

Religious Education Subject Leader Handbook

Together, we learn, love and grow with
Jesus.

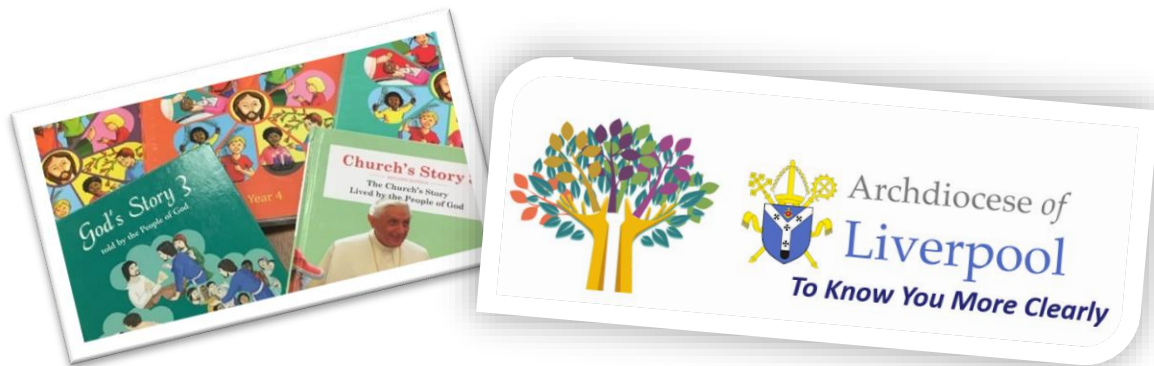
Summer 2024

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"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 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 church, home and wider community.

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

- By ensuring that inspirational learning encourages awe and wonder.(visitors, trips, resources (including the Golden Box), displays, planning, discussion and questioning, silent reflection)
- By providing a broad and balanced creative curriculum so that all children are encouraged to become independent learners and every child's achievement is recognised. (schemes of work, training, planning, quality feedback to support children, sharing good practice, TRIADS, resources, cross curricular links, achievers assembly, dojo reward system)
- By consistently delivering high quality teaching and learning.(CPD, monitoring, evaluating and sharing good practice, WOWS, resources)
- 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, Animate Retreat, Year 6 Residential, Year 6 Careers Fayre)

- By providing appropriate challenge and support to meet the needs of all.(adaptive teaching, planning, TA's and additional support, pastoral teacher, SENCO and outside agencies, School Counsellor, governors and volunteers)
- By offering opportunities for learning outside the classroom (Prayer and Liturgy, Extra Curricular Clubs, Orienteering)

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



➤ By being a welcoming and caring Community (safe environment where everyone feels valued, inviting atmosphere created by all, inclusive environment, Christian symbols embedded into school life, faith based displays and environment, 'open door' policy, pastoral care of children, parents and staff, strong relationships between home and school, supportive staff, annual self-evaluation, share a prayer, Year 6 Prefects, Reception and Year 6 Buddy System, School Council)

➤ Encourage all to develop their understanding of and relationship with God by being positive role models living out the Gospel values (living in the footsteps of Jesus, positive class rules, reward systems, daily prayer, share a prayer CAFOD Club, School Council, Year 6 Prefects, all staff model the Gospel values)

- By enabling our children to acquire an excellent religious education through well taught and resourced programs - To Know You More Clearly and Come and See (updated documentation to support effective planning and delivery, staff training, Topic days, RE lead meetings with the Archdiocese, RE Cluster Group Meetings, creative curriculum, adaptive teaching, sharing good practice, TRIADS, moderation and assessment, monitoring, evaluation, Catholic Social Teaching links to the RE curriculum)
- By providing opportunities for quality Prayer and Liturgy, both in and around school and church, involving the wider community. (clear policy and guidelines, staff training based on RE lead findings, quality resources which are regularly updated, effective planning, monitoring, evaluation, triads, opportunities for Prayer and Liturgy to take place in and outside our school taking advantage of our spiritual environment eg. Spiritual Garden, as well as on school trips)
- By learning about other faiths, recognising, celebrating and respecting the difference in each other.(trips, visitors, cross curricular links, Come and



See planning and teaching, Branch 6 Dialogue and Encounter, valuable discussions with children and families from other faiths, promoting Catholic Social Teaching principles, British Values and Gospel Values)

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

- By supporting parents educating their children. (Meet the Teacher meetings, parent evenings, newsletters and parent partnership letters, reports, website, subject based information parent meeting, WOWS Art, Sports and Music festivals)
- By providing opportunities for all to rejoice in success. (sports day, achievement assemblies, choir performances, carol services and nativities, leavers services, class dojo shop, Website and Chatter)
- By maintaining positive links between school, home and the parish and wider community. (Use of school -breakfast and after school club and St. Jude's Rugby Club training sessions. Visitors, Prayer and Liturgy celebrations, achievement assemblies, share a prayer, sports clubs, Rosary group, feast day masses, Homework coffee afternoon, Tea and Tots, Christmas Fayre, Easter Bingo, Mother's Day celebration)
- By enabling all to be responsible citizens of the local and global community and to empathise with others.



(charities - CAFOD, Mission Together, Good Shepherd, Nugent Care, Wigan and Leigh Hospice, The Brick Homeless project, Community Grocery, British Heart Foundation, Daffodil Dreams)

- By working together with other schools sharing and celebrating skills and talents. (WOWS art, music and sport festivals, Wigan Inter-school sports)



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.

The Spiral Curriculum

- The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.
- The structure invites teachers to expose students to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.
- The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

The curriculum structures.

- The model curriculum has six components that will be known as branches.
- Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

1.Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1).

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
- They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

2.Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).

- The prophets speak of God reaching to his people, calling them back into a relationship with him.
- In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ.



- They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
- Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

3. Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).

In this branch, pupils will experience the ministry of Jesus, the Word of God.

They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.

They will learn about the call of the disciples and the nature of being a follower of Jesus.

4. Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3).

• In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week.

• They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life.

• The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

5. To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).

• In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church.

• They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

6. Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28).

• In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity.

• They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

The Sacraments

• The sacramental life is taught within and across branches.

• Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.



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)

Planning overview

TEACHING SEQUENCE				YEAR ? BRANCH ?
HEAR	BELIEVE	CELEBRATE	LIVE	WAYS OF KNOWING
Scripture (HEAR) Good News Translation				
HEAR				
Teacher notes				
Suggested Resources			Learning Activities	
BELIEVE				
Suggested Resources			Learning Activities	
CELEBRATE				
Suggested Resources			Learning Activities	
LIVE				
Suggested Resources			Learning Activities	

Assess Pupils'.....WAYS OF KNOWING	Informal / Formal Assessment Comments
<p>Enhancing the Religious Education Curriculum</p> <ul style="list-style-type: none"> • Previous Knowledge • Key Vocabulary • Timeline • Equality • Drama/Role Play • Poetry • Catholic Social Teaching • RSHE • Parents/ Carers • Home/school/parish • Parish Priest • Parish Deacon • Parish Catechists • Governors • Liturgy • Sacramental Foundations • Storytelling • Liturgical Colour Boxes • Philosophy • Inclusion • Culture • AWE & WONDER • Seasons/The Natural World • Beauty • Senses • Music • Art • Dance 	<p>Further Resources</p> <ul style="list-style-type: none"> • Come and See • John Burland • Look at the back of each God's & Church's Story for further questions and Ideas • You Cat for Kids • USEFUL LINKS • https://www.sensortrust.org.uk/ • Music • https://www.cjmmusic.com/songs/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell • https://www.janneewallace.co.uk/ • https://johnburland.net/ • https://www.classicfm.com/ • https://www.onelifemusic.co.uk/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs • https://www.kevinmayhew.com/collections/childrens • Philosophy • https://www.plato-philosophy.org/philosophy-toolkit/ • https://www.bbc.co.uk/cheebies/shows/whats-the-big-idea • file:///C:/Users/Julie/Downloads/GMT%20An%20outdoor%20treasure%20hunt.pdf • https://archive.sapere.org.uk/Default.aspx?tabid=289 • https://www.catholiceducation.org/en/religion-and-philosophy/philosophy/can-beauty-save-the-world.html
<p>Key Words</p>	<p>Cross-Curricular Links</p>
<p>* The amount of sequences will match the amount of Scripture. HEAR - The Scripture must be heard and understood first. BELIEVE - Christians believe because of the Scripture they have heard. CELEBRATE - Christians celebrate in this way because of the Scripture they have heard. LIVE - Christians live in this way because of the Scripture they have heard.</p>	<p>Skill/Driver words Recognise, Retell, Describe Wonder, Talk about, Ask</p>

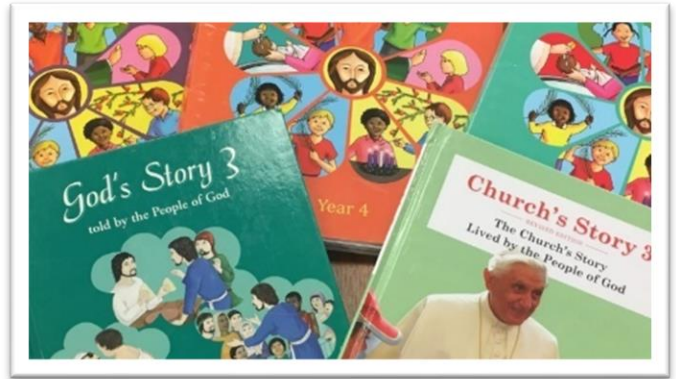




Come and See

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.

Monitoring Teaching and Learning in Religious Education is an ongoing cyclical process.

