated encyclopaedia)

**Resources for teaching Judaism:** A box containing 2 full sets of Articles of Faith and books/Interactive Resources

**Recommended Resources for Teaching Islam:** A box containing 2 full sets of Articles of Faith and books/Interactive Resources

## IMPACT

As a consequence of our commitment to our Catholic Life, Collective Worship and Religious Education curriculum:

### OUR CURRICULUM

Recognizes the unique value of every child and supports their **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development.

Leads our children towards a long lasting relationship with Jesus and the Church.

Supports our children to develop a moral compass, a set of values based on the Gospel to guide their future lives.

Promotes the development of discernment, critical thinking, deep learning and wisdom.

Encourages our children to serve the common good of society.

### OUR TEACHING

- The teaching and learning of R.E is consistently good with much outstanding practice.
- Children's attainment in R.E mainly reflects their attainment in the core subjects.
- All children enjoy, and experience success, in R.E and develop their knowledge, understanding and skills with respect their personal, social, moral, intellectual and emotional development.

### OUR CHILDREN

- Have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development.
- Accept their right to be the best person that they can be and to accept their responsibilities to help others to achieve this.
- Have a strong sense of social justice and actively contribute to a range of local, national and international communities.

## OUR SCHOOL IS

- A community which lives out the Gospel Values of love and reconciliation
- A welcoming, friendly, bright, lively and happy place where children feel **SAFE** and where **BEHAVIOUR FOR LEARNING** is embedded.
- An **INCLUSIVE SCHOOL** where all are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race.
- An **ACHIEVING SCHOOL** in which success and achievement are promoted and all of our children are supported to set high standards for themselves and to work hard to achieve these.
- A **HEALTHY SCHOOL** in which we ensure the physical, social spiritual and emotional education and development of our children through both our curriculum and extra curricula provision.
- An active **PARTNER** with parents, the Parish and the wider community to continuously improve all aspects of our provision.



Values Curriculum

### When you come into our school we will help you to LEARN and GROW through:

The relationships you experience    The Gospel Values you live    The Religious Education you are taught

The British Values you learn    The Physical Education curriculum you practise

Our Assemblies    Our Prayer Life    Collective Worships

Masses    Sacramental Preparation    Social, Moral, Spiritual and Cultural Education

### Positions of Responsibility and Cooperation

Prefects    Head Boy    Head Girl

Shine Week    International Week    School Council    Eco Council    Friendship Week    eCadets

### So that you can go out to SERVE as:

Responsible citizens who make a positive contribution to society

People who want to make the world a better place for everybody

Confident individuals who are able to make good choices and lead safe, healthy and fulfilling lives