

St. Anthony's School
We Grow and Learn with Jesus
R.E. Policy – updated September 2022

It is a basic and shared belief of this community that each person is a unique and precious individual created and loved by God and redeemed by Jesus Christ.

Aims

The aim of Religious Education at St Anthony's is to guide each unique and precious pupil in our care to become '*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

As a Catholic school we aim to:

- Grow and Learn with Jesus
- put Christian principles and attitudes at the core of our school life
- help the children deepen their understanding of the beliefs, values and practices of the Catholic faith
- foster the development of each child's relationship with Jesus
- encourage the children to respect and to form an understanding of the religious beliefs of others
- encourage children to respond appropriately to God's call in everyday life, helping to make our school an integral part of the community and play a full part in the parish, home and school triangle.

Through these aims we are positively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At St. Anthony's we implement the Bishop's requirement of 10% of curriculum teaching time. This usually means, 2 hours 20 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This is clearly indicated on the class timetable and does not include collective worship, assemblies etc. This time allocation is distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week.

Objectives

- to engage children through the provision of a variety of learning experiences, ensuring their enjoyment and achievement
- to ensure progression in skills and knowledge through the different stages of education for all pupils
- to develop independent learners, encouraging investigation and reflection
- to develop the appropriate skills and attitudes which allows a free and informed response to God's call in everyday life
- to provide opportunities for children to communicate using increasingly complex and subject-specific vocabulary as they progress through school.

Learning

We believe that children learn best by:

- being valued as an individual and a member of a caring community
- listening to and discussing stories and passages from the Bible
- considering the moral implications of literature and other sources
- applying Gospel values to real-life situations

- preparing for and participating in liturgical celebrations
- working both individually and co-operatively
- expressing their ideas through a variety of media
- exploring other faith traditions.

Teaching

We aim to teach by:

- provision of clear learning objectives and key content
- using accurate methods of assessment
- encouraging reflection and prayer
- music, drama, role play and practical activities
- direct instruction
- discussion and questioning
- reinforcing knowledge and understanding of the Sacraments
- encouraging the children to explore and interpret their own experiences and those of others
- ensuring sacred books, information books about other faith traditions and artefacts are readily available
- showing by example how our beliefs and values govern our relationships with others
- nurturing a respect for the beliefs and values of others

Religious Education within the Curriculum

St. Anthony's uses the *Come and See* Religious Education Programme.

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from? Life – Creation

Who am I? Dignity – Incarnation

Why am I here? Purpose – Redemption

These questions concern the mystery of life, its dignity and purpose and are part of the Christian person's search for meaning in life and which finds its response in the life of faith. In *Come and See* these big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church [CCC]. The Catechism describes these questions as 'decisive for the meaning and orientation of our life and actions' (CCC, 282).

Also based on the documents of the Second Vatican Council are the three themes of **Church, Sacrament** and **Christian Living** that run through the *Come and See* programme and are developed and explored each term at greater depth. The three autumn term themes are developed in the light of an understanding of Creation. The three spring term themes are developed in the light of an understanding of Incarnation. The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

This link will take you to topics covered throughout the year or see below.

<file:///E:/RE%20Coordination/Come%20and%20See/C&S%20Overview.pdf>

Church themes - Community of Faith:

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

- 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.’
- 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.
- 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’.

Sacramental Themes - Celebration in Ritual:

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

- 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, strengthened 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.
- 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.
- 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.

Christian Living Themes - Ways of Life:

The Christian Living themes occur in each term and each theme gradually builds on the understanding of the previous theme.

- 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.’

- Spring – giving – the cost of life –. 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.’
- 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.’

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 term 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.

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 process for delivering the Come and See program has three distinct stages; Explore, Reveal and 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 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.

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

Respond

Respond 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 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.

(2) Rejoice. 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.

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

Other Faiths

Two weeks a year are set aside for the teaching of other faiths. These are taught discretely and each faith is treated with integrity and not by comparisons or by isolated events. The teaching is of the key concepts of that religion. Come and See provides materials for each year group from Nursery to Year 6. Each year, children learn about Judaism and one other faith (Hinduism, Sikhism, Islam).

School celebrations are planned in conjunction with the school chaplain.

Retreat days, visitors to the school and outings are planned by the coordinators with individual class teachers to link with the subjects being explored.

Assessment, Recording and Reporting

Assessment establishes what pupils know, understand and can do. It does not assess spirituality, faith or the practise of Faith.

Assessment in 'Come and See' emphasises a wide range of achievement.

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. Planning is also annotated to inform the level at which children are working at throughout the topic (these annotations are then used to inform future planning).

Formal Assessment - Come and See: One topic per term will be formally assessed and based on end of topic expectations and attainment levels. Each theme is assessed formally twice throughout EYFS, key Stage 1 and Key Stage 2. Each formal assessment will be covered by a differentiated activity that enables children to show how they have met the Learning outcome. The activities are instructed by the Archdiocese and are usually adapted from a suggested activity in Come and See.

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

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 provides evidence of and celebrates the individual's achievements and it can take many forms.

RE tasks are moderated through agreement trialing and are matched to the RE Levels of Attainment. Evidence of the different levels and of good work is kept by the coordinator and by the class teacher in their RE file.

Marking is in line with the school marking policy.

The children's progress is reported to parents termly at consultation evenings and in annual written reports.

Organisation

The children are organized in a variety of ways appropriate to the particular lesson e.g:

Whole school - for Masses and other celebrations

Whole class - for stories, discussions, celebrations and class worship

Grouped - for discussion, end of topic reviews and class displays

Individually - for responding to stories and scripture

Presentation

The children will present their work in a variety of ways:

- Writing
- Discussion
- Pictures, paintings and display
- Visual presentations including drama, dance and class assemblies
- Celebrations and liturgies

Cross Curricular Issues

Religious Education is at the heart of what we teach and permeates all aspects of the curriculum. A cross-curricular approach is taken whenever possible. Our Sex and Relationships Education scheme of work is based on Catholic traditions.

Special Education Needs

At St. Anthony's we aim to create an environment where all our children can learn alongside one another irrespective of ability. Children with special educational needs are given differentiated work when appropriate.

Staff Development

All staff are provided with an RE Handbook

Teachers are encouraged to study in order to gain their Catholic Certificate of Religious Studies (CCRS) accreditation.

Coordinators attend Diocese-led Inset courses and coordinator days. Time is been allocated during staff meetings for dissemination of information about the Come and See scheme and any changes to planning and assessment of R.E.

Monitoring and Evaluating

The RE coordinators monitor medium and short term planning (see Monitoring and Evaluating Policy).

The RE coordinators observe RE lessons and class worship and feeds back to individual teachers and the Head Teacher.

The RE coordinators offer to help colleagues when required and support teachers in class. These interventions are made as a result of evaluating the information collected through monitoring and requests from the teachers.

The RE coordinators monitor the effect of this policy on the children's achievement across all ethnic minority groups and SEN.

Resources

Chapel – our chapel is used by all year groups for class worships, RE lessons and liturgies. The children from Years 2 to 6 are able to use the chapel during playtime and lunchtime with the permission of an adult. Prayers can be recorded in the chapel prayer book. Year 6 chapel monitors help change displays and maintain tidiness.

Each class has its own prayer corner where various resources can be found.

Further resources may be found in the:

EYFS RE cupboard located outside Reception Padua

Staff room – a selection of reference books, syllabuses, plays and assembly books

Main Library – a selection of religious books for children and religious festival books

Assistant Head's office – resources for Mass, books, CDs and Bibles, books and artefacts relating to other

faiths

Resource area – candles, statues, storybooks, soft toys, Advent wreaths

Practical room cupboard – crib figures.