

Our Lady's Bishop Eton Catholic Primary School.



**Religious Education
Autumn 2023**

Living, Loving, Learning in Jesus

Statement of INTENT:

Catholic Education is education with a purpose. It is a joint effort, between parents, school staff, governors, trustees and our entire Catholic Community to educate our children in a manner that is permeated by the Catholic faith. What characterises our school is a commitment to the formation of the whole person. So whilst academic standards are important as part of a rounded education our school supports our children's **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development with the same care and diligence.

Catholic education promotes the formation of the whole person. It supports our children to develop a moral compass, a set of values based on the Gospel to guide their future lives; the development of discernment, critical thinking, deep learning and wisdom and a commitment to the good of others and the common good of society.

Our Catholic school is part of the mission of the Church to build up the kingdom of God, to make society more just, to create a civilization of love. Our pupils will leave us to take their place in society and the Catholic education they will have received in our school will support them to help create a better world, one which is more in tune with the values of Jesus Christ.

Pupils are encouraged to develop their faith through regular prayer, worship, reflection, and celebration of masses throughout the year. They are also encouraged to reflect on social and moral issues affecting our immediate and global communities. The aim of religious education is to contribute to the development of children as individuals and valued members of society.

Mission Statement:

Our school is clear in our beliefs and values, and the importance of Jesus Christ in our daily lives. Our Mission Statement underpins all we do:

"Living, Loving and Learning in Jesus."

OLBE is a place of love and learning, where all are equal in the eyes of God. It is the mission of this school to cherish each individual. We try to follow Jesus' example as a friend and guide. We believe that there are talents and strengths within us all, and we strive to let them shine brightly.

Our mission is well-known by all of our pupils who use Jesus' life as the basis to reflect upon their actions. They show a genuine respect and tolerance for the dignity and equity of different persons. Our mission statement promotes good discipline within a calm, reflective atmosphere which facilitates contemplation, enabling the children to get to know themselves better and develop a sense of responsibility for their own lives and happiness. As a result, our children are part of 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.

The Gospel Values:

- Inform our Mission Statement, ethos, culture and environment and curriculum promoting a genuine respect and tolerance for the dignity and equity of different persons. We use Jesus' life as the basis for Our Faith and Prayer life, our Mission Statement, our ethos, our corporate and personal value systems, our relationships and our understanding of our rights and responsibilities. We place a great emphasis on putting our values into action and the Gospel Values support our children to understand that their actions reflect their values.

- Inform clear boundaries embedded in real and meaningful school rules which are bedded in the **GOSPEL VALUES OF JUSTICE, EQUALITY AND SOLIDARITY**.
- Support our children develop a good understanding of the need for and dynamics of **DEMOCRACY, LAW, INDIVIDUAL LIBERTY AND MUTUAL RESPECT** and promote good discipline within a calm, reflective atmosphere which facilitates contemplation enabling the children get to know themselves better and develop a sense of responsibility for their own lives and happiness.
- Shape our curriculum and its focus on the formation of the whole person.
- Reinforce our children's **ENGAGEMENT IN AND CONNECTION TO** their learning and their understanding of the responsibilities this entails for themselves and others. They also promote our children's development as **REFLECTIVE LEARNERS** within a calm, caring, happy and purposeful atmosphere and consequently their **PROGRESS AND ATTAINMENT**.

Relationships:

- The school will adopt a consistent approach to discipline, with role models leading by example.
- A welcoming atmosphere will be maintained, and high standards will be expected.
- Respect and understanding will be maintained, and the school will maintain home, school, and parish links.
- Uniqueness and individual talents will be promoted, and positive attitudes will be maintained.
- Success will be celebrated through rewards, and ownership and independence will be instilled in children.
- Democracy will be promoted, encouraging children to make the best choices.

The Aims of Religious Education:

Religious Education is at the heart of the curriculum and the ethos of our school:

"A vision that is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. Our educational endeavour is centred on the person of Jesus Christ, who is our way, our truth and life." (Come and See).

The outcome of Catholic 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.' (Curriculum Directory for Catholic Schools).

Objectives:

Design a program adhering to the academic standards and guidelines outlined by the Archdiocese with the following key components:

- Allocate 10% of Religious Education (R.E) content within the regular curriculum.
- Incorporate opportunities for both implicit and explicit forms of celebration, prayer, and reflection.
- Foster the acquisition of religious language among students, enabling them to develop literacy in religious activities, places, stories, symbols, rituals, people, and objects.
- Cultivate in students a reverence for moral values, mutual respect, and self-worth, in alignment with the School Mission Statement.

- Nurture students' appreciation and love for their Catholic Faith, promoting tolerance and respect for diverse races, creeds, and religions, as per the Curriculum Policy Statement.
- Present a systematic exposition of the Christian event, message, and way of life tailored to the age and developmental stage of each child.
- Cultivate an awareness and appreciation of Catholic beliefs, fostering understanding of its influence on personal and social behaviour, emphasising the integral relationship between faith and life.
- Enhance the knowledge and theological understanding of teaching and support staff, incorporating educational principles related to the focused topics.
- Ensure students receive a comprehensive and well-balanced integrated curriculum that fully aligns with the National Curriculum.
- Acknowledge and uphold our Diocesan and pastoral practices while endorsing parish sacramental preparation programs for First Holy Communion and Reconciliation.
- Create occasions for children to engage with and understand the beliefs and practices of various faiths, promoting respect for our diverse, multi-faith society.
- Establish and maintain a meaningful financial contribution and personal engagement with CAFOD, Nugent, and SVP to ensure ongoing support and connection.

Religious Education Directory 2023

This academic year we are introducing the new Religious Education Directory Curriculum 'To Know You More Clearly' in EYFS and KS1. The programme will be introduced to all other year groups by September 2025 as directed by the Archdiocese of Liverpool.

The Overview of Religious Education – Come and See:

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool.

Come and See is developed through three themes which are gradually explored at greater depth. They are Church, Sacrament and Christian Living. Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

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

The programme focuses on the mystery of God's self-revelation of love through Jesus Christ, exploring the beliefs, values, and way of life that the Catholic faith asks of us. The programme encourages students to reflect on the meaning of church, sacraments, and the person Jesus in their lives.

COMMUNITY OF FAITH – CHURCH AIMS

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

CELEBRATION IN RITUAL – SACRAMENTS

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

WAY OF LIFE – CHRISTIAN LIVING THEMES

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

The Process

The process for delivering the topics in 'Come and See' has three stages which enable pupils to develop knowledge, understanding, skills and attitudes. The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

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.	This is the heart 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.
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.	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: <ul style="list-style-type: none"> ● learning about Scripture ● the teaching of the Church – it's tradition, ● prayers, rites, psalms, hymns and 	Remember is the first part of this section. Teachers provide the opportunity for the children to remember what they have understood and learnt. 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

	<ul style="list-style-type: none"> the lives of outstanding Christians. 	to and make their own, of what they have understood of the topic.
<p>Exploring experiences through story, music, drama, dance, art/Investigation/Story.</p> <p>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"> learning about religion developing an understanding of this new knowledge reflecting on the wonder of the mystery gathering information and collecting facts 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 experiences acknowledging and respecting difference(s) <p>being open to new perspectives.</p>	<p>Remember</p> <p><i>This may be done through:</i></p> <ul style="list-style-type: none"> 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 <p>Rejoice</p> <p>There is a format in every topic to offer guidance as to the content of the celebration.</p> <p>Renew</p> <p>In this part the children will think about how they can apply their learning to their lives.</p>

THE APPROACH CHOSEN

The structure of the process for Years 1-6 comprises of the following sections:

1. Learning focus
2. Content
3. Key questions
4. Key activities
5. Remember, Rejoice, Renew.

Planning

Long Term planning

The themes and topics framework sets out the programme for the year. The topics are set out on a year-long plan to ensure all will be taught and learning intentions can be met.

Medium Term Planning

Medium term planning is the responsibility of the R.E Subject Leader.

Who will:

- Use the overview to capture the fundamental inquiry of Christian doctrine for the given term. This information is also accessible on the Come and See website, allowing teachers to customise it according to the requirements of their class.

Short Term Planning

The class teacher bears the responsibility for short-term planning, employing the agreed-upon planning model for all core subjects across the school. The necessary materials for this planning can be located on the topic pages of the 'Come and See' website. The class teacher's tasks include:

- Allocating time for the attainment of each learning outcome.
- Strategically planning the topic to guarantee the achievement of learning outcomes.
- Choosing suitable activities for either the entire class or specific groups of students.
- Assessing the children using the assessment model provided by the archdiocese and incorporating the relevant driver words.

Quality & Manageable Marking

Using the schools marking policy, the marking of pupils' work is approached positively and constructively so that it affirms success and encourages future learning.

Adaptive Teaching

In alignment with every facet of the curriculum, the objective of adaptive teaching encompasses the following:

- Facilitating children's success in assigned tasks or activities while encouraging them to progress to the next stage in their learning journey.
- Encouraging children to be self-motivated and to assume responsibility for their own learning, fostering a sense of independence.
- Cultivating an environment where children can identify and celebrate their achievements.

Given the diverse ways in which children learn, it is essential, as with other subjects, to offer a variety of learning activities utilising different media.

The chosen driver words should be discernible in both children's work and assessments. These words ought to be selected based on the appropriate level of challenge for the students.

Feedback to Pupils

Feedback to pupils about their own progress in Religious Education is achieved through:

- Effective marking in line with our policy
- Verbal acknowledgement – praise
- Discussion – individual
- Pupils own recognition shared with teacher
- Pupil interviews and pupil voice
- Monitoring work/books.

Informal Assessment

- Overall monitoring of children participating in classroom tasks and activities
- Assessment of contributions to classroom displays
- Evaluation of written work
- Engaging in discussions with individual children
- Participating in class-wide discussions
- Conducting end-of-topic reflections and 'big question' reviews with children
- Informal assessments are documented by recording pupils' initials on the assessment sheets.

Formal Assessment

- Planned and documented formal assessments.
- Subsequently, students undertake a designated task for formal assessment.
- The assessment process follows the level descriptors outlined in the 'Standards of Attainment in Religious Education in Catholic Schools and Colleges' from the Bishop's Conference Department for Catholic Education and Formation.
- Formal assessment results are recorded on the assessment sheet. These records are maintained in the class teacher's R.E. assessment file, and exemplars of high, middle, and lower achievers are provided to the R.E. coordinator.
- Assessment is not solely reliant on formal tasks; information garnered from discussions, observations, and classwork is utilised to determine a best-fit level for each child. This

assessment data is then compiled onto the school-wide tracking sheet to facilitate progress monitoring and target setting.

Recording

Recording provides evidence of achievement. It involves pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Children's responses to teacher marking
- Audio Visual evidence – photographs, videos
- Class/school portfolios
- Class reflections on topics.

Reporting

Religious Education reporting encompasses four key dimensions:

Student feedback: Offers feedback to students regarding their achievements and progress in Religious Education.

Colleague communication: Keeps fellow teachers informed about individual student achievements and the topics covered by a class and year group in Religious Education.

Parental engagement: Informs parents about the progress and accomplishments of their children in Religious Education.

Parents are presented with their children's Religious Education exercise books during Parent's Evening each term.

External communication: Communicates with parents, governors, parish, and external agencies to provide insights into the content and quality of Religious Education.

A comprehensive written report is provided to parents at the conclusion of each academic year.

The R.E. coordinator holds meetings with governors to report on Religious Education within the school.

Evaluation of teaching

The headteacher and R.E. co-ordinator complete learning walks during RE lessons and Prayer and Liturgy time. They also monitor displays, assessments, planning and exercise books.

Evaluation of learning

Pupils evaluate their learning through the Remember and Renew aspects of each topic. The teachers enable the children to recall and review the work done in the topic. They then help them to hold on to, and make their own, what they have understood of the topic. Children are encouraged to apply their learning to their lives. Children also have the opportunity to respond the 'Big Question' at the end of the topic to showcase their learning.

Other Faiths

In our diverse and multi-faith society, we emphasise the significance of imparting values of understanding, tolerance, and the celebration of differences to our students. Throughout each academic year, multicultural themes are integrated into the curriculum for all year groups. Additionally, two one-week sessions focusing on other faiths are conducted – one in the autumn term and the other in the longer of the spring or summer term.

To deepen our students' comprehension of the historical roots of Christianity, all year groups dedicate one week to the study of Judaism. Moreover, in the Spring/Summer term, EYFS and KS1 delve into the study of Hinduism, whilst KS2 study Islam, aiming to enhance understanding of the Hindu and Muslim community within our school.

Staff Development

All relevant courses are advertised and made available to staff members. R.E. co-ordinator attends all subject leader meetings and courses. Teaching staff attend other relevant courses provided by the Archdiocese and disseminate information accordingly, e.g. CCRS.

Staff Induction

New members of staff are offered support by the R.E. Leader in planning, teaching, assessing and evaluating. They will be sent on the courses available for new teachers in Catholic Schools. The whole-staff is involved in up-holding the Catholic Ethos of the school. The R.E. policy is shared with all members of staff and reviewed every two years.

Staff Communication

- Information from R.E. co-ordinators' meetings is disseminated at regular staff meetings and through emails.
- Planning and assessment pro-formas are distributed before each topic.
- The R.E. Leader always available for advice and discussion.
- Termly newsletters are created to communicate with parents the curriculum content for the coming term.

Resources

- Each teacher has their own resources for a prayer focus and a display wall in class. These are updated to reflect the church calendar.
- Other resources are to be found in RE cupboard.
- Artefacts, icons, candles etc. are also placed strategically around the school.
- Staff have copies of the relevant God's Story, Church's Story and Good News Bible.

Equal Opportunities and Inclusion

At Our Lady's Bishop Eton, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential.

Special Educational Needs

We believe that all children have the right to be educated alongside their peers. At Our Lady's Bishop Eton we are fully committed to meeting the needs of those pupils with Special Educational Needs so far as it is reasonably practical and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, we have due regard to the SEN Code of Practice 2001 and the Disability Discrimination Act 2001. All pupils with special educational needs are fully included in all areas of the curriculum. Our Special Educational Needs policy is followed at all times.

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; visiting the community eg. carol singing in the convent; supporting Archdiocesan charities.

Sacramental Preparation

Our Year 4 children are prepared for the Sacraments of Reconciliation and Holy Communion by the Parish Catechists following the Archdiocesan Programme. Staff contribute both to the Catechist programme and in class through the Come and See curriculum.

IMPACT

OUR CURRICULUM

Recognises 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.

Policy Links:

Prayer and Liturgy Policy, Spirituality Development Policy, Moral Development Policy and RSHE policy.