



Religious Education Handbook



BELIEVE * ACHIEVE * SERVE



Religious Education Handbook

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1. Ursuline Mission Statement

Mission Statement

'At Ursuline Catholic Primary School we aim to build up a Christian Community which develops the full spiritual, emotional, intellectual and physical potential of each and every pupil in the happy, caring, supportive, family atmosphere of a Catholic School. Together we endeavour, in all things, to honour God's name, to advance His Kingdom and to carry out His will.'

Aims & Objectives

From our Mission Statement flow our school aims and objectives, which are:

To provide pupils with the opportunity to experience and participate in a living and worshipping community based on the teaching of the Catholic Church.

Our intention is for all who are educated at Ursuline to become convinced Christian children, who grow to be outstanding in their courageous leadership, selfless in their concern for their neighbour and who display joyous peace in their lives, all springing from their deep faith in the risen Christ!

The universal Ursuline Serviam badge expresses our school motto of 'Believe, Achieve, Serve':

The cross it bears reminds us of the life, death and resurrection of Jesus. Jesus was committed to serving the dignity and worth of others, even to death. Ursuline children should therefore radiate in their life Christian joy and confidence because Christ is risen - Christ is alive!

We BELIEVE we are CHILDREN OF GOD - marked with His sign of love - the cross.

The group of stars above the cross represents The Little Bear Constellation - a constellation found in the Northern Hemisphere pointing towards the Pole Star. This constellation was chosen because of the play on the Latin word Ursula which means Little Bear. It recalls St Ursula, patroness of Christian Education and special patroness of Ursuline schools. Just as the light from the Little Bear leads up to the brighter light of the Pole Star, so our Ursuline Education helps us on to the knowledge of Truth, here symbolised by the Pole Star, and it is Truth which will guide us on our path through life.

We ACHIEVE as the CHILDREN OF GOD - by following His guiding light, Jesus - the truth that God was made man and lived as one of us.

The word "Serviam", I WILL SERVE. This was the cry of St. Michael the Archangel as a response to Lucifer's "I will not serve" (Non serviam) when God put the angels to the test, thus emphasising our willingness to love and serve God. Serviam expresses our loyalty to Christ, and our desire to serve Him and others.

We SERVE as the CHILDREN OF GOD, in the name of the Father and of the Son and of the Holy Spirit.

We 'Believe, Achieve, Serve' by:

- celebrating an act of collective worship each day
- providing opportunities for our pupils to experience, with awe and wonder, the mystery of God
- following the "Come and See" syllabus as laid out by the Archdiocese of Liverpool.
- celebrating various liturgies and traditions such as: blessing of the Harvest, School Mission Day, Advent, Candlemas, Stations of the Cross and May Processions
- attending and participating in the Mass, e.g. Parish Masses on feast days, Sacramental Celebration, Y6 Thanksgiving masses
- rewarding outstanding work in Religious Education and putting the Gospel into practice, through the 'Spirit of Ursuline' Award

To develop in our pupils a sense of self respect, the capacity to lead full lives as independent, self-motivated people with the ability to contribute to the welfare of others and society and thus live up to the school

motto: 'Believe, Achieve, Serve' by:

- celebrating our School Mission with a dedicated day each Autumn
- following our school Behaviour Code of Conduct.
- all members of staff treating each other and our pupils with respect.
- following our school Nurture/RSE programme which encourages self-confidence, self-motivation and self-respect.
- developing a sense of responsibility in our pupils and encouraging them to take responsibility for various duties in our school, local and global community
- appointing a 'Child of the Day' each day and awarding Achievement Awards each week in a whole school assembly.

- encouraging our pupils to take part in charitable activities such as: being a Food Bank collection point, Operation Christmas Child and fundraising (e.g. for NSPCC, CAFOD and global disaster appeals).
- building relationships with the local community - visiting local Nursing Homes and being a donation point for the South Sefton Foodbank and Samaritans Purse Shoe Box appeal
- through the school's 'Relationship and Sex Education' programme - 'Journey in Love' and 'No Outsiders in our School' that celebrates our belief in the unique dignity of the human person as made in the image and likeness of God

To offer our pupils a broad, balanced, differentiated curriculum that covers the requirements of The National Curriculum and is designed to meet the pupils' individual needs by:

- a whole staff approach to achieving the aims of our School Improvement Plan.
- a whole staff approach to the teaching of all the subjects in the National Curriculum.
- raising standards through the use of our Monitoring, Evaluation and Assessment Policies and pupil tracking
- following our various curriculum policy documents, with coordinators continuously reviewing curriculum provision, ensuring an holistic approach to the development of our pupils
- catering for pupils of all ranges of ability through differentiated work, Enhanced Quality First teaching, Records of Concern, Support Plans, Educational Health Care Plans and the support of external agencies
- providing opportunities for our pupils to take part in a wide range of extra-curricular activities including Forest/Beach School, ECO Club, Gardening Club, visits to local Care Homes, rosary, squash, gymnastics/dance, yoga, fencing, judo Active Soccer, choir and orchestra, CAPITAL Music collaborations, school sports teams (football, netball, swimming)
- outdoor learning curriculum / Y5 Cosmic Classroom & The Crucial Crew provides pupils with opportunities for awe and wonder
- providing pupils with a range of 'off-site' learning opportunities both in the local area (parks, beach, Pinewoods, baths, shops, Crosby Lakeside, Coastguard Station, local war memorial, library and Care Homes), Liverpool (art galleries, museums and ferry) and further afield

Delamere Forest, Quarry Bank Mill and Residential visits for Years 4 to 6.

To develop in our pupils lively and enquiring minds, the ability to question, to argue rationally and the ability to apply themselves to tasks by:

- promoting investigative work throughout the curriculum, including the use of Co-operative Learning Strategies
- building into our planning the Key Skills of the National Curriculum.
- applying our school Homework Policy
- providing individual targets for our pupils and sharing and reviewing these with them, in 1:1 Conferencing.
- providing opportunities for outdoor learning and risk taking within the environment (e.g. Early Years outdoor curriculum, Forest and Beach School, Y4-6 Residential Visits)

To help our pupils to acquire knowledge, skills, concepts and practical abilities which will prepare them for the opportunities, responsibilities and experiences of adult life by:

- putting a high priority on Religious Education, English, Mathematics and all foundation subjects
- providing a range of school visits to encourage cultural, environmental and social awareness in our pupils. For example: visiting Liverpool's museums, art galleries and cultural sites
- teaching, from Reception, the skills of co-operative learning. Pupils apply these in lessons across the curriculum, which enables them to develop and apply other subject specific skills.
- supporting pupils through their transitions within the school e.g. through liaison prior to admission into Reception, progressive development of teaching & learning approaches, early publication of teacher deployment for the following year, Transition Week activities for all classes in the summer term, including enhanced transitions where needed and end of year handover of important information with Key Stage 2 - 3 transfer programme as well.

To foster positive links with parents and thus develop a partnership between home and school in the education of our pupils by:

- keeping parents informed about the progress of their children through introductory workshops (Meet the Teacher evening), Homework Comment books, termly Parent Evenings and an annual written report.
- seeking and responding to the views of parents, through several staff being in attendance at the school's gate each morning as they welcome the children, and staff being available at Home Time, as they return their pupils safely to their families. Also through questionnaires, including Parent View.
- fostering excellent links with Ursuline Parents, Teachers and Friends Association
- inviting parents to school activities, such as, our celebrations of various liturgies and traditions, curriculum workshops and performing arts productions
- communicating with parents through our text messaging service, letters, school website, weekly school Newsletter, and pupils Home School Comment books
- encouraging parents to help in school in various ways e.g. 'Book Buzz' and sports coaching
- providing Breakfast, Out of School and Holiday Clubs (including Forest School, Active Soccer Camps as well as an Out of School holiday programme of days out) for our pupils

To foster links with our parish and the wider community by:

- regular contact with St Joseph's and St. Helen's Parishes through church visits and liturgies
- supporting all parishes, from whom we draw pupils, in their sacramental programmes for Reconciliation and the Eucharist and celebrating with them on their faith journeys
- using in school and distributing to Year 4 (Sacramental Year group) 'The Wednesday Word' provided by the family of a deceased St Joseph's parishioner
- building links with the local and wider community through being a foodbank collection point for South Sefton, visiting Nursing Homes and charity fundraising
- collaborating with CAPITAL schools on community projects e.g. Anne Frank Ambassadors' programme, Equality & Diversity concert, Sacred

Heart High School's 'Heart of the Community' day and music and sports projects.

2. The Aims and *Objectives* of Religious Education

The outcome of Religious Education

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.

Religious Education Curriculum Directory for Catholic Schools, 2012

The aims *and objectives* of Religious Education at Ursuline are:

- To teach Religious Education discretely and developmentally to ensure the deepening of knowledge and understanding of key theological ideas and their application to life.
- ~ *To ensure 10% of the length of the taught week for each Key Stage is devoted to curriculum Religious Education*
- ~ *To provide marked progression through the different stages of education as tracked on a pupil's individual Record of Attainment*
- To offer ample opportunities for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- ~ *To develop appropriate skills and attitudes which allow for a free, informed response to God's call in everyday life, which inspire awe and wonder daily*
- ~ *To encourage the use of these skills in other areas of the curriculum*
- To engage with their own and others' beliefs and values, develop good attitudes and dispositions so that our children are instilled with a love of learning and a desire to go on learning.
- ~ *To encourage study, investigation and reflection by the pupils using the skills and strategies of Cooperative Learning and the vocabulary taught in their 'Relationship and Sex Education' (RSE) lessons.*
- To engage with difficult questions of meaning and purpose which everyone has to face from time to time and so enable them to think critically about their own questions of meaning and purpose.
- ~ *To encourage analysis, reflection on and critical appreciation of difficult questions particularly through the EXPLORE phase of 'Come &*

See' and their RSE lessons.

- To offer our children a sense of self worth through their experience of belonging to a caring Christian community and an awareness of the demands of religious commitment in everyday life
- ~ *To give unequivocal support to our pupils through the management of Ursuline*
- ~ *To live Ursuline's motto of 'Believe, Achieve, Serve' daily and take part in our school's Mission Day each autumn.*

3. The Religious Education Programme

To fulfil our aims and objectives we use the '*Come and See*' programme of Religious Education recommended by the Archdiocese of Liverpool, introduced in September 2012 and revised in 2017. This forms the basis of Religious Education within our school.

The aim of this programme is to explore the religious dimensions of questions about life within the Catholic tradition. Links are made with the pupils' own experiences and with universal experiences. Other world faith traditions are also explored and reflected upon.

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

Religious Education in schools is to be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However, it should not simply be regarded as one subject among many, but should be the key element in an inter-disciplinary dialogue.

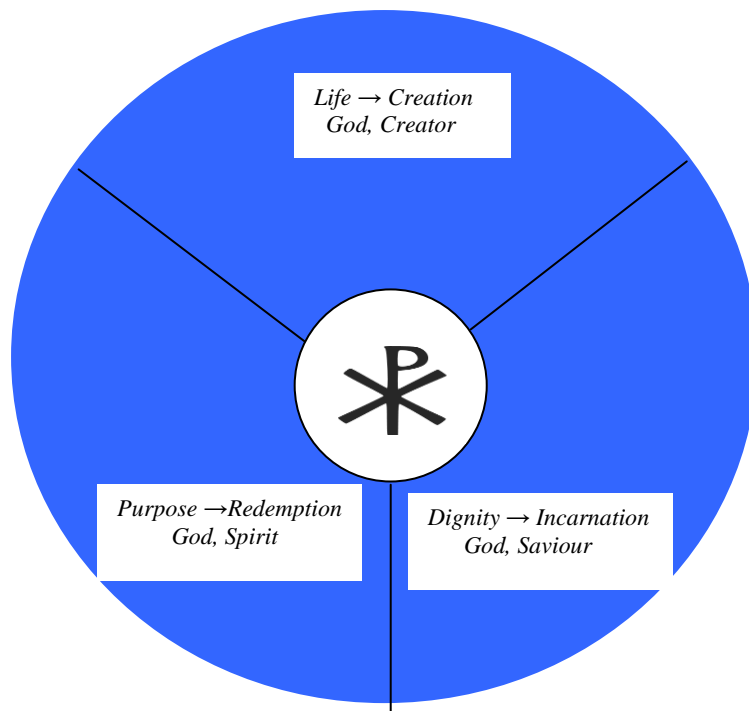
Religious Education Curriculum Directory

Central to the *Come and See* programme are three basic human questions and three Christian beliefs that are the Church's response in faith:

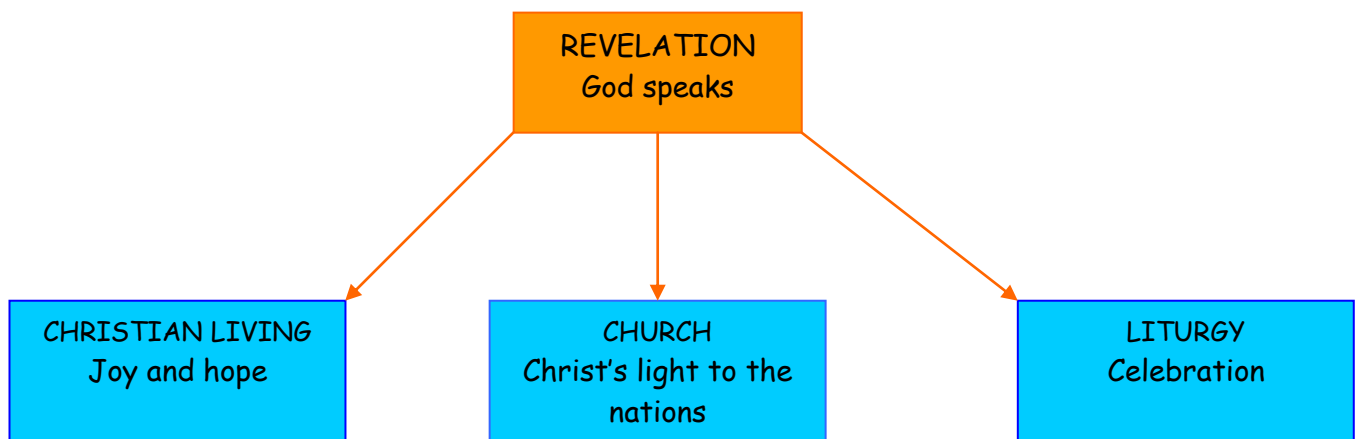
- Autumn: Where do I come from? LIFE - CREATION
- Spring: Who am I? DIGNITY - INCARNATION
- Summer: Why am I here? PURPOSE - REDEMPTION

The three doctrines of Creation, Incarnation and Redemption express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (Creation); who makes all holy

(Incarnation) and whose purpose is to draw all men and women into one, universal family of God (Redemption).



In 'Come and See' these big questions are considered in the light of the scripture and tradition of the Church, as expressed in the documents of the Second Vatican Council and the catechism of the Catholic Church which drew its strength and inspiration from that council.



Themes:

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each term in greater depth.

Community of Faith - Church Themes:

Autumn: Family - Domestic Church

Spring: Community - Local Church

Summer: World - Universal Church

Celebration in Ritual - Sacrament:

Autumn: Belonging - Baptism / Confirmation
Spring: Relating - Eucharist
Summer: Inter-Relating - Reconciliation.

Ways of Life - Christian Living Themes:

Autumn: Loving - Advent / Christmas
Spring: Giving - Lent / Easter
Summer: Service - Pentecost.

See Curriculum information, 'Curriculum Overview' on

<http://www.ursulineprimary.co.uk/information/catholic-life-of-the-school>

THE PROCESS

The process for delivering the Come and See has three distinct stages:

Explore

Reveal

Respond

EXPLORE

The teacher helps the children to begin to look at and focus on the experience within their own lives - concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experimental events of everyday life.

This will involve:

- Exploring experiences through, story, music, drama, dance, art
- Investigation
- Story telling
- Consideration for the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences

REVEAL

Reveal is at the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ. It involves learning about scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- Meeting new knowledge of religious education
- Developing an understanding of this new knowledge
- Reflecting on the wonder of the mystery
- Gathering information and collecting facts connected with this knowledge

- Researching, collating and classifying
- Becoming aware of the questions raised
- Working with problems and grappling with puzzling experiences
- Exploring what leads to understanding and meaning
- Asking questions and discussing
- Exploring in practical and creative ways through story, drama, writing, poetry, song, dance, music, art, ICT and service of others
- Making links between Christian understanding and the shared life experience
- Valuing life experiences
- Acknowledging and respecting differences
- Being open to new perspectives

See Curriculum information 'Scripture Coverage' on

<http://www.ursulineprimary.co.uk/information/catholic-life-of-the-school>

RESPOND

This is split into three sections.

(1) Remember. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

(2) Rejoice. The children will be involved in the planning of and taking part in a celebration of their new learning. The celebration will have the four main elements:

GATHER: How the children will begin

WORD-LISTEN: To some scripture read or enacted

RESPONSE: The children respond to their learning

GO FORTH: The children will take away a message

(3) Renew. The teacher will help each child to make an individual response, to hold on to and make their own, what they have understood of the topic. The children will think about how they can apply their learning to their lives.

Children will respond by **remembering and celebrating** what they have learnt in order to hold on to a way of expressing their new understanding.

4. Planning

At Ursuline we implement the Bishop's requirement of 10% of curriculum teaching time: ie 2 hours and 15 minutes at Foundation & Key Stage 1 and 2 hours and 30 minutes at Key Stage 2. This time allocation is distributed across the weekly timetable, ensuring quality time is given for effective teaching and learning. This does not include additional time allocation for collective worship, assembly and hymn practice.

The whole school follows the themes addressed in *Come and See*, through individual year group topics, on a yearly cycle. Each theme of Church, Sacraments and Christian Living occurs each term. This approach ensures continuity and progression through each of the themes and builds upon prior learning.

See Curriculum information, 'Curriculum Overview' on <http://www.ursulineprimary.co.uk/information/catholic-life-of-the-school>

OTHER FAITHS

In the autumn term and either the spring or summer terms (depending on which is longer), one week is given to the exploration of another faith. Children are taught to respect people of other faiths and to recognise that God is at work in them. They are introduced to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome at an early age. *Come and See* provides materials for each year group from Reception to Year 6. Each year children learn about Judaism and Islam.

At each stage of the 'Come and See' programme there are:

- Clearly stated learning objectives
- Key words
- Driver words - which allow for pupils to work according to their different abilities.
- A selection of experiences and differentiated activities for each of the learning intentions
- Achievable learning outcomes

THE SACRAMENTS AND THEIR PREPARATION

The sacraments are taught and revisited through the 'Come and See' programme each year of a child's school life.

The Archdiocese of Liverpool guidance is that Sacramental Preparation takes place in Year 4. To help enable this, guidance materials are shared with Year 3 parents in the summer term, informing everyone of the 'With You Always' programme of Sacramental Preparation that takes place in the various parishes, beginning in the Autumn Term of the children's Year 4.

See Useful documents, 'With You Always' Sacramental information on <http://www.ursulineprimary.co.uk/information/catholic-life-of-the-school>

All Ursuline children who have received their sacraments that academic year come together for a school celebration in the Summer Term.

I hope that the Lord will give Christian families the faith, the freedom and the courage necessary for their mission. If family education rediscovers the pride of its leadership, many things will change for the better, for hesitant parents and for disappointed children. It is time that fathers and mothers return from their exile and reassume fully their educational role. We hope that the Lord will give parents this grace: not to exile themselves from the education of their children. And only love, tenderness and patience can do this.

Pope Francis offered these words of encouragement for parents and their educational mission in the family, 20th May 2015

PLANNING

Long-term planning

Each topic takes approximately four weeks to deliver and teachers will allocate approximately 10% of curriculum time for Religious Education. This is indicated on class timetables.

Medium-term planning

The R.E Coordinator will provide each class teacher with a termly planner. This indicates the topics to be covered, the start and finish dates as agreed in collaboration with all staff at weekly meetings and any special events or feast days which occur during the weeks of the topic. This will also indicate any assessed topics.

Short-term planning

All class teachers will be provided with a medium term planner, which they will then use:

- To allocate time for each learning outcome to be achieved.
- To plan the topic to ensure achievement of the three learning outcomes.
- To select appropriate activities for the whole class or groups of children.
- To indicate the children to be assessed: the whole class, groups or individuals and the activities chosen for the assessment.

Foundation Stage Approach

Religious Education makes an active contribution to the areas of learning outlined in the curriculum for the Foundation stage:

* Religious Education

But also

- * Personal development and Mutual understanding
- * Language and Literacy
- * Mathematics and Numeracy

- * The World Around Us
- * The Arts
- * Physical Development and Movement

The Foundation stage classes have RE Floor Books, complemented by their Learning Journeys, where the children's progress is recorded and celebrated. Teaching takes the form of whole class activities, adult directed group work and continuous provision.

Each year group plans topics together, across the two forms, using their year group 'Come and See' teacher handbook and resources from the Come and See website. Planning is recorded on an agreed template: see Religious Education on the shared drive.

Attention is paid to the use of the Driver Words to move children's learning and understanding forward. See page 15.

Reference is made to the 'Come and See and Relationships & Sex Education' document so that possible links are planned for.

See useful documents, Come and See and RSE links on:

<http://www.ursulineprimary.co.uk/information/catholic-life-of-the-school>

For music enrichment teachers refer to the 'John Burland Come and See correlation' overview.

See Collective Worship John Burland songs overview on:

<http://www.ursulineprimary.co.uk/information/catholic-life-of-the-school>

Differentiation

As with all areas of the curriculum, we follow the school's policy on equal opportunities for all our members of the school community in terms of gender, race, culture and academic ability. The purpose of differentiation in Religious Education is:

- to enable children to succeed in the set task or activity
- to challenge children appropriately
- to enable children to recognise and celebrate their achievement in Come and See, a variety of activities are provided to meet the differing needs and abilities of children.

Display

A topic display, or Learning Journey (working wall), offers evidence of pupil achievement and also celebrates this.

DRIVER WORDS

Words to drive your learning forward...



LEVEL 1



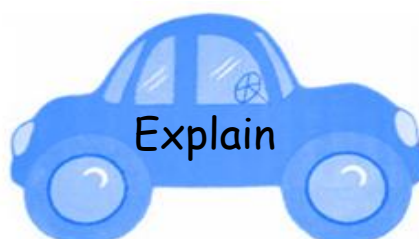
LEVEL 2



LEVEL 3



LEVEL 4



LEVEL 5

5. Assessment of Achievement

As professionals, we want to ensure that we provide the best Religious Education for all children.

“Excellence in religious education then will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment”.

Religious Education in Catholic Schools May 2000 - a statement from the Catholic Bishops' Conference of England & Wales

Teachers are continually making informal professional assessments of individual pupils, becoming aware of a pupil's level of understanding and growth in skills by observing their ability to:

- listen
- ask relevant questions
- respond to questions
- interact with others
- to be still
- to understand
- to remember

This assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith.

Informal assessment

This can take the form of observation of children engaged in tasks, observation of their contribution to classroom displays, end of topic reviews and marking of their written work, as indicated in the school marking policy. A note will be kept on planning of those children achieving above or below expectations. (These notes are then used to inform future planning.)

Formal assessment

One topic per term will be formally assessed. Years R-6 formal assessments will be based on end of topic expectations and attainment levels, each theme is assessed formally twice throughout EYFS, key stage 1 and 2.

Each formal assessment will be covered by a differentiated activity as provided by the Archdiocesan Education Department. This can be achieved as

a whole class, ability group or individual concept map as appropriate to age and ability of children.

Teachers will record their observations on the assessment sheets provided.

Foundation stage children can assess using class/group concept mapping but will also keep a portfolio of annotated work from each assessed topic, including photographic evidence.

ATTAINMENT TARGETS AND LEVELS OF ATTAINMENT IN RELIGIOUS EDUCATION.

As in other core subjects, we recognise the importance of attainment targets. Progression in Religious Education is not always predictable and pupils of the same age will be at different levels of attainment.

The Levels of Attainment in religious Education identify two areas of attainment:

- **Attainment Target 1 (Learning about Religion)**

Knowledge and Understanding of:

- i) beliefs, teachings and sources
- ii) celebration and ritual
- iii) practices and way of life

- **Attainment Target 2 (Learning from Religion)**

Response, evaluation and application:

- i) engagement with own and others' beliefs and values
- ii) engagement with questions of meaning and purpose
- iii) reflection and contemplation

There is also a separate provision for ***Reflection and Contemplation*** which will inform the provision of opportunities for growth in reflection and contemplation.

Termly formal assessments are evaluated then highlighted on individual pupil sheets against these targets: RECORDS OF ATTAINMENT. This data is then transferred to Class Tracker Sheets and a Whole School Tracker Sheet to show attainment across classes and year groups.

Attainment targets, in the form of DRIVER WORDS, with their associated levels, are put in the children's exercise books and displayed (for easy reference) within the classroom.

Archdiocese guidance is that children are:

to be a secure **LEVEL 3** in all aspects of AT1 (i) (ii) (iii) and beginning to work towards **LEVEL 4** by the end of Year 5.

By the end of Year 6 we would be expecting some children to be working within **LEVEL 4**. Some children may be meeting some aspects of **LEVEL 5**.

6. Recording

Recording in Religious Education recognises the distinct nature of the subject, provides evidence of achievement and may involve the pupils in self-assessment and dialogue with the teacher. It can take many forms:

- notes from observations
- comments written on pupils' work
- visual evidence e.g. PIC Collages of children's activities, photographs of displays, portfolios.
- Children's self-assessments.

Recording provides evidence of and celebrates the individual's achievement. Links to 'Relationship & Sex Education' through their 'Come & See' learning are evidence in children's individual RSE books that travel up the school with them.

7. Reporting

Reporting in Religious Education is a natural part of teaching and is integral to the learning process. There are four dimensions to reporting in R.E.

- It provides feedback to pupils on their achievements and progress.
- It informs colleagues of the achievement of pupils and areas studied by the class.
- It informs parents of children's progress and achievement.
- It informs governors, parish and external agencies about the Religious Education provided by Ursuline Catholic Primary School.

The process of reporting includes: end of year reports, parent's evenings, lists of topics covered, Spirit of Ursuline award, Catholic Life of School section on Ursuline website and items in the school newsletter. As well as this, parents are encouraged and welcome to enquire about the progress and achievements of their children.

8. Evaluation of teaching

Each week, the staff of Ursuline have a year group planning meeting. During this time the staff plan, review and evaluate the teaching of Religious Education within their classes/year group. Teachers note their evaluation on the planning for their own records.

The Religious Co-ordinator:

- Monitors a sample of planning and pupil's work, across all the stages, each term as part of the formal assessment process
- Religious Education forms part of the school's Observation of Teaching Monitoring plan
- Children's work is scrutinised as part of the school's scrutiny of work programme
- Resources are evaluated yearly by teachers who then inform the Religious Education Coordinator of any requirements.

9. Evaluation of learning

Through the Come and See programme children are encouraged to evaluate their own learning, particularly through the Respond stages of each topic. The following questions enable the children to critically assess their own understanding at the end of each topic:

- What do I now understand?
- What have I thought about?
- What have I enjoyed in this topic?
- Was there anything I didn't enjoy?
- Is there something new I might now try?
- Is there something that puzzled me?

Each term the Religious Education Co-ordinator scrutinises the work and planning from a variety of year groups. This will focus on;

- marking
- standards in comparison to other core subjects
- coverage matching time allocated
- continuity and progression across the year groups
- differentiation
- range of teaching styles

Displays/working walls are regularly observed and the appropriate use of resources checked.

The biggest contribution to evaluation of teaching is made by self evaluation, year group partners evaluation, staffroom discussion and sharing of good practise.

10. Staff Development

Staff Development/Communication

The Religious Education coordinator has attended Archdiocese-led Inset courses and Coordinator Meetings. Time has then been allocated during staff meetings for the dissemination of information from these meetings. Members of staff attend RE Inset and CCRS courses offered by the Archdiocese.

At the beginning of each topic, year group teachers meet to discuss, plan and share ideas and resources. During these meetings, full use is made of the 'Come and See for Yourself', teacher's resources found on the website. In this way, teachers focus on the Christian theology contained within each topic. Having focused their own minds teachers can more fully participate in the topic, thus enabling children to reach a greater understanding. At this stage, the celebratory aspect of the topic can be decided upon.

11. Staff Induction

Staff Induction

All new colleagues are guided through this handbook and the Come and See materials appropriate to their year group. They are made aware of resources available and encouraged to ask for help and support whenever needed. Whenever possible, new colleagues attend 'New to Come and See' inset offered by the Archdiocese CES.

12. Resources

The most vital resource within our school is our committed Christian staff. All class teachers are responsible for the direct teaching of Religious Education and all members of staff are committed to fostering a warm, caring ethos within the school.

Each teacher has their own login to the Come and See internet resource materials.

All staff have access to a range of resources to enable them to deliver the Come and See scheme effectively, these include:

A class tablet to be used throughout the Teaching/Learning of Come & See is especially useful to gather evidence for use within the Respond phase

- God's story 1/2/3 and Churches story 1/2/3
- John Burland music (see shared drive)
- Bibles including 30 Good News Bibles
- Books: including big books of My Christian Faith; A very special Sunday - a story of Easter; The Tallest Candle - a story of Christmas. Guided reading sets of: Stories of Jesus (6); Old Testament (6); The Story of Baby Jesus (6); class copy of 'What I Believe'
- Pictures/posters (kept in 4R classroom)
- Christmas/Easter artefacts
- Collective Worship resources: a Class Collective Worship/Awe & Wonder Book, candle, crosses, cloths including Liturgical Season cloths.
- Other faith artefacts including big book of My Jewish Faith - plus 12 small copies; A Day to Rest: A Story of Shabbat; My Muslim Faith

New resources are added as the need arises.

13. Relationship of Religious Education to the whole curriculum

Religious Education is the core subject at Ursuline and underpins all other teaching.

Collective Worship

Refer to our policy for Collective Worship

At Ursuline we follow the Archdiocesan 'Collective Worship - Guidance for schools', which states:

'At the heart of the Christian faith is the belief in a God who communicates with people. God calls every human person into a loving relationship and as with every relationship, our relationship with God can only grow through communication.'

There are therefore Acts of Collective Worship, planned in accordance with Archdiocesan guidance, daily. Years 1 to 6 also deliver a Collective Worship to their Key phase on a termly basis.

Opportunities for Spiritual, Moral, Social and Cultural Development

Refer to our policy for Spiritual, Moral, Social and Cultural Development

This is evidenced through:

- children's 'Relationship & Sex Education' work books
- planning, photographs and 'go forth' gifts from acts of Collective Worship
- children's prayer life
- celebrations of Mass, such as, Y4 Sacramental Celebration and Year 6 Thanksgiving Mass. Children help lead these Masses to which parents and parishioners are invited.
- Ursuline attending the parish mass on Holy Days of Obligation where they contribute to the liturgy

- children visiting church as part of their 'Come and See' curriculum, eg Reception/Y1 Baptism - belonging
- children attending celebrations at the Cathedral, such as Advent and Nugent Care Society mass
- our weekly Achievement Awards Assembly where children's good work is celebrated including 'Bucket Filler of the Week' - a child who has worked to ensure the well-being of others
- regular newsletters for school life, Religious Education, RSE and Online Safety
- teaching staff and Y4 receiving the 'Wednesday Word' each week (costs covered by the family of a deceased St Joseph's parishioner)
- an elected School Council that meets regularly to discuss matters suggested at Class Council Meetings
- our 'Spirit of Ursuline' assembly each half term, where a member of each class is recognised for their outstanding achievement/progress in Religious Education: living and sharing their faith. A total of 5 children (nominees) per class are identified, Autumn to Summer 1. At the Summer 2 Spirit of Ursuline assembly an overall class child is identified from the 5 nominees and from these staff choose (by confidential ballot) one overall Spirit of Ursuline child.
- our 'Margaret Ferrari Award' (former Chair of Governors and Children's Catechist at St Joseph's parish who passed away) assembly at the end of each school year for a child from each class who encapsulates Margaret's qualities of living the gospel values.
- school support for the '*With You Always*' family catechesis programme by eg passing on information from the Archdiocese and parishes to families, through school newsletters and by staff support in the delivery of parish programmes

- children celebrating various liturgies and traditions such as the blessing of the Harvest, beginning of Advent, Candlemas, Stations of the Cross, May Procession
- school choir singing at local nursing homes throughout the year
- children's contribution to charities: such as, McMillans Coffee Morning, Jospice, CAFOD, Children in Need, South Sefton foodbank
- support of parents in their charities through newsletter appeals eg running a 5K for Alder Hey Children's Hospital

14. Evaluation of Religious Education Handbook

The Religious Education Co-ordinator will review the handbook as necessary but no later than a two year interval.