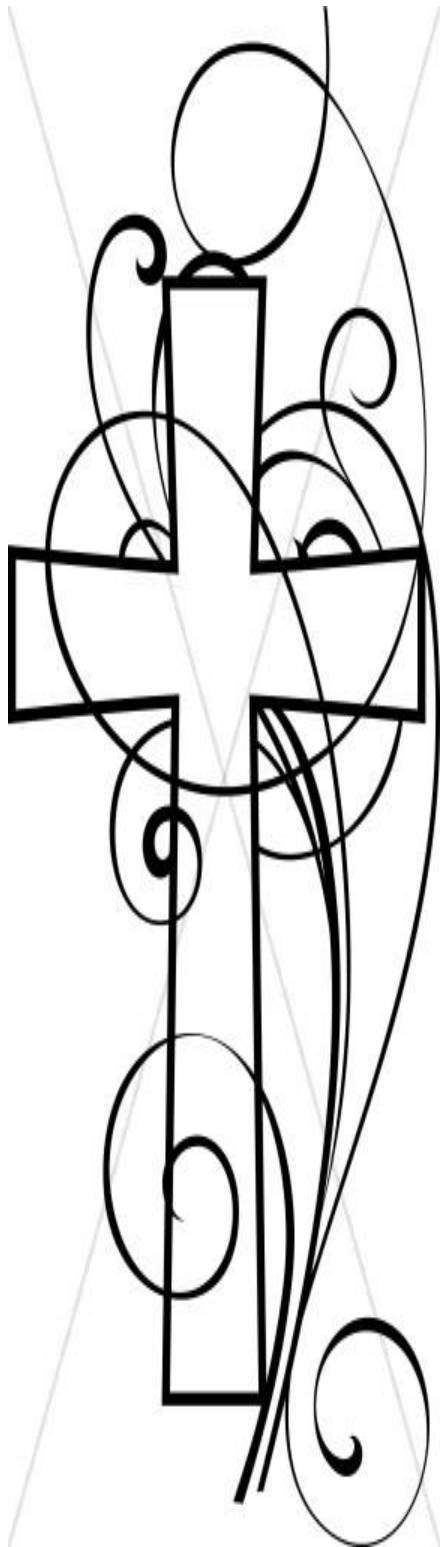




St. John Fisher Catholic
Primary School

*Growing through God, we learn, laugh and
love.*

Come and See Handbook



G

Guided by the Gospel; safe in God's love; growing in His grace.

R

Reaching higher together; rewarding achievements; rejoicing with each other.

O

Overcoming obstacles, opening dreams, outstanding for all.

W

Worship and wonder, welcome and warmth.



Curriculum

Aim:

St John Fisher Catholic Primary School aims to provide a creative, child-centred curriculum, in which the whole child feels safe, valued and nurtured enabling them to fulfil their potential.

We aim:

- To provide a broad, balanced, relevant curriculum.
- To help each individual to achieve their full potential.
- To make learning fun.

Objectives - We will do this by:

- Providing a safe, secure, stimulating learning and working environment.
- Fostering and encouraging a love of books and reading.
- Providing equal opportunities for all.
- Promoting a healthy lifestyle and environment.
- Valuing different learning styles and catering for their needs.
- Providing a good grounding in Basic Skills.
- Setting Individual, class and whole school targets.
- Providing a differentiated curriculum for all individual needs including both Gifted and Talented and Special Educational Needs.
- Personalising learning.
- Giving pupils a voice through: School Council, Circle time, Wish and Worry box.
- Providing a variety of after school clubs.
- Celebrating praise assemblies.
- Weekly awards.
- Breakfast & After School Club.
- Encouraging parents to work in partnership with the school.
- Encouraging staff to take part in regular CPD.

Prayer, Worship and Liturgy

Aim:

St John Fisher Catholic Primary School aims to provide a safe environment where the Good News of Our Lord Jesus Christ is celebrated within all aspects of school life.

We aim:

- To encourage everybody to live the Gospel values of love, respect, forgiveness and freedom.
- To recognise Christ in everyone we meet.

Objectives: - We will do this by:

- Treating everyone with love and respect regardless of race or culture.
- Promoting the Gospel values through example.
- Teaching the Archdiocesan Religious Education Programme through the Come and See Scheme.
- Celebrating daily Collective Worship together.
- Sharing whole school and class assemblies.
- Valuing everyone as individuals.
- Encouraging all individuals to take responsibility for their own actions.
- Supporting the Parish Catechists in their preparation of children for the Sacraments and helping them to understand the importance and significance of the Sacraments.

Relationships**Aim:**

St John Fisher Catholic Primary School aims to create a school where everyone has a sense of belonging; feel safe and where the Gospel values are lived out and shared.

Objectives: - We will do this by:

- Offering a warm welcome to everyone.
- Fostering love, trust and mutual respect.
- Providing a safe place to make mistakes.
- Celebrating good things in our lives and support in times of difficulty.
- Modelling and encouraging life long journey in faith.

Home, School, Parish and Wider Community**Aim:**

St John Fisher Catholic Primary School aims to maintain and develop strong and honest relationships with all members of our school, parishes and wider community. Our School aims to be at the heart of homes, parishes and the wider community.

We aim:

- To promote a spirit of partnership within the community that enhances the life of the school.
- To promote an open and welcoming atmosphere to all.
- To encourage involvement in and responsibility for the local community.
- To raise awareness of wider and global community.

Objectives - We will do this by:

- Promoting mutual respect within our school community where every individual feels valued.
- Promoting links with our other local Catholic schools.
- Looking after the school environment and the wider local environment.
- Valuing the work of the School Council.
- Providing opportunities for cooperative games.
- Fund raising for CAFOD, Good Shepherd and other good causes.
- Developing multicultural activities within the curriculum.
- Parish involvement in the Sacraments.
- Inviting parents/carers, governors and other members of the community to assemblies and other celebrations.
- Developing close links with other schools through Catholic Heads.
- Working in partnership with other agencies and services.
- Supporting the work of Fisher Friends.
- Holding Open/parent Evenings.
- School Web Site.
- Weekly Newsletters.
- Visits to local places of interest.

A ST. JOHN FISHER CHILD IS A HAPPY CHILD**The Aims of Religious Education Religious Education in the Catholic School**

Catholic schools are guided in all they do by an important and coherent vision of education.

This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an

educational endeavour centred on the person of Jesus Christ, who is our Way, Truth and Life.

Joint pastoral letter on Catholic Education Bishops Conference Sept. 2007

The Aims of Religious Education in St John Fisher Catholic Primary School

The following strategies and aims underpin the effective delivery of religious education in the Catholic school:

- Religious education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15).
- It is about the Christian vision of the human person.
- It is the core subject which is central to the life of the Catholic school.
- Religious education is the systematic study:
 - of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - of the teachings of the Church,
 - of the lives of the saints,
 - of the relationship between faith and life.

Objectives:

- To analyse, reflect and develop a critical appreciation of sources.
- To ensure marked progression through the different stages of education.
- To gain the unequivocal support of the management.
- To safeguard 10% of the length of the taught week for each Phase.
- To encourage investigation and reflection.
- To develop the appropriate skills and attitudes which allows a free, informed response to God's call in everyday life.
- To use skills in other areas of the curriculum.

Expectations of Classroom Religious Education

Classroom religious education in a Catholic school is primarily educational.

Excellence in religious education is achieved by:

- clarity of succinct religious learning objectives,

- key content,
- by appropriate methodologies,
- rigour,
- richness of resources,
- achievement of identified outcomes,
- accurate methods of assessment.

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

- Religious education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the 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.

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.

Overview of content

Come and See is developed through three themes based the documents of the Second Vatican Council,(Gaudium Et Spes, Lumen Gentium, Sacrosanctum Concilium) which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living. The basic question belief for each season time is explored through three kinds of themes:

- Community of faith- Church
- Celebration in ritual- Sacraments
- Way of life -Christian Living

A. Church

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn – My story ~ my family ~ Domestic Church.

To start the year Come and See begins with my story: within a family. The Church honours the family with the title Domestic Church because it is there that parents/carers 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

2. Spring – Our story ~ local Community ~ Local Church.

After Christmas the children explore the theme of local Church which is our story. The parish is where people gather together to celebrate and practice care and love for each other. The diocese is the community of the Christian faithful.

3. Summer– The story ~ the worldwide community ~ Universal Church.

The year finishes with the story of the worldwide community; the universal Church. In the Church, God is calling together his people throughout the world.' 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'

B. Sacrament

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn – Belonging ~ born into Christ's life.

Following on from an understanding of belonging to a family the theme of Baptism introduces the understanding of being initiated into belonging to

the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthen by the Sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.

2. Spring – Relating ~ God's love in our lives ~ Eucharist.

In the Spring time after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of communion with Christ and the Church. This Sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people.

3. Summer – inter-relating ~ service to the community ~ Reconciliation.

The Sacrament of Reconciliation forms part of the work of the summer term when there is an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2 children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

C. Christian Living

The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn – loving – celebrating life – Advent Christmas.

The Advent – Christmas theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'

2. Spring – giving – the cost of life-Lent and Easter.

In the Spring season Lent and Easter are explored, Jesus' love for humankind knows no limit. Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.'

3. Summer – serving in love – feasts to celebrate – Pentecost.

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. 'In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.'

Each theme is explored through different topic in each age group.

The themes of each season

Autumn

The three autumn term themes are developed in the light of an understanding of Creation:

- Family Domestic Church focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups
- Belonging Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, Sacraments of the gift of God's life and friendship.
- Loving Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us

Spring

The three spring time themes are developed in the light of an understanding of Incarnation:

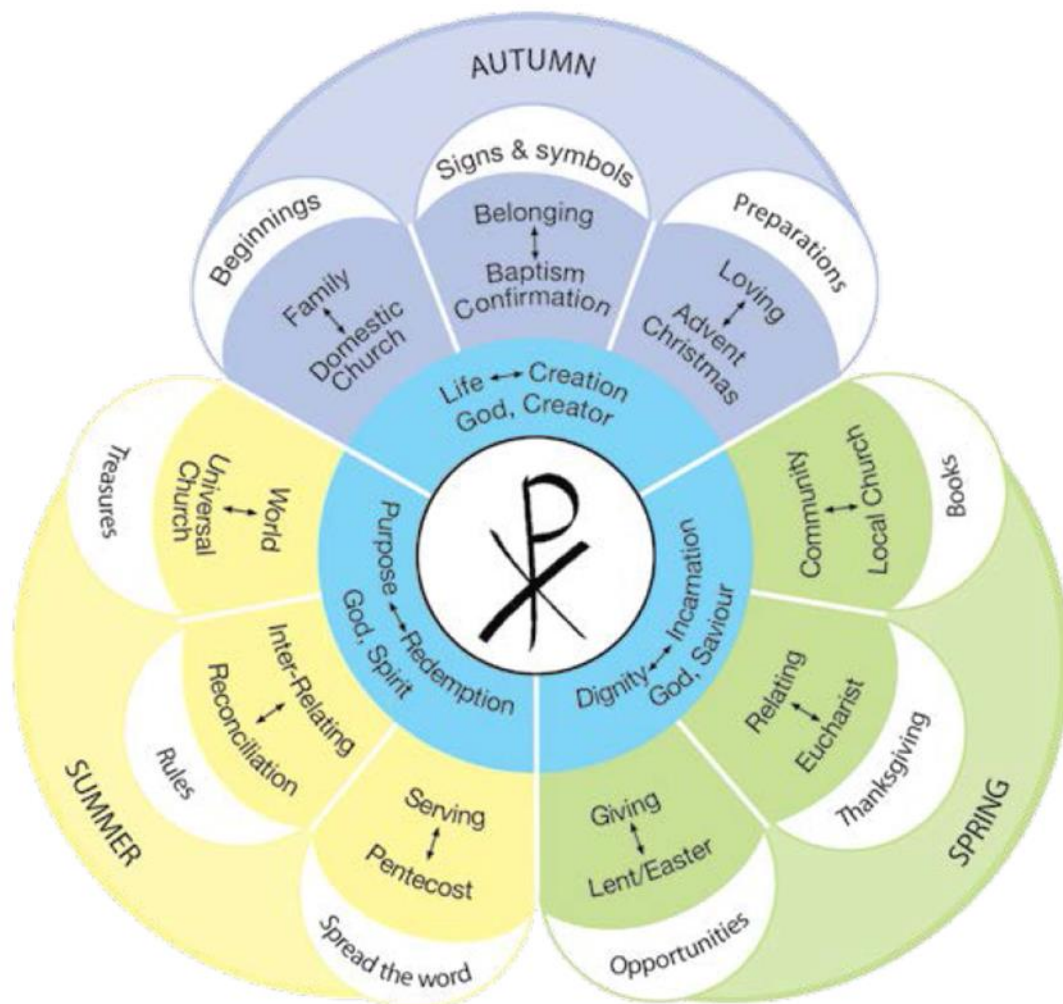
- Community Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration
- Relating Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving Lent/Easter focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving theological foundations.

Summer

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

- Serving Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- Inter-Relating Reconciliation focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the Sacrament of Reconciliation.
- World Universal Church focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

The icon below which is an example of Year 2 shows how the programme develops from the central underpinning of the word of God, Die Verbum.



The Process

Knowledge/ Understanding/Skills/Attitudes

'It is necessary, therefore, that Religious Education in schools 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 rather it should engage in interdisciplinary dialogue.

Religious Education in School underpins, activates, develops and completes the educational and catechetical activity of the whole school.'

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human search for meaning, God's initiative in Revelation who comes to meet us and our response of faith.

This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal and Respond.**

The Process

The Word Who is Life – this is our subject

Search-Explore (1 week)

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Revelation –Reveal (2 weeks)

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Response – Respond (1 week)

This is where the learning is assimilated, celebrated and responded to in daily life.

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 experiential events of everyday life.

This will involve:

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

‘Religious education learns from evangelization and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God’s revelation.’

Religious Education Curriculum Directory 2012

Explore will take **one week** of Religious Education time to complete.

Reveal

Reveal is 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 and Christians. It will involve 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 experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;

- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives

Reveal will take **two weeks** of Religious Education time to complete

Respond

Remember is the first part of this section. 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.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. The grid below, which is in every topic, offers guidance as to content of the celebration.

Rejoice Planner	
Gather	Consider how the children will begin the celebration
Word -Listen	To some scripture; read or re-enact
Response	How will the children respond to all they have heard ?
Going Forth	How will the children take away the message?

Renew

The teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

RESPOND will take **one week** of Religious Education time to complete. Evidence of the respond section can be found in the class 'floor book'. We believe that this rejoice activity is at the heart of everything that we do.

Planning

- Time allocation curriculum:

The Bishops' require 10% of the taught time for religious education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this. Within each lesson there needs to be a balance between input, discussion and activity.

- Long term planning

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

- Medium term planning

The overall responsibility for medium term planning lies with the religious education subject leader. This specifies the timing of the topics for each term, together with dates for monitoring and celebrations.

- Short Term Planning

It is essential for the understanding of the topic that teachers reflect on the theme pages, Come and See for Yourself at the start of each topic. These are the same regardless of age group because they explore the theme which underpins the topic. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in Key Stages.

The topic overview is to be found at the start of each topic. A copy of this is on the Come and See website so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together.

Short Term planning is completed by teachers on the format found on the Liverpool Archdiocese Website. It should include a description of the activities the children will undertake with information on groupings and differentiation. Key words and Driver words should be highlighted as these are key to moving children's learning forward. For each topic, teachers should specify one or 2 lessons which will be their assessed, 'next-steps' marking which will inform both the teacher and the child of the progress made.

Short term planning should be annotated by the teacher to include information on how both the children and the teachers have responded to the topic.

Foundation Stage Approach

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5. In the foundation phase religious education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

Three Prime Areas:

- Personal, social and emotional development
- Communication and language
- Physical Development

Specific Areas:

- Mathematics
- Literacy
- Understanding the World
- Exploring Media and Materials

Throughout the programme in Reception the process will be divided as follows:

- Whole class core Input; (teacher led).
- Adult directed group activities and; (teacher or assistants work with groups of children).

- Continuous provision (child centred learning across the areas of learning in the foundation stage).

The structure within both Explore and Reveal from years 1 to 6 comprises of the following sections:

1. Learning Objective: the overall focus of the session-the lesson objective.
2. Content: some suggestions for input to develop the focus.
3. Some key questions follow the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. Some suggested activities, the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. There are some links for special needs children using symbol supported text.

The Respond structure is the same for Foundation stage as well as Key stages 1 and 2.

This is the opportunity for children to respond to what they know and understand the three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. **Renew:** this is where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

Differentiation

As with all other areas of the curriculum the purpose of differentiation in religious education is:

- To enable children to succeed in the set task or activity and to challenge them to take the next step in learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;
- To enable children to recognise and celebrate their achievement;

Children at St John Fisher learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.

Teachers will plan for differentiation across the topic and use a variety of strategies for including and challenging children of all abilities. Within the Reveal section, there will be at least one or two lessons that are planned specifically for assessing and moving on the pupil's understanding. When marking these activities, teachers will use dialogic marking to give feedback which will allow the pupil to make progress and take the next steps in their understanding. Pupils will respond to teacher's questions in a way that is appropriate for their age and understanding. In each topic there are attainment standards, attainment standard summaries and symbols showing the possible ability required by the activity.

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics. This symbol J indicates the Widgit symbol supported text website which has a number of resources which are referred to in the programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through weblinks.

'Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart. The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities. When planning, attention should be given to providing:

- a range of motivating and enjoyable experiences to engage all children
- scope and provision to enable children to move through and demonstrate success at the different P levels
- strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.'

Religious Education Curriculum Directory 2012

The 'P' scales of the Attainment Levels may also offer some initial support, but given the possible range of needs, additional specific planning may be required.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

Come and See aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales who may be accessing religious education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

A Special Needs folder will be provided on the **Come and See** website which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross- referencing into the programme's themes.

Assessment

At St John Fisher Catholic Primary School assessment is an integral aspect of all teaching and learning in Religious Education.

Information about assessment and exemplification material can be found on the Archdiocese of Liverpool Website. Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about and learning from religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and

motivation to the learner. It does not assess spirituality or the practice of faith.

At the beginning of Explore and Reveal there is an indication of the Areas of Learning and the standards which are covered. At the end there is a summary of the standards for that topic. Regular assessment, individual pupil tracking and record keeping are carried out according to the direction given by the diocese, in order to ensure pupil progress.

Theological Stepping Stones

At the end of each topic there is an outline of the teaching of the Church which has been covered in the topic. These statements develop from preceding years and are further developed in successive years. The vocabulary used is adult and is not necessarily the actual words used in the topic but the teaching and concepts are. It is a helpful reminder of how the knowledge and understanding of the Faith is gradually explored.

Links with other areas of learning

Skills from other areas of learning will contribute to Religious Education. Whilst making links with these areas of learning it is important that teachers remain focused on the learning outcomes of the religious education topic.

Assessment at St John Fisher Catholic Primary School involves:

Informal assessment – through quality first teaching, class teachers, with input from teaching assistants, are able to assess children's understanding in lessons and annotate their planning during and at the end of the topic. Teacher's also give verbal and written feedback to the children for their next steps in learning with the aid of dialogic marking. Plans and books are monitored by the RE Co-ordinator on a regular basis to ensure progress and consistency.

Come and See Formal Assessment - Underlying Principles

Nursery/Reception – Collection of annotated work from each topic including for example, photographic evidence.

Links with Characteristics of Effective Learning and Areas of Learning and Development

Years 1-6 - Formal Assessment is guided by the Standards of Attainment on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2.

(N.B. Other strands may also be covered in these topics)

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

AT1 covered through the content above

AT2 covered through the process

AT3

Formal assessment

An activity will be undertaken that enables children to show how they have met the Learning outcome. Following moderation (staff meeting time is allocated termly to allow Key Stage group discussions and with the coordinator) context sheets are completed, the outcomes will be added to a class tracker and then marked against the standards and descriptors on the child's 'Record of Attainment in Religious Education' Staff make reference to the Archdiocesan assessment booklet. Staff (teachers and teaching assistants) make good use of both formal and informal assessments to build on previous knowledge and extend the children's learning. Staff set high expectations.

Attainment Targets and Levels of Attainment

At St John Fisher Catholic Primary school:

Staff assess the children and use their judgements (annotated planning, discussions with children work in books and observations) to complete the attainment target record. These records are collated throughout the year and passed on to the new teacher/ school. A class tracking sheet is completed and handed to coordinators who analyse progress and report to SLT and Governors.

The pupil's assessed pieces of work are kept in a their Come and See books so that their attainment across their school year at St John Fisher is treasured and celebrated.

Recording

As recording provides evidence of achievement the teachers of St John Fisher Catholic Primary School aim to provide an accurate and comprehensive assessment of each child's knowledge and understanding in manageable form.

At St John Fisher Catholic Primary School, this takes the form:

Foundation Stage

Recording topic work/knowledge in floor books- annotated

Years 1-6

Recording their work in a Come and See book

Floor books

Annotation of plans

Evaluated the end of topics

Each Class Teacher

Recording information from informal /formal assessments

Written comments on children's work with next steps marking as appropriate

Displaying individual/group work on a class display

Keeping visual evidence- photographs/ videos/ artefacts

Completion of assessment activities and levelled Formal assessments per term see planning sheet for topic

Reporting

Teachers are responsible for:

Providing feedback to the pupils on their achievements and progress informing colleagues of the achievement of individual pupil progress when moving to new class/ school.

Keeping the Head teacher and Religious Education Co-ordinator fully informed of the progress and achievement of their children in Religious Education (parents evening, written reports, Rejoice Celebration which celebrate work completed in class.) Completion of assessment activities and levelled for formal assessment topics. Completion of individual children's Attainment Target sheet.

Evaluation of Teaching

At St John Fisher there is a focused plan of monitoring throughout the year. Excellent use is made of the Archdiocese Monitoring pack.

AUTUMN	SPRING	SUMMER
Displays, Planning, Pupil Books, Assessment, Daily Collective Worship	Planning, Teaching, Pupil Books, Focus Areas, KS Collective Worship, Assessment	Teaching, Class Floor Books – Evidence of Respond, Pupil Books, Assessment,

Staff Development

Staff meetings/INSET devoted RE – see co-ordinator file

Staff Induction

At St John Fisher Catholic Primary School, the Senior Leadership Team are responsible for: the induction of newly qualified /new staff into the Catholic life of the school and actively promote CCRS.

The Religious Education coordinator is responsible for:

The induction of newly qualified staff/ staff new to St John Fisher and long term supply teachers are guided through Come and See Book planning, teaching and learning, recording, assessment, reporting. We encourage new members of staff to take part in the CCRS programme. NQT's are also given opportunity to attend the special induction programme provided by the Archdiocese.

Each class teacher is responsible for:

The induction of students and new classroom assistants to Come and See.

Staff Communication

The Religious Education coordinators:

- attends coordinators meetings and regular in-service organised by the Christian Education Department and disseminates the information to staff during staff meetings/in-service
- ensure information received through the post/email is shared at staff meetings and displayed in the staffroom (e.g. Advent/Lenten services/Teachers Mass, courses etc)

- ensures that each class teacher is given a medium term planner at the beginning of each term to inform them about topics, assessment, celebrations and monitoring
- discuss masses and liturgical celebrations at staff meetings
- are always willing to offer support or discuss any concerns/problems that arise during a topic
- staff are given opportunity to share their individual development needs during monitoring of teaching and Performance Management
- Staff have involvement in the Self Development of Religious Education and the Catholic life of the school
- staff are given opportunity to disseminate from courses on Religious Education/ Catholic life of the school they have been on

Resources – Staff Members

Teachers

Miss N Hegarty. Headteacher Degree in RE

Mrs N Dickinson Deputy Headteacher Y3

Mrs C Hodkins Yr 6 CCRS

Mr J McCulloch Yr5

Miss K Smith Yr4

Mrs S Tollit Yr3

Mr Redmond Yr 2

Mrs Callender Yr1

Mrs S Davies Yr1 CTC

Miss J Dixon-Gibbon FS Completing CCRS

Teaching Assistants

Mrs D Cash

Mrs S Sorvel

Mrs E Yearsley

Miss C Lamb

Mrs H McGee

Mrs L Heywood

Mrs G King

Miss N McHale

Miss S Whimperley

Mrs J Davenport

Mrs C Smith

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within 'Come and See' lessons. They help develop the Catholic life of the school, through living the Mission Statement.

Resources – Classroom

God's Story each class (also available on the interactive whiteboard)
Church's Story each class (also available on the interactive whiteboard)
Age appropriate published prayer books.
The Children's Bible
22 x Good News Bible
Masses with Young People
Various crosses
Various Crib sets and Nativity story books for Travelling Cribs
Happy Hanukah soft small artefacts set
Here I Am CD ROM (Planning and Preparation)
Church's Story Resources CD ROM
God's Story Resources CD ROM
Folens Religious Education: Christianity and Judaism
Folens Religious Education: Christianity and Hinduism
Journey in Love RSE Book and DVD

Story Books related to 'Come and See' topics:

Angry Arthur Oram Hiawyn, Althea
Feeling Shy Oram Hiawyn, Althea
Amazing Grace, Hoffman, Mary
Indigo and the Whale, Dunbar, Joyce
Post Party, Anderson, S
Starting School, Ahlberg, Allen
Peepo! Ahlberg, Allen
A Present for Paul, Ashley, Bernard
All Kinds of Homes. Foster, John
Mums Don't Get Sick, Hafner, Marilyn
Night Noises, Fox, Mem
Spot's First Christmas, Hill, Eric
Badger's parting Gifts, Varley, Susan
Kipper's Birthday, Inkpen, Mick
Alfie and the Birthday Surprise, Hughes, Shirley
In The Middle of The Night, Henderson, Kathy
The Rainbow Fish, Pfister, Marcus

Jolly Postman and Other People's Letters, Ahlberg J & Ahlberg, A
Dogger, Hughes Shirley
Something Else, Cave Kathryn
My Friend Harry, Lewis Kim
Mine!, Oram Hiawyn, Althea
All Kinds of People, Damon, Emma
Titch, Hutchins, Pat
Something Else, Cave, Kathryn
No Matter What Debi Giori
The Red Tree Shaun Tan

Reference books:

Catechism of the Catholic Church
Guidelines for the Assessment, Recording, Reporting of Religious Education
What are we to teach?
Social and Moral Education in Catholic Schools
Curriculum Directory for Catholic Schools
Our Schools and our Faith. Jim Gallagher
The Bible – Good News
Mission Statement (Christian Education Department)
Collective Worship (Christian Education Department)
Spiritual and Moral Development (Christian Education Department)
Education for Personal Relationships. (Christian Education Department)
Evaluating the Distinctive Nature of a Catholic School. C.E.S. Assessment
booklet

All of the above resources are stored in the designated RE Resource area.
Note there are Multi faith artefacts and Madeline Lindley Topic packs. The
School has committed a substantial amount of money to the Come And See
Programme/ website, resources, training and a selection of religious songs.
The school Parishes of SS Peter and Paul and St Helen's finance the
Wednesday Word Publication.

Relationship to the whole curriculum.

At St John Fisher Catholic Primary School we aim to:
Nurture all members of our school community to recognise and appreciate
the religious and spiritual dimensions of life appropriate to their age and
maturity promote a deeper knowledge, appreciation and understanding of
the Catholic faith whilst at the same time respecting other faith traditions.
As a Catholic school Religious Education is the core of our entire
educational process. The beliefs and values studied in Come and See inspire
and draw together every aspect of our school life. This is stated in our

Mission Statement and reflected in all our policies as we try to live our vision of having Christ at the heart of our community.

Growing through God, we learn, laugh and love.

EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK

The Handbook is to be reviewed every two years.

- Date of review : March 2019
- Member of Staff responsible : RE Co-ordinator Clare Hodgkins
- Date of next review : March 2021

This handbook has been approved and adopted by staff and Governors.

Signed (Chair of Governors) Date

Signed (Headteacher) Date