



# Religious Education Subject Leader Handbook

Together, we learn, love and grow with  
Jesus.

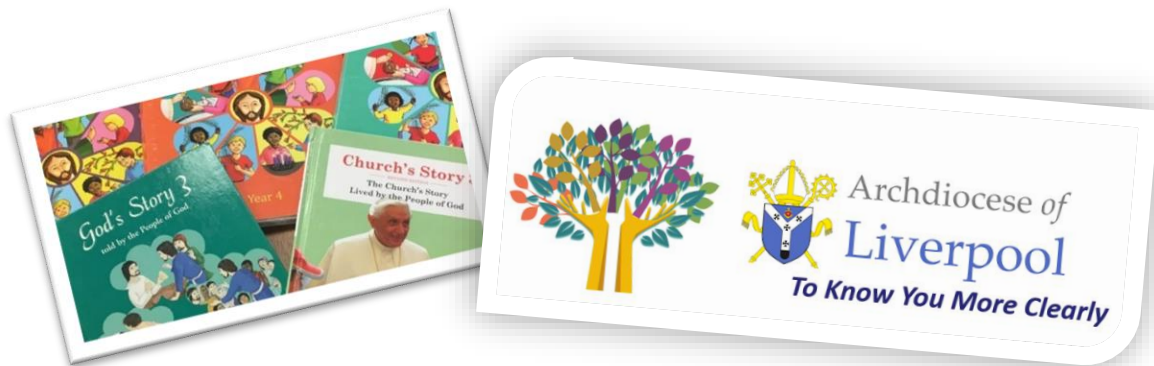
Summer 2024

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To be reviewed: Summer 2025

"Always set a good example for others.  
Be sincere and serious when you teach."  
Titus 2:7



In the life of faith of our Catholic School, Religious Education plays a central and vital part. At St. Jude's, Religious Education pervades the whole curriculum and is never seen as a separate subject. The beliefs and values studied in Catholic Religious Education inspire and draw together every aspect of the life of our Catholic School. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination. At St. Jude's we aim to educate the whole person. At the heart of the school is a sense of purpose, which is to create a community that shares the values of love, respect, truth and reconciliation as shown through the example of Christ.

Religious Education is the core subject which is central to the life of our school.

### **The aims of Religious Education**

The overall aims of Religious Education at St. Jude's are:

The comprehensive and systematic study of:

- the mystery of God;
- the life and teachings of Jesus Christ
- the teachings of the church
- the central beliefs that Catholics hold and the basis for them
- the relationship between faith and life



These are explored in a manner, which encourages investigation, and reflection by the pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in everyday life.

In the words of the Curriculum Directory 2012, -

*'The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'*

We ensure that our Mission Statement reinforces this message.



Together, we learn, love and grow with  
Jesus.

At St. Jude's our 3 aims are –

- To nurture and inspire each individual so that they can learn and grow in order to reach their full potential
- To be a Christian family bringing the Gospel to life by word and example (action/deed)
- To develop, maintain and strengthen relationships between school, church, home and wider community.

**To nurture and inspire each individual so that they can learn and grow in order to reach their full potential**

- By ensuring that inspirational learning encourages awe and wonder (visitors, trips, resources, displays, teaching and planning, use of ICT, theme days)
- By providing a broad and balanced creative curriculum (schemes of work, training, planning, sharing good practice)



- By consistently delivering quality teaching and learning, providing appropriate challenge and support to meet the needs of all (CPD, planning, differentiation, resources, monitoring, moderation, TA's and additional support, evaluating and sharing good practice, WOWS, reporting to governors)



- By developing skills, knowledge and understanding in readiness for the future (Year 5 & 6 transition to high school days out, trips and visits, practical teaching, year 6 spiritual retreat to Animate, internet safety, A journey in love, Visitors to school e.g. police and firemen)

- By enabling everyone to work together to succeed (staff meetings, positive and constructive marking, peer assessment, moderation, learning triads, INSET, CPD, House teams, Wows, team building for staff)

- By offering opportunities for learning outside the classroom (Year 6 OAE trip, visitors, trips, outdoor classroom, vegetable patch and greenhouse, woodland area, spiritual garden, muga)

- By enabling our children to acquire an excellent religious education through the Come and See programme (Come and See website, staff training in school and at LACE, Topic days, co-ordinators meetings, use of wide variety of Teaching and Learning strategies, differentiation, assessment, moderation and monitoring)

- By celebrating progress and achievement (sports day, praise assembly, choir performances, carol services and nativities, leavers services, class reports, weekly disciple)

### To be a Christian family bringing the Gospel to life by word and example (action/deed)



- By being a welcoming and caring community (vibrant environment, Christian symbols, displays, 'open door' policy, pastoral care of all, annual self-evaluation)

- By being positive role models living out the Gospel values (positive class rules, school council, reward systems, daily prayer, weekly disciple, buddy system)

- By providing opportunities for quality Collective Worship, both in school and church involving the wider community (clear policy and guidelines, INSET, quality resources, attending church, parish family worship with us in school, effective

planning, monitoring, evaluation)

- By learning about and celebrating other faiths, recognising, respecting and celebrating the differences in each other (Trips, visitors from other faiths, class celebrations of other faiths and festivals)



- By living out the Christian values we promote honesty, respect, tolerance, love, friendship (Celebrate and promote British values, Friendship bench, buddy system, restorative practice approach)
- The staff of St. Jude's Catholic Primary School will work to give each child the entitlement of a broad, balanced, differentiated curriculum (irrespective of ability) encouraging in every individual a sense of self-worth and self-esteem. All teaching and learning is underpinned by the school mission statement.

### **To develop, maintain and strengthen relationships between school, church, home and wider community**

- By supporting parents educating their children (Reception intake meetings, parent evenings, newsletters, reports, website, homework, parent partnership letters, RE topic letter, phonics meetings)



- By



maintaining positive links between school, home and the wider community (use of school – catechists working with and in school in relation to Reconciliation, First Holy Communion and Confirmation, Brownies, wraparound care, Visitors, Collective Worship assemblies, praise assembly, share

a prayer, sports clubs, Rosary group, feast day masses, community sports, choir singing at local Retirement home)

- By enabling all to be responsible citizens of the local and global community reaching out into the world (charities – CAFOD, Mission Together, Good Shepherd- Nugent Care, Cancer Research, Wigan and Leigh Hospice, The Brick Homeless project, Christmas Shoe Box Appeal, Poppy Appeal, Children in Need, Wish FM, Toy Box Appeal)
- By working together with other schools sharing and celebrating skills and talents (WOWS art, music and sport festivals, Let's Sing, Hawkley Hall band, St. John Fisher performances, spelling bees, POG group within Wows)



To achieve these aims we will:

- Present comprehensive content which is the basis of knowledge and understanding of the Catholic faith
- Enable pupils continually to deepen their religious and theological understanding and to be able to communicate this effectively
- Present an authentic vision of the Church's moral and social teaching so that pupils can



make a critique of the underlying trends in contemporary culture and society. Raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.

- Develop the critical faculties of pupils so that they can relate their Catholic faith to everyday life
- Offer children a sense of self-

worth through their experience of belonging

- to a caring community and an awareness of the demands of religious commitment in everyday life
- Enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- Enable pupils to engage with their own and others' beliefs and values to help develop good attitudes and dispositions so that the children are instilled with a love of learning and a desire to go on learning
- Enable pupils to engage with difficult questions of meaning and purpose which everyone has to face to enable them to think critically about their own questions of meaning and purpose

(As advised by the Religious Education Curriculum Directory for Catholic Schools 2012 & Come and See)



## The Religious Education Programme

### Overview of content

To fulfil our aims and objectives across EYFS and Year 1, Year 2, Year 3 and Year 4 we follow the new Religious Education Directory, 'To Know You More Clearly'. In Year 5 and Year 6, we use the 'Come and See' Programme of Religious Education, recommended by the Archdiocese of Liverpool.

An overview of the Themes and Topics over the yearly cycle of 'To Know You More Clearly' and 'Come and See' can be found in the RE Handbook, along with further details and guidance on both programmes of study.

### To Know You More Clearly:

To Know You More Clearly has a framework with four structural elements: knowledge lenses, ways of knowing, expected outcomes, curriculum branches:

- Branch 1: Creation and Covenant
- Branch 2: Prophecy and Promise
- Branch 3: Galilee to Jerusalem
- Branch 4: Desert to Garden
- Branch 5: To The Ends of the Earth
- Branch 6: Dialogue and Encounter



**Knowledge lenses** set out the object of study for pupils; they indicate what should be known by the end of each age-phase.

**Ways of knowing** set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. The three ways of knowing are: understand, discern, and respond.

**Expected outcomes** are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

**Curriculum branches** are the way this programme of study presents its model curriculum.

The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model curriculum is rooted in the



narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice.

(To Know You More Clearly, 2023)

### **The Process of To Know You More Clearly:**

The process for delivering the Scripture and topics in the programme encompasses a variety of teaching and learning styles which enable the needs of all pupils to be met. The process involves four key lenses – Hear, Believe, Celebrate and Live. These enable pupils to develop knowledge, understanding, skills and attitudes.

#### **Hear:**

This lens focuses on the Word of God which we hear within Scripture: this is the Word made flesh, Jesus Christ, a person in whom God is fully revealed, whom we know by faith and who is revealed to us through the Sacred Scriptures and the living tradition of the Church. Children hear the Word from our Good News Bibles and process the messages through acting, retelling, music, imagery etc.

#### **Believe:**

This focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches. Children are able to process the messages from the Bible and can develop their understanding of what the Church believes about these messages through the use of acting, retelling, music, imagery etc.

#### **Celebrate:**

This lens is called 'celebrate' because it deals with the Liturgy in which the Church celebrates the Paschal mystery of Christ. A study of Christian prayer is included in this lens because in the Liturgy, all Christian prayer finds its source and goal. For the Church, prayer and liturgy are intimately connected. In this lens we look at prayer, liturgy, and sacrament, sacraments of initiation, the Eucharist, sacraments of healing, sacraments at the service of communion, and other liturgies and sacraments.

#### **Live:**

This lens deals with the ways in which the disciples of Christ are called to be in the world. It





is called 'live' because it focuses on the impact of faith on how Christians live. In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin; Catholic Social Teaching; and the relationship between faith and life as expressed in art, in culture, and in the lives of those who are exemplars of Christian living: the saints.

(To Know You More Clearly, 2023)

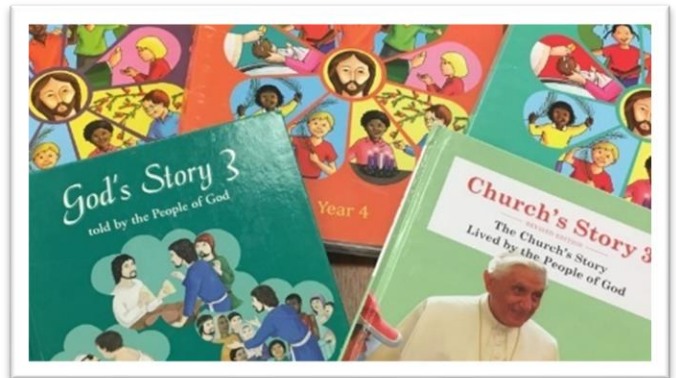




# Come and See

## Come and See:

Come and See has been developed through three key themes (Church, Sacrament and Christian Living), which are gradually explored, each time at greater depths. The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme. To start the year, Come and See begins within the family because parents and carers are the first teachers of faith with regards to their children. After Christmas, children explore their local church and parish community. The year finishes with the story of the worldwide community; the universal Church because God is calling His people together throughout the world.



The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme. Following on from an understanding of belonging to a family, the theme of Baptism is introduced in KS1 to enable understanding of being initiated into the Church; while the theme of Confirmation is introduced in KS2, whereby the baptised are more perfectly bound to the Church. In Spring, after learning about the local Church, the Sacrament of Eucharist is explored as this is the Sacrament of Communion between Christ and Church. During Summer, the Sacrament of Reconciliation is focused upon, so that children have an opportunity to learn about the joy and challenge of relationships and God's love and Mercy. At KS2, children learn about the Sacrament of the Anointing of the Sick which strengthens, forgives and unites the ailing person more closely to God.

The Christian Living themes occur in each season time and each theme gradually builds on the understanding of the previous theme. The Advent/Christmas theme considers the gifts of God's love in Jesus. In Spring, Lent and Easter are explored as Jesus' love for humankind knows no limit. In Summer, the study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service.



## The process

### Knowledge/understanding/skills/attitudes

The process for delivering the topics in the Come and See programme encompasses a variety of teaching and learning styles which enable the needs of all pupils to be met. The process involves three key focuses – Explore, Reveal and Respond. These enable pupils to develop knowledge, understanding, skills and attitudes.

#### Explore (One week of Religious Education time):

When a particular topic is first being introduced, the children's life experiences are explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon. The children are therefore led to a deeper understanding, clearer vision and the discovery of the significance and value of experiential events in everyday life.

#### Reveal (Two weeks of Religious Education time):

The reveal stage of a topic is the heart of the programme where knowledge of the Catholic faith is revealed through God's Word in Scripture, Tradition, prayers and Christian Living. The teacher and children discover together the Christian understanding of the mystery of the Trinity – Father, Son and Holy Spirit.

#### Respond (One week of Religious Education time):

The final stage – Respond – is where the learning is assimilated, celebrated and responded to in daily life. This stage is split into two parts:

1. Remember – The children remember and celebrate all they have learned through a topic. This new understanding enables them to make a personal response to the learning in their daily lives.
2. Rejoice – This is the opportunity to involve the children in the planning of and taking part in a celebration of their learning and new knowledge. The children think about how they can apply their learning in their own daily lives.

## The approach chosen

We have chosen a whole school approach to the long term planning for Religious Education so that all pupils explore each topic at the same time, following a one-year cycle. All classes follow their own appropriate programme according to their year group.

### Time Allocation for Religious Education

The Bishop's requirement of 10 percent of curriculum teaching time is clearly indicated on the class timetables. This time does not include time for Prayer and Liturgy and Hymn Practice.

In the Foundation Stage and Key Stage One, the time spent teaching RE each week is 2 hours 15 minutes.



In Key Stage Two the time spent teaching RE each week is at least 2 hours and 30 minutes.

## **Planning**

### Long Term Planning

Long term Planning is the responsibility of the Leadership Team. The whole school approach has been agreed and can be found on the school website where the RE overview is outlined for the whole school for Come and See and To Know You More Clearly.

### Medium Term Planning

Medium Term Planning is the responsibility of the RE co-ordinator.

The medium term plan details:

- The content and focus of each theme
- Links to the Catechism of the Catholic Church and Religious Education Curriculum Directory
- Key concepts, skills and attitudes
- Attainment targets
- Christian doctrine for the term
- The themes and topics
- The start dates for each topic. (Each topic should be given equal time – To Know You More Clearly topics will be taught across each half term, and Come and See topics will be taught across a four-week period.)
- The planner shows the allocated length of time required to ensure that the three learning outcomes for each topic are covered in Come and See and that the four lenses in To Know You More Clearly are covered.

### Short Term Planning

Short Term Planning is the responsibility of the class teacher.

All material for planning of both programmes can be found within the RED - To Know You More Clearly document or within the topic pages from the Come and See programme handbook.

The following information should be included on all short-term planning:

- Topic Title
- Key vocabulary
- Learning outcome for each lesson
- Driver words and key vocabulary
- Stage of the process
- Activities
- Resources
- Dates
- Reflection and Evaluation

To cater for all need and abilities/disabilities we follow the documentation provided by Liverpool Archdiocese to support our planning.



## Assessment

Assessment is focused by the overall aims and objectives of Religious Education. When assessing the new RED: To Know You More Clearly, staff will use 'Ways of Knowing' to establish what pupils know, understand and can do. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment does not assess faith or the practice of faith. Assessment in RE emphasises a wide range of achievement.

### Informal Assessment

- General observation of children engaged in general tasks and activities
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic
- Marking of more formal written work

### **To Know You More Clearly**

At the start of every Branch children are provided with a Knowledge Organiser of the end points. At the end of each Branch children are asked to complete these to assess what they can remember (this can be written or verbal.)

### **Come and See**

At the end of each topic children are provided with a map of key questions that are progressive throughout the topic and children are asked to complete these to assess what they can remember.

### Self-Assessment

Teachers communicate Learning Objectives to pupils in each lesson and these may be broken down into success criteria.

Pupils are encouraged to self-assess and reflect on their learning at the end of the lesson against the learning objective verbally to each other and to the teacher.

## **Attainment Targets and Levels of Attainment Assessment**

The next section provides an overview of the levels of attainment and the two attainment targets for RE.

## **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 pupil's books
- Visual evidence – for example photographs, videos
- Children's books and big books
- Knowledge organisers for To Know You More Clearly and key questions map for Come and See



## Reporting

There are four dimensions to reporting in Religious education.

Reporting:

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

At St. Jude's, parents are given the opportunity on three occasions during the school year to meet with their child's class teacher, from Preschool to Reception, to receive verbal reports on the progress of their child. Parents also receive a written end of year report where Religious Education is the first subject reported.

## Evaluation of Learning

The RE co-ordinator is responsible for creating a monitoring timetable each year for staff. SLT support the RE co-ordinator to monitor books, pupil voice, displays, assessment, planning and Prayer and Liturgy. Please refer to the RE co-ordinator's subject file for the monitoring timetable.

