

St Austin's R.C. Primary School



Growing **I**n **F**aith **T**ogether

R.E. HANDBOOK

St. Austin's R.C. Primary School Mission Statement



G.I.F.T

St Austin's is like a star where the light inside each one of us shines brightly.

As a team, we support, value and respect each other.

As a family, we use our talents to be the best that we can be, following the path of Jesus as we:

Grow In Faith Together

Christ /Gospel Values

Aims:

- To encourage everybody to live the Gospel values of tolerance, honesty, forgiveness, truth, justice and peace.
- To recognise Christ in everyone we meet.
- To promote Faith in ourselves as individuals; Faith in those around us and Faith in God.
- To understand that the Holy Spirit is a Gift from God supporting us all in our daily lives.
- To appreciate that we are all a unique Gift to the World.
- Find answers to the question - What is my Gift to the World?
- Live the Mission Statement throughout the Liturgical Year.

Objectives: - We will do this by:

- treating everyone with love and respect
- promoting the Gospel values through example
- teaching the Liverpool Archdiocesan Religious Education Programme through the *Come and See* Scheme.
- celebrating daily Collective Worship together
- sharing whole school and class assemblies
- valuing everyone as unique individuals
- encouraging all individuals to take responsibility for their own actions
- supporting the Parish in their preparation of children for the Sacraments and helping them to understand the importance and significance of the Sacraments

Education through our Mission Statement

Aims:

- To provide a broad, balanced, relevant curriculum.
- To help each individual to achieve their full potential.
- To make learning fun.
- To ensure pupils appreciate the Church's Liturgical Year.

Objectives - We will do this by:

- Providing a safe, secure, stimulating learning and working environment
- Following government guidelines on the teaching of all areas of the curriculum.
- 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.
- Encouraging children to become independent learners
- Giving pupils a voice through the School Council/peer listeners/ eco council etc and Circle Time
- Providing a variety of after school clubs
- Celebrating achievement through weekly assemblies
- Weekly Head Teacher Awards
- An Awards Evening once a year
- Encouraging parents to work in partnership with the school
- Encouraging staff to take part in regular CPD
- Forge links with Catholic schools across Europe through e-twinning projects

Community

Aims:

- 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 and its issues
- To appreciate the wonder and awe of God's Gift of creation

Objectives - We will do this by:

- Re-visit the school Mission Statement annually with all members of the school community
- Promoting mutual respect within our school community where every individual feels valued
- Promoting links with our other parish school, St. John Vianney
- Looking after the school environment and the wider local environment
- Valuing the work of the School Council
- Providing opportunities for cooperative games and team activities
- Fund raising for CAFOD, Good Shepherd, Nugent 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 links with schools overseas through our International Dimension
- Working in partnership with other agencies and services.
- Supporting the work of St. Austin's PTA
- Holding Open Evenings
- School Web Site
- Weekly Newsletters
- Visits to local places of interest
- Eco council projects
- E-twinning projects
- Whole school celebratory assemblies

THE AIMS OF RELIGIOUS EDUCATION

“The primary purpose of Catholic Religious Education is to come to know and understand God’s revelation which is fulfilled in the person of Jesus Christ. The Catholic school is a ‘clear educational project of which Christ is the foundation’...Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church. Hence ‘the promotion of the human person is the goal of the Catholic school’.

(Religious Education Curriculum Directory for Catholic School: 2012)



G.I.F.T.

The objectives of religious education in St Austin’s RC Primary School are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils to continually deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church’s moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- To raise pupils’ awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils’ imagination and provoke desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- To bring clarity to the relationship between faith and life, and between faith and culture.

COME AND SEE

To fulfil our Aims and Objectives we use the 'Come and See' Programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions.

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

Objectives

The Come and See Programme sets out the objective of Religious Education as requiring:

- Analysis and reflection and critical appreciation of sources;
- Marked progression through the different stages of education;
- The unequivocal support of the management of every Catholic school;
- 10% of the length of the taught week for each Key Stage of education;
- The encouragement of investigation and reflection;
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life;
- The use of skills in other areas of the curriculum;

In order to support us in achieving the aims stated in Section 2 our school will follow the Come and See objectives and will also:

- Allocate appropriate teaching time and adequate teaching resources to Religious Education in the knowledge that it is "the foundation of the entire educational process" in a Catholic School;
- Ensure that planning, teaching and displays are the highest quality;
- Make effective use of regular assessment to ensure that pupils are making appropriate progress;
- Have an effective monitoring system which ensures that standards are continually rising;
- Ensure that staff understand the underlying principles, both theological and educational, of the 'Come and See' programme and have appropriate qualifications and skills to teach it;
- Ensure that staff have appropriate knowledge and adequate resources to teach other faiths and religions;
- Provide a comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life in way appropriate to the age and stage of development of each child;
- Promote study, investigation and reflection by the pupils;
- Enable pupils to develop appropriate skills and attitudes;
- Enable pupils to acquire religious literacy;
- Promote free, informed and full response to God's call in everyday life;
- Teach pupils about Judaism and one other religion each year in ways appropriate to their age and stage of development;

- Keep parents fully informed about the topics studied and the progress of their child; Ensure the Governors fulfil their responsibilities regarding monitoring of the subject;
- Continue to develop links with the parish community

Overview of Content

Each term a question is explored about a mystery of life and the Christian belief, which answers it.

Autumn Term	Where did I come from?	Life - Creation
Spring Term	Who am I?	Dignity - Incarnation
Summer Term	Why am I here?	Purpose - Redemption

The question is explored through three themes based on the documents of the Second Vatican Council, which are gradually explored each time at greater depth. They are; Church; Sacrament and Christian living.

Theme:- Faith community - The Church

Autumn Term	Family - Domestic Church
Spring Term	Community - Local Church
Summer Term	World - Universal Church

Theme:- The Celebration in ritual - The Sacraments

Autumn Term	Belonging- Baptism, Confirmation
Spring Term	Relating - Eucharist
Summer Term	Inter-relating - Reconciliation

Theme:- Way of Life - Christian living

Autumn Term	Loving - Advent, Christmas
Spring Term	Giving - Lent, Easter
Summer Term	Serving – Pentecost

Relating the Topics to the Themes:

Each Year Group explores a different area of each theme through 9 Topics, each developing over 4 weeks. The Topics take into account the ages and stages of development of pupils in the Primary Years. The content is structured so that there is cohesion and progression in what the children do and learn. For each stage there are clearly stated learning outcomes, achievable learning objectives and a variety of experiences and activities for each of the learning objectives based around the ‘driver words’. These allow teachers to select what is appropriate for the class or groups of pupils according to their abilities. Below is a breakdown of Topics taught in each Year Group:

	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselfs Created in the image & likeness of God	Loving God who never stops loving
domestic church family	Welcome Baptism: a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
advent/ christmas giving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent: preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent: waiting in joyful hope for Jesus: the promised one	Expectations Jesus born to show God to the world
local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass: Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
pentecost/ giving	Change Lent a time for change	Change Lent a time for change	Opportunities Lent: an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
pentecost giving	Holidays & holydays Pentecost: feast of the Holy Spirit	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
reconciliation inter-relating	Being sorry God helps us to choose well Sacrament of Reconciliation	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

THE PROCESS

Knowledge/Understanding Skills/Attitudes

'The outcome of excellent religious education is religiously literate and engaged young people.'

Religious Education Curriculum Directory (2012)

This is delivered through a process recognised in the Catechism of the Catholic Church:

- by exploring their life experience to discover value and significance: **EXPLORE**
- by hearing, understanding and reflecting on the Christian message: **REVEAL**
- by bringing it to mind, by celebrating and by applying it: **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.

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. 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 celebration is split into the following sections:

Gather: consider how the children will begin the celebration

Word – listen: to some scripture read or re-enacted

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.

Our approach

At St. Austin's we have decided to implement '*Come and See*' using the whole school approach. This means that the whole school will explore each theme through different topics.

Refer to Appendix 1 for list of topics in each year group and scripture grid which identifies scripture to be studied within each year group.

Planning

Time Allocation

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 take responsibility for monitoring this.

Within each lesson there needs to be a balance between input, discussion and activity.

Long Term

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

Within all classes teachers will need to have a regard for the ability levels when developing activities for the children. It is important to track individual pupils' experience of the topics to ensure full coverage. The school leadership including RE Co-ordinator monitor this to ensure the avoidance of repetition.

Medium Term

The termly planners provided by the Archdiocese contain the following information:

- Key question/belief
- Themes
- Links to the Curriculum Directory
- Key concept skills/attitudes

At St Austin's Medium Term Planners are provided by the RE Co-ordinator and are displayed in the staff room and entrance.

The Religious Education Co-ordinator is responsible for:

- Allocating the starting date for each Theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another Faith (Judaism) or Religion (Islam, Hinduism or Sikhism); if it is being covered this term
- Hi-lighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day
- Indicating which classes planning, teaching, assessment and books are to be monitored
- Indicating which formally assessed Theme will take place each term and then collating the assessment data and transferring it onto 'whole school' tracking
- Linking Scripture to Themes.
- Reports to SLT and Governors

Short Term

Short term planning is the responsibility of the class teacher. The teacher will use the planning model agreed by the school in conjunction with the diocese. The material for this planning will be found on the topic pages.

Each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating own teaching
- Hi-lighting the activities chosen for formal assessment of one topic per term
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the Religious Education Coordinator
- Passing on the Record of Attainment sheets to the next class teacher

Foundation Stage

In the foundation stage 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 the foundation stage but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Expressive Arts and Design

Throughout the programme for Nursery and Reception the process will be divided as follows:

- Whole class core input (teacher led)
- Adult directed group activities (teacher or teaching assistants work with groups of children)
- Continuous provision (child centred learning across the areas of learning in the foundation stage).

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.

It is necessary to provide a range of learning activities using a variety of media.

Assessment

- Assessment made and the consequent records kept will:
- Recognise a wide achievement
- Relate to achievement in Religious Education
- Be open and based on collaboration between the pupil and the teacher whenever possible.

The Religious Education Curriculum Directory for Catholic Schools states that the outcome of Catholic religious education “is religiously literate young people who have the *knowledge, skills and understanding* appropriate to their age and capacity to think spiritually, ethically and theologically, and are aware of the demands of religious commitment in everyday life.” (Page 10)

Assessment is focussed by the overall aims and objectives of Religious Education set out in the Come and See Programme of Study and The Religious Education Curriculum Directory for Catholic Schools and Colleges.

At St Austin’s Primary we follow the guidance offered by the archdiocese. We use formal assessment tasks set by the archdiocese from the Come and See Programme of Study to back up teacher assessment, carried out across all lessons and topics.

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.

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

In our school assessment involves:

Informal Assessment:

Each piece of work carried out in RE is marked in line with the school marking policy. The focus in teacher’s marking and verbal feedback within books and class discussions, role plays and circle times will be on children’s progress in learning about religion and learning from religion.

Class teachers note on their short term planning the tasks, groups or individuals where children excelled or struggled. They also note, for each topic, where the children performed in relation to the driver words.

At St Austin’s, informal assessment involves:

- General observation of children engaged in tasks and activities
- Observation of contributions made to classroom displays
- Review: end of task, activity, lesson, topic (how our learning objective/learning outcome is achieved)
- Marking of work (positive comments/any factual errors corrected)

Early Years

Teachers will assess children’s understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

Early Years teachers should:

- Keep a class portfolio of annotated work from each topic, including photographic evidence;
- Use evidence for Come and See topics to add to the pupil profiles where appropriate.

Formal Assessment

For Formal Assessment we follow the Archdiocesan model and formally assess one topic per term, on a rotational basis of themes, to ensure coverage of:

- The Church
- The Sacraments
- Christian Living

To formally assess, we use the tasks/activities identified within the learning focus chosen by the Department for Christian Education each term. Each pupil's work is assessed on a termly basis and recorded in a track in line with other subjects of the curriculum. Each term a staff meeting is held to moderate 6 pieces of work from all classes.

Attainment Targets and Levels of Attainment:

In 2018, the Department of Catholic Education and the Formation of The Catholic Bishops' Conference of England and Wales published a draft document, detailing the new phase related standards for RE. The document identifies three attainment targets:

- AT1 – Knowledge and Understanding of Religion (Learning about Religion – content)
- AT2 – Reflection on Meaning (Learning *from* Religion – skills)
- AT3- Analysis and Evaluation

As in other subjects, progression in religious education is not always predictable and pupils of the same age will be at different stages of understanding and development.

Each term a formal assessment will be carried out and assessed to back up teacher assessment and used for both internal and cluster moderation. This teacher assessment will be logged on the school tracking system. The RE Co-ordinator and SLT can then analyse the data provided.

RECORDING

Recording in Religious Education recognises the distinct nature of the subject; Assessments made and the consequent records kept will;

- Recognise a wide range of achievement
- Be selective because not all evidence is suitable for recording or is able to be recorded.
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes).

REPORTING

Reporting in Religious Education is a natural part of teaching and integral to learning process.

There are four dimensions to reporting in Religious Education:

- 1 It provides feedback to pupils on their achievements and progress through:
 - Informal discussion with pupils;
 - Regular and constructive marking of pupil's work;
 - Compilation of pupil records.
- 2 It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
 - Summative records;
 - Pupil profiles
- 3 It informs parents of the progress and achievement of their children through:
 - Pupils, parent and teacher discussion;
 - Termly curriculum leaflets outlining topics to be covered
 - Written reports;
 - Religious Education assemblies;
 - Displays of work;
 - Photographic records of dance, drama and musical presentations.
- 4 It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
 - Curriculum documents;
 - Termly curriculum leaflets outlining topics to be covered
 - Headteacher's report to governors;
 - Religious Education assemblies;
 - Photographic records of dance, drama and musical presentations;
 - Displays of work.

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

MONITORING

The RE Co-ordinator monitors planning and children's work termly.

This monitoring also includes pupil interviews to give greater insight into the children's attitudes and understanding.

Each class is responsible for an Advent and Lenten related assembly throughout the year, to which the whole school, parents and Governors are invited to attend.

Each class teacher is responsible for RE displays in their own class. Displays give a valuable insight into the teaching and learning which is taking place in the school. Whole school projects and displays are in evidence in the hall and around school.

RE teaching, along with other curriculum subjects will be observed by the co-ordinator on a rolling programme, according to the School Development Plan and RE Action Plan. With regard to monitoring teaching, the school follows the diocesan guidelines.

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

Evaluation of Learning

Children are encouraged to reflect on their experience and learning through rejoice assemblies. Assessment for learning is used throughout lessons and 'growth mindset' strategies used.

STAFF DEVELOPMENT

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

St Austin's sees the importance and value of staff attending Archdiocesan courses for Religious Education '*Come and See*' topics and coordinator training, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within St. Austin's.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have. Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans.

This may be by attending a formal training course or it may be that the individual observes other teachers or has an opportunity to look at other children's work. Staff meeting time is used for Inset, alongside other core subjects.

Before staff begin a topic they are requested to read the "*Come and See for Yourself*" material. If time is available in staff meetings, this material will be shared, to enable a deeper understanding of what each topic is about.

STAFF INDUCTION

New staff members are given:

- A copy of the "*Come and See*" programme for Religious Education.
- A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.

The medium term planning for their year group:

- A copy of the RE Handbook
- A copy of the Collective Worship Policy
- A copy of the RSE prog.
- Access to training to support the teaching of R.E

The RE Co-ordinator goes through the programme with new staff and is available for support as and when necessary.

Staff 2019-2020

Member of Staff	Responsibility	Teacher of RE	Qualification
Mrs P Wade	Headteacher	√	CCRS
Mr C McCaughley	Deputy Headteacher	√	CCRS
Miss F Fishwick	Nursery Teacher	√	
Mrs Leck	Reception Teacher/TLR	√	
Mrs Ramsey	Y1 Teacher/TLR RE	√	CCRS
Mrs Atherton	Y2 Teacher (part-time)	√	CCRS
Mr McCaughley	Y2 Teacher(part-time)	√	CCRS
Miss Swift	Y3 Teacher/RQT	√	
Mrs Duvall	Y4 Teacher/TLR	√	CCRS
Mrs Boden	Y5 Teacher	√	CCRS
Mr Whittaker	Y6 Teacher/TLR	√	CCRS
Mrs K Morris	HLTA	x	
Mrs Murphy	Teaching Assistant	x	
Mrs C Kearsley	Teaching Assistant	x	
Mrs L Cardwell	1-1 Teaching Assistant	x	
Mrs M Forber	Teaching Assistant	x	
Mrs L Parker	Teaching Assistant	x	
Mrs J Cowley	1-1 Teaching Assistant	x	
Mrs J Welford	Teaching Assistant	x	
Mrs S Naylor	Teaching Assistant	x	
Mrs M Hunter	Teaching Assistant	x	
Mrs J Williams	Teaching Assistant	x	

All staff support the teaching of Religious Education and 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 – Teaching

Classroom

- Come and See website access for each class
- God's Story (age appropriate) for each class
- Church's Story (age appropriate) for each class
- School Prayer book
- Good News Bible for Year 4-6
- IWB resources on every staff laptop
- Our Year of Learning Book/RE display
- We Are Talented Books

Shared

- God's Story C.D. ROM (also available on Teacher Shared Drive)
- Church's Story C.D. ROM (also available on Teacher Shared Drive)
- CAFOD posters/packs
- Judaism resource box including books/posters/big book/artefacts/ video
- Islam resource box including books/big book/posters/artefacts/role play clothing
- Variety of assembly books
- Variety of posters
- *Other resources include 'Other Faiths and Religions' resources are loaned from St Helens School Library Service.*

RELATIONSHIP OF RE TO THE WHOLE CURRICULUM

Each class must participate in an act of Collective Worship each day. Where the class does not take part in an assembly the class teacher is responsible for the Collective Worship of their own class. Collective worship should contain opportunities for prayer, scripture, quiet reflection and celebration. Children are supported in planning and preparing class and assembly Collective Worship.

The House System is based around 4 Saints and are named; Faith; Hope; Love and Peace. The positive behaviour system in school celebrates achievements as a member of a team of one of these houses. Weekly and Annual awards ceremonies take place to support the Catholic life of the school.

The whole school ethos and culture permeates the curriculum and is rooted in the teachings from the scriptures and lived out through the Mission Statement.

The International Dimension and Eco Projects are in evidence throughout the school and help to promote a deeper knowledge, appreciation and understanding of both the Catholic faith and other faith traditions.

Parents and Governors are invited to Masses and Class Assemblies held in school. They are also invited to Christmas Plays and Carol Services.

SACRAMENTAL PREPARATION

The preparation of the Sacraments is led by the Parish of St Austin's and meetings are held with Fr Martin and the parish Catechists, using the *With You Always* programme of study. The school supports the programme through assemblies, celebrations and distribution of correspondence.

The RE Action Plan

A copy of the RE Action Plan is held on the staff shared drive and may be accessed during any part of the academic year. All staff members have the opportunity to contribute to the action plan in line with other core subject areas.

The RE School Self Evaluation Document is held by the Head teacher and may be inspected on request. This is revisited with staff on an annual basis and shared with Governors.

Evaluation of the Religious Education Handbook

The Handbook is to be reviewed every two years

Our mission statement:

St. Austin's is like a star where the light inside each one of us shines brightly.

As a team, we support, value and respect each other.

As a family, we use our talents to be the best that we can be;

following the path of Jesus as we :

Grow **I**n **F**aith **T**ogether.

