

Religious Education

Handbook



Autumn Term 2022

Religious Education Handbook

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At St. Anne's, together in faith, we passionately commit to:

Build a loving, vibrant community with Christ at the heart;

- *Within our local and global communities, live, share and celebrate God's word, together with the core values of our school community.*
- *Work as one to make a positive difference in all that we do.*
- *Responsibly keep everyone safe and secure within an environment of tolerance and respect.*

Celebrate the uniqueness of all and enable them to reach their potential:

- *Value the uniqueness and dignity of all individuals, enabling them to grow, have aspirations and become global citizens of our common home.*
- *To respectfully hear, listen and respond to everyone's voice, thoughts and opinions equally.*
- *Recognise and develop individual qualities to enable all to live life to the full with courage and compassion.*

Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;

- *Build a place and a curriculum where everyone matters and everyone succeeds, with high expectations of ourselves and others.*
- *Develop pupils who grow to care about the world and go on to make a positive difference.*
- *For children to leave each stage of their learning journey with happy memories, lasting friendships and a desire to fulfil their hopes and dreams throughout their lives.*

*Raising **self-esteem**, with **commitment**, **organisation** and **resilience**, we achieve **excellence** as together we...*

"Learn to love, Love to learn in readiness for life."

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The Aims of Religious Education

Religious Education is the core subject in the curriculum and influences all that we teach and enables us to develop the whole person.

Discrete religious education “plays a central and vital part in the life of faith of the Catholic school.” (CBCEW, 2000).

Through religious education teaching and learning we aim to:

- Provide each child with the opportunity to develop their relationship with God.
- Promote knowledge and understanding of Catholic faith and life.
- Develop awareness and understanding of the impact of faith upon our daily lives.
- Foster attitudes of respect towards all who live in our society.
- Develop skills linked to the reflection upon and practice of religious belief.

Objectives

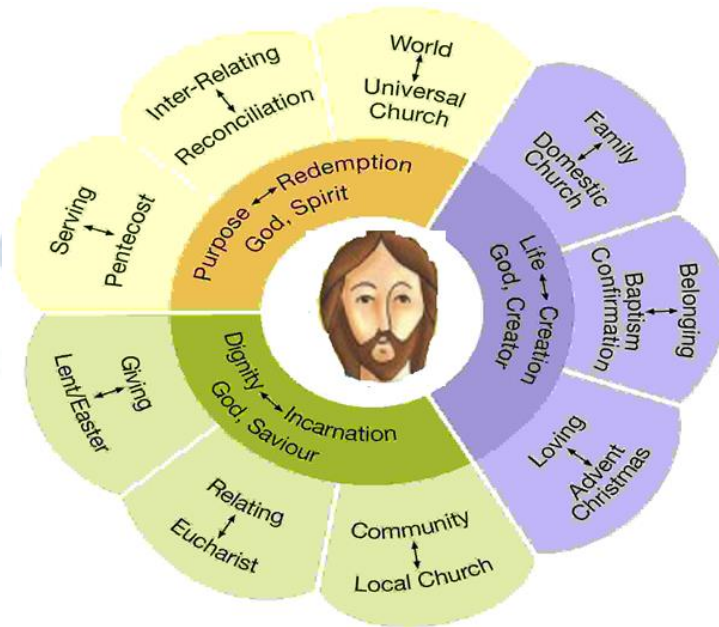
So that the aims of Religious Education are fulfilled we have a clear set of objectives so that the needs of all of our pupils are met. We are responsible for:

- Providing a curriculum appropriate to the age and stage of development of the child.
- Planning opportunities for celebration, prayer and reflection.
- Developing the use of religious vocabulary through differentiated activities, stories, symbols, rituals and experiences.
- Enabling staff to develop further understanding of the underlying theological principles to our teaching.
- Promoting home, school and parish links.

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The Religious Education Programme

To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education, as recommended by the Archdiocese of Liverpool.



The 'Come and See' document supports the central belief of Christ being at the centre of all that we do. In each of the terms it addresses 3 key questions to be explored through the teaching and learning in the different topics.

- Where do I come from? (Autumn term)
- Who am I? (Spring term)
- Why am I here? (Summer term)

Within a weekly timetable, 10% of teaching time will be dedicated to discrete religious education teaching. In terms of **Foundation Stage and Key Stage One** timetable this converts to **two hours and 10 minutes** and **two hours thirty minutes** in **Key Stage Two**.

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The Come and See Syllabus

The process for delivering the topics in 'Come and See' follows a three-step process. This method makes it possible for children to develop knowledge, understanding, skills and attitudes.

Explore - 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. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiences of everyday life.

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

Reveal is the heart of the programme where children begin to make links between their own experiences and Christian belief and universal experience. This is achieved through studying scripture and the Church's teachings, as well as the ways of living in the wider multi faith community

This part of the process has a two week teaching period.

The later stage of the process, **Respond**, takes place over a one week period and uses the 3 step process of **Remember, Rejoice, and Renew** to allow children to reflect upon and respond to their learning. Their new understanding will enable them to make a personal response in their daily lives.

Remember i - a time to allow children to consolidate their new knowledge and experiences, enabling them to develop their understanding.

Rejoice - celebrating through worship what learning has taken place. This allows children to experience and extend their spiritual dimension of life and respond in an appropriate way.

Renew - evaluating their learning and looking forward to the future development of knowledge, understanding and skills.

The process encompasses a variety of teaching and learning styles, including allowing for the different styles of learning for each individual child in our care.

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Come and See Annual cycle

The 'Come and See' programme follows a one year cycle. Each year group will explore their own topics based on a whole school theme. There are three different types of themes within the programme, which are covered once per term. They are:

- Church themes
- Sacramental themes
- Christian Living themes

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	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	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	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 loving	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.
Lent/Easter giving	Growing Looking forward to Easter	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 serving	Good News Passing on the Good news of Jesus	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	Friends Friends of Jesus	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

Please see Appendix 1 for a larger version of the above grid.

The themes are indicated on the above grid on the left hand side and the topics to be explored by each year group can be found under each relevant column.

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The themes occur in each term and each gradually builds on the understanding of prior learning.

Term	Church Themes	Sacramental themes	Christian Living themes
Autumn	My Story - My Family Domestic Church	Belonging - Born into Christ's life Baptism, Confirmation, Holy Orders, Marriage	Loving - Celebrating Life Advent and Christmas
Spring	Our Story - Local Community Local Church	Relating - God's Love in our lives Eucharist	Giving - The Cost of life Lent and Easter
Summer	The Story - the worldwide community Universal Church	Inter relating - Service to the Community Reconciliation, Anointing the sick	Serving - In love Pentecost and Ascension

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The Planning process

In order to plan *Come and See* effectively, each teacher will need to access both the Christian Education Department section of the Liverpool Archdiocese website, as well as the *Come and See* website.

To access the *Come and See* website you will need your own Username and password which will be arranged by the co-ordinator and the website developer, Matthew James publishing.

www.liverpoolcatholic.org.uk → Education → Christian
Education

www.comeandseere.co.uk

Each class teacher is responsible for their short term planning, using the *Come and See* document and adapting it to suit the needs of the children they teach.

Planning must be completed on the school proforma (see Appendix 3) which should be annotated throughout the topic. Staff must make sure they include the following elements in their topic planning:

- Dates of activities (this provides evidence that 10% of teaching time is dedicated to discrete teaching of R.E)
- Differentiation (groupings of children) particularly during the explore and reveal stages.
- Clear identification of formal assessment activities in formally assessed topics.

At the end of the topic, ensure evaluations are completed and then place this in your class' RE planning file.

On the next page you will find a detailed overview of how the planning and delivery of each *Come and See* topic develops over the four week period.

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Stage	Action to be completed	Who is responsible?
1	<p>Medium term plan dates grid:</p> <ul style="list-style-type: none"> ✓ Check start dates of each stage of the topic. ✓ Check which topic is to be assessed that term. ✓ Check monitoring dates and focus 	Coordinator to provide MTP, class teachers to use to plan full coverage of topic.
2	<p>Come and See for yourself</p> <p>In departmental meetings the week before a new topic is to begin, staff will explore the Come and See for yourself section of the planning for that topic.</p> <p>This will support the development of sound subject knowledge for all involved in teaching and learning as well as an opportunity for staff to reflect on their own spirituality.</p>	Department leads Co-ordinator SLT Teaching staff TAs
3	<p>Standard Summary</p> <p>Using the standard summary at the end of each topic's planning document from the Come and See website. Staff will work in departments using this and the Driver words to develop the learning objectives/targets to be covered during the topic. For an example please see Appendix 4.</p>	Department leads Teaching staff
4	<p>SEN provision:</p> <p>If you have SEN pupils in your class, check the SEN section of the Come and See website for further resources and adapt lesson objectives to suit the needs of these learners.</p>	Teaching staff
5	<p>Planning</p> <p>Using Archdiocese Planning grid, identify dates, groupings, differentiation, adult support and record key questions to be asked during each</p>	Teaching staff

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	<p>activity. Use the new standards and driver words to help develop key questions.</p>	
6	<p>Teaching and learning</p> <p>During the four weeks of the topic, there should be 2-3 pieces of work in each child's book (Key Stage 1 and 2). This can be written work or an annotated photograph of a practical activity the child completed.</p> <p>During the topic also place evidence in your class' Come and See floorbook. At the end of the topic your Rejoice celebration planner should be stuck into the floorbook alongside some photographs of the celebration.</p> <p>For children in Year 2 upwards, they should have daily access on their tables to the scripture being used in each topic. For each group in your class, a copy of the scripture (printed from the Come and See website) should be added after each reveal session. The children will then be able to use these to refer to, particularly when making links between scripture and Christian belief and practise.</p>	Class teacher
7	<p>Assessment</p> <p>As in other subjects, this is an ongoing process. The evaluation notes made on topic planning will be vital to help inform planning.</p> <p>If this is a formally assessed topic, complete assessment tasks.</p> <p>Use range of evidence to inform your assessment judgements using Target Tracker.</p>	Class teacher Co-ordinator SLT

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Standards Driver Words

The Driver words are a key aspect of the planning, delivery and assessment of Religious Education. The language of them must be incorporated into these 3 key areas. Where driver words are recorded in planning, please highlight them so it is clear which key skills are being used in each topic.

Key Skills in RE

AT 1: Knowledge and Understanding Learning about	At 2: Engagement and Response Learning from
 Recognise Labelling, naming, matching, sorting	Talk about
 Describe (retell) Retelling, sequencing, discussing, recalling, identifying	Ask
 Give reasons Answering questions, describing, making links and connections, investigating, reflecting	Make links
 Show understanding Applying ideas, comparing, responding using examples, interpreting	Engage and respond

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Skills Progression

	Stage 1	Stage 2	Stage 3	Stage 4
Driver words	Recognising Talking About	Describing Asking about	Giving reasons Making links	Showing an understanding Engaging and responding
Year group focus	EYFS Key Stage 1	Key Stage 1 Lower Key Stage 2	Year 3 - beginning Year 4 - more secure Year 5 - secure	Year 5 begin to show understanding Year 6 - more secure
Skills and activities	Labelling Naming Matching Sorting	Retelling Sequencing Discussing Recalling Identifying	Answering questions Describing Making links and connections Investigating Reflecting	Applying ideas, comparing, responding using examples, interpreting

Showing understanding and Engaging and responding are seen as aspirational for Year 6 across a range of topics. Creating 'greater depth' or mastery, is not about adding in additional content. It is giving more opportunities to think about and make sense of, reflect on with others, collaboration and sharing of ideas.

Making links and connections between topics is the key to this. The Catholic tradition is not taught in isolation, it is about the rhythms of the year and how these are inter-connected.

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Assessment

Assessment is focused by the overall aims and objectives of Religious Education. In 'Come and See', it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in 'Come and See' emphasises a wide range of achievement.

In newly updated guidance, the Catholic Bishops of England and Wales have replaced Levels of Attainment with 'Standards for Religious Education' which begin at age 5 and end at 'A-Level'. The standards are split into age phases; 5-7years, 7-9years and 9-11years. Please see Appendix 5 for the Standards in Religious Education overview grid.

The standards are organised into 3 sections;

- Knowledge and Understanding (learning about)
- Engagement and response (learning from)
- Analysis and Evaluation

The assessment of each child's ability begins at the very start of the topic during the planning process, where staff will use the standard summaries alongside the standard driver words, to develop the learning objectives to be covered during the topic.

To accompany this, at the beginning of the topic, children will explore a 'Big question' (see Appendix 6) linked to the topic being studied. Children will independently record their ideas (scribed support where required) at the beginning of the topic and then again at the end of the topic in a different coloured pencil to show the difference in pre and post learning.

Then throughout the delivery of the topic, staff will make ongoing observations using children's written and practical work to support the judgements they make at the end of a topic.

Once per term, 1 topic will be formally assessed using tasks provided by the Archdiocese. These will be used in conjunction with observations and class work to help form an overall judgement of each child's attainment at the end of the

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topic. Each child will be rated on a 6 point scale using Target Tracker, in line with other core subject assessment.

Attainment Step	Age Related Expectations
b	Emerging: hesitant
b+	Emerging: secure
w	Expected: hesitant
w+	Expected: secure
s	Exceeding: hesitant
s+	Exceeding: secure

As in other subjects, it will be expected that staff use assessment data to support future planning and learning by targeting support and/or additional resources where necessary.

Formal assessment cycle

Term	2022/2023	2023/24	2024/2025
Autumn	<p style="color: red;">Church Theme</p> <p>Domestic Church ~ Family</p>	<p style="color: green;">Sacramental Theme</p> <p>Baptism/Confirmation ~ Belonging</p>	<p style="color: blue;">Christian Living Theme</p> <p>Advent/Christmas ~ Loving</p>
Spring	<p style="color: green;">Sacramental Theme</p> <p>Eucharist ~ Relating</p>	<p style="color: blue;">Christian Living Theme</p> <p>Lent/Easter ~ Giving</p>	<p style="color: red;">Church Theme</p> <p>Local Church ~ Community</p>
Summer	<p style="color: blue;">Christian Living Theme</p> <p>Pentecost ~ Serving</p>	<p style="color: red;">Church Theme</p> <p>Universal Church ~ World</p>	<p style="color: green;">Sacramental Theme</p> <p>Inter-relating ~ Reconciliation</p>

Reporting

Reporting on achievement in religious education is included in the interim and end of year reports in the Spring and Summer terms. There is also opportunity at the two Parent's evenings to provide feedback to parents if deemed necessary by the class teacher.

When completing the final year report it is important to remember that we are not commenting on how religious a child is but the progress that has been made during the year. By thinking in terms of knowledge, skills and understanding it can be easier to come to a well-informed judgment. The language of the Standards Driver words should be incorporated into the RE comment for each pupil as well as comments about the child's experience of Collective Worship.

In the case of pupils of any other Religion or Faith, it is important to remember that we are teaching the Catholic tradition and we should therefore report on the children's knowledge of this tradition in relation to their own religious tradition.

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Monitoring and evaluating teaching and learning

Evaluating teaching and learning is an essential element of religious education, giving the teacher and pupils opportunity to reflect on current and future learning.

Teacher evaluation is carried out in the short term through discussion with children, other professional colleagues (Teaching Assistants) and through the marking of work.

At the end of each topic, each teacher must take the opportunity to evaluate the teaching and learning that has occurred in that topic. This is to be completed on the planning pro-forma (see Appendix 3)

Evaluation by the children is carried out in the 'Remember, rejoice, renew' stages of the 'Come and See' process. Staff should plan to give children the opportunity to reflect upon learning experiences. It may be useful to complete a mind map of what they children have learnt after studying each topic. This can either be done on an individual, small group or whole class basis; another valuable piece of information which can be used to inform assessment judgements.

Monitoring of the different aspects of the Catholic Life of our school, including Religious Education will be carried out on a termly basis by the Co-ordinator and members of the Senior Leadership Team (SLT). Areas that will be monitored include; timetables, planning, assessment, teaching and learning, focus tables, displays and collective worship. Methods of monitoring will include; learning walks, book scrutiny, lesson and worship observations, pupil voice interviews and questionnaires.

Staff will be made aware of which aspect is being monitored by the SLT at the beginning of each half term on the whole school monitoring cycle. It is professionally expected that staff will have prepared the evidence/items requested ready on the date it is recorded to be carried out to maximise the effectiveness of the time set aside for monitoring.

All staff will receive a copy of a report of monitoring, with areas to celebrate, next steps and clear milestones and responsibilities highlighted.

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Staff development

All staff are supported in the planning and delivery of the Religious Education curriculum by the co-ordinator and Senior Management Team. Opportunities are provided for staff to receive in service training, both in school and externally, mainly through the Liverpool Archdiocese Christian Education Team. This is carried out on a rolling timetable, so that staff from all key stages are able to access training. Any staff attending training, then meet with the co-ordinator to provide feedback, and are asked to relay any key messages at their next departmental meeting.

The co-ordinator is always available to meet with staff to discuss any issues that they have and provide support in the delivery of the 'Come and See' programme. The co-ordinator also attends each termly Archdiocese cluster meetings as well as courses arranged through the Archdiocese.

Please see annual Action plan for details of planned in service opportunities for the current academic year.

Staff induction

New staff are warmly welcomed into the school community. All existing staff are willing to help any new teacher, especially if they are unfamiliar with the 'Come and See' programme. Within the first half term the R.E co-ordinator will meet with any new staff to discuss the R.E curriculum.

Any new staff who are not in possession of a Catholic Teachers Certificate will be encouraged to apply for a place on the course offered by the Archdiocese. This will help them in their personal and professional development and benefit the children they teach. They will also be given the opportunity to attend the 'New to Come and See' or 'NQT' training organised by the Christian Education Team.

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Resources

Teachers

Name	Teacher Status	Year group taught	Qualifications
Rachel Crolla	Headteacher		CLP
Sharon Wylde	Deputy Headteacher		NPQSL
Sophie Volynchok	Assistant Headteacher RE, Collective Worship and RSHE Co-ordinator	EYFS	CCRS CMLP Studying towards NPQEL
Sarah Evans	Assistant Headteacher PSHE lead	Year 5/6	NPQSL
Wendy Gordon	Class Teacher	EYFS	
Zena Westhead	Class teacher	Year 1	
Chloe Arnold	Class teacher ECT	Year 2B	
Caroline Bell	Class teacher	Year 2	CCRS
Holly Millington	Class teacher	Currently on Maternity Leave	CCRS NPQML
Daniel Burton	Class teacher	Year 3	
Charlotte Higgins	Class teacher	Year 4	
Nicola Deakin	LKS2 Lead	Year 4	
Jennifer Pimlott	Class teacher	Year 5	
Emma Ward	UKS2 Lead	Year 6	NPQML
Sarah Porter	SENCO	Key Stage 1	CMLP

Teaching Assistants

Jennifer Williams	Amy Lyon	Aga Pilak
Emma Rowson	Melissa Ryan	Pat Lyons
Joanne Grice	Michaela Hall	Trish Pointon

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Pastoral Team

Sam Flaherty	Well Being & Welfare Manager Operational Safeguarding & Pastoral – Currently on Maternity Leave
Emma Rowson	Temporary Secondment to the above role
Amanda Paton	Well Being & Welfare Manager Operational Attendance & Pastoral

Links with the wider community

As a school community we actively encourage the involvement of all groups within the wider community. Parents receive a termly letter providing more detail of the 'Come and See' program and activities that can support their child's learning in school. Further opportunities for parental involvement is provided at open days and parents evening.

The governing body play an integral role in the Catholic Life of our school. The RE Co-ordinator sits on the Catholic Ethos committee and liaises closely with the Chair of governors, Mrs Carmel Foster, and the RE link governors, Mrs Cath Davey and Mr Bernard Hesketh.

The co-ordinator and link governors meet/communicate regularly to discuss current issues and initiatives, as well as supporting the co-ordinator in policy development, monitoring and providing advice and support for staff training and development.

Children are involved in the Parish largely with Sacramental preparation, for which the Parish Priest and Catechist team are responsible. The Senior Management team and R.E coordinator facilitate any support needed by the Parish team during this most special time in a child's life. At this time school and the Parish work together to deliver key information to parents and support them in the preparation for the sacramental celebrations.

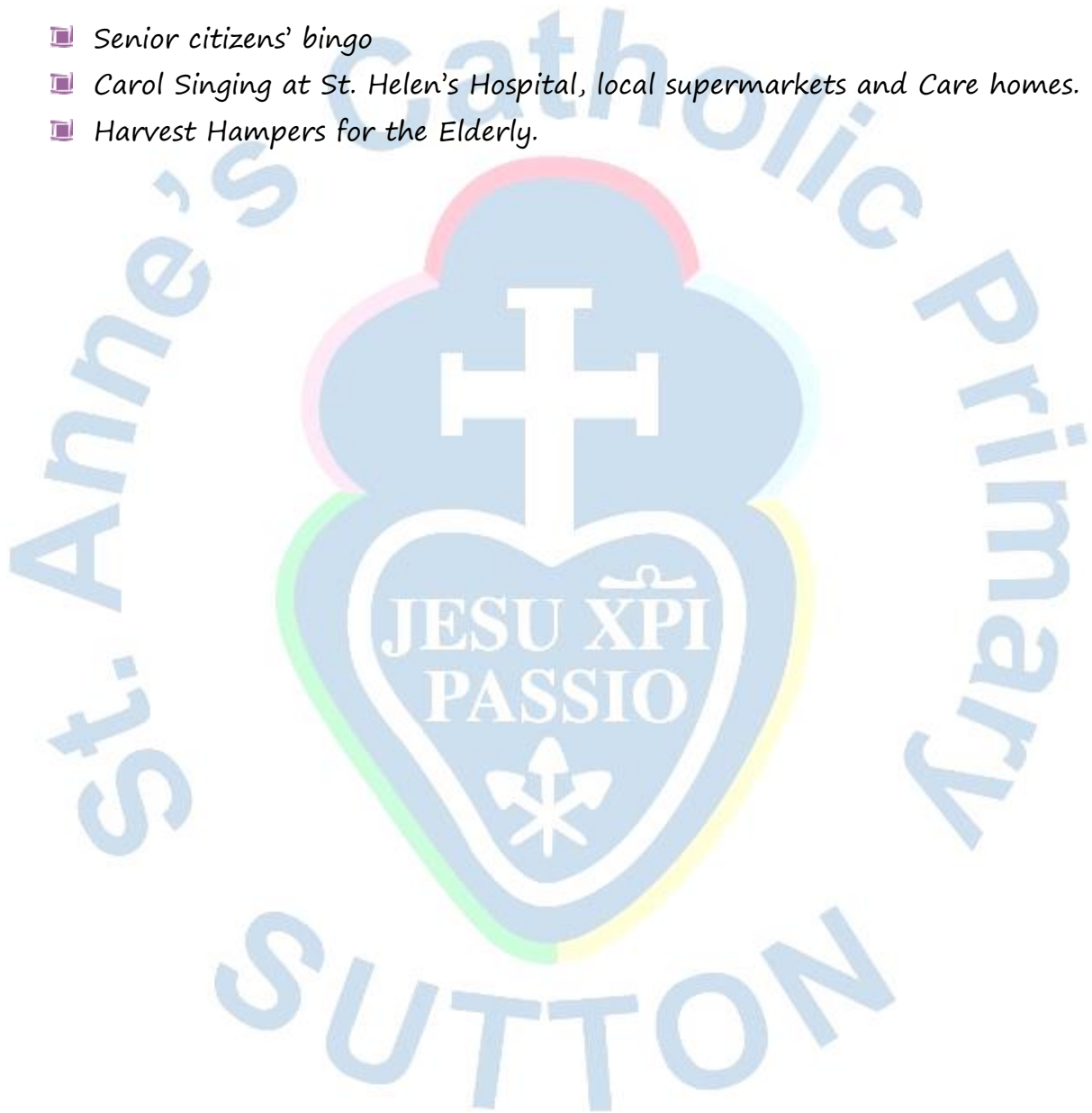
Further connections with the Parish have been developed with the Foundation Stage and Key Stage One Christmas celebrations taking part in the Church, with

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many members of the Parish attending. A mass of welcome is held each September to welcome the new intake in EYFS into the school and Parish community.

The wider community is welcomed into school life with key events at Christmas time;

- Senior citizens' bingo
- Carol Singing at St. Helen's Hospital, local supermarkets and Care homes.
- Harvest Hampers for the Elderly.



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Cross curricular links

Opportunities to establish links between curriculum topics is actively encouraged with Religious Education and other curriculum areas. Within planning and delivery, teachers ensure that the appropriate links are made without losing sight of the overall objectives and aims of Religious Education.

Display

Displays are a key feature of the 'Come and See' program and are an excellent way of celebrating children's work. It also offers learning experiences for others and provides the Senior Management Team and R.E coordinator the opportunity to monitor the work being undertaken.

Display is, for the main part, the children's own work. However, it lends itself well to the inclusion of artefacts relevant to the current topic to develop life experiences linked to scripture and Church teachings.

Please see Appendix 8 for advice on how Come and See displays should be set up with Driver word cards, key vocabulary and questions on a journey theme.

Marking and feedback

The whole school marking and feedback policy is used for Religious Education also. However, it is important to note that in Come and See lessons, we are not commenting on the children's literacy skills of grammar or spelling, unless they are key religious vocabulary that the children are expected to know. For reference, on the inside cover of each child's book a vocabulary chart for the year can be found for children to refer to.

Similarly, it is important to remember that we are not marking or providing feedback on the child's own faith or religious practise but their knowledge and understanding of the topic content taught. It will be essential for staff when providing oral or written feedback for them to refer to the lesson objective and the standards driver words.

For additional guidance please see Appendix 4.

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Evaluation of Religious Education Handbook

The Religious Education Handbook will be reviewed on an annual basis. This will involve all staff at Senior Management Meetings, Curriculum teams and staff meetings with all staff being given the opportunity to assess the relevance of the document and how well it is being implemented.

The evaluation process will also take into consideration the aims and objectives of the current curriculum action plan, also reviewed on an annual basis.

Policy Reviewed September 2022

Next review due Autumn term 2023

Head teacher

Chair of Governors



Appendices

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THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	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	Ourselves Created in the image & likeness of God	Loving God who never stops loving
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THEMES & TOPICS EARLY YEARS 1 & 2 YEAR 1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6

SUGGESTED 'BIG QUESTIONS'

Domestic church family	Myself Why am I precious?	Families Why do we have a family and why is my family?	Beginnings Who made the world and everything in it?	Homes What makes a house a home?	People Where do I come from?	Ourselves Who am I?	Loving Do you have to earn love?
Baptism/ confirmation belonging	Welcome Why is welcome important?	Belonging What does it mean to belong?	Signs & symbols Are signs & symbols important?	Promises Why make promises?	Called What does it mean to be called and chosen?	Life choices Is commitment important?	Vocation & commitment What is commitment in life?
Advent/ Christmas loving	Birthday Why do we celebrate Birthdays?	Waiting Is waiting always difficult?	Preparations Do we need to prepare?	Visitors Are visitors always welcome?	Gift What's so special about gifts?	Hope What does it mean to live in hope?	Expectations Should we have expectations in life?
Local church community	Celebrating What and why do people celebrate?	Special people What makes a person special?	Books Why do we need books?	Journeys Is life a journey?	Community What makes 'community'?	Mission Do we all have a mission in life?	Sources Are books enriching?
Eucharist relating	Gathering Why do people gather together?	Meals What makes some meals special?	Thanksgiving Why should we be grateful people?	Listening & sharing What's so important about listening and sharing?	Giving & receiving What's more important - giving or receiving?	Memorial sacrifice Why do we need memories?	Unity Why are we happiest when we are united?
Lent/Easter giving	Growing How and why do things grow?	Change How and why do things change?	Opportunities How does each day offer opportunities for good?	Giving all What makes some people give everything for other people?	Self discipline Is self-discipline important in life?	Sacrifice Why do we need to make sacrifices?	Death & new life Can any good come out of loss and death?
Pentecost serving	Good News What is good news?	Holidays & holydays Do we need holidays and holydays?	Spread the word Why should we spread Good News?	Energy What's the use of energy?!	New life What's so important about new life?	Transformation How can energy transform?	Witnesses What do I want to witness to in my life?
Reconciliation Inter-relating	Friends Is it good to have friends?	Being sorry Why should we be sorry?	Rules Do we need rules?	Choices What helps me to choose well?	Building bridges Why are bridge-builders important in life?	Freedom & responsibility How do rules bring freedom?	Healing Who needs healing?
Universal Church world	Our world What makes our world so wonderful?	Neighbours Who is my neighbour?	Treasures Is the world a treasure?	Special places What makes a place special?	God's people Why do some people do extraordinary things?	Stewardship Can I be a steward of creation?	Common good How can we work together to build a just and fair world?

Religious Education Handbook

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Autumn Term RE

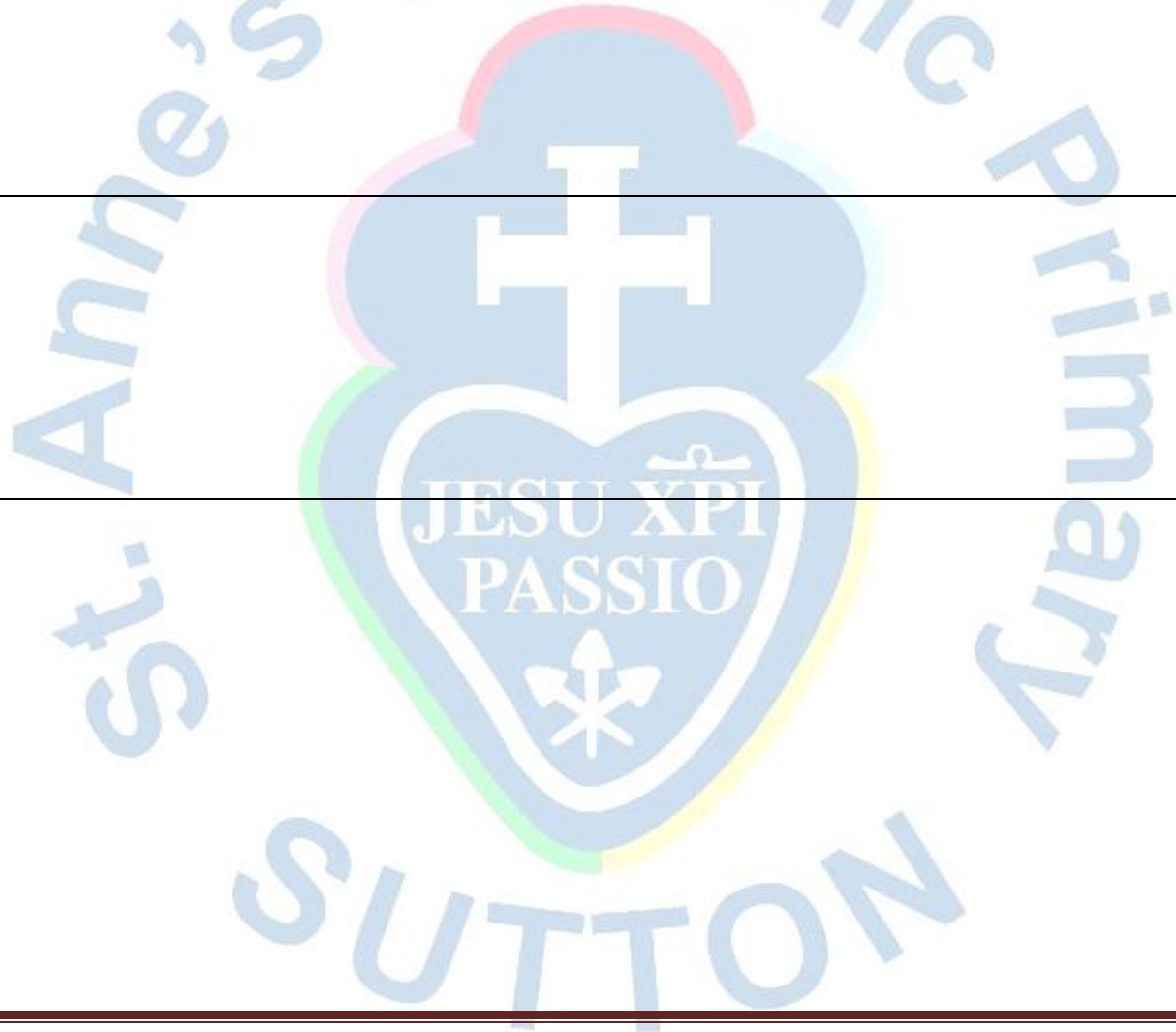
Weekly Planning:

Teacher	TA Support	Class	Gender		PP/LAC	S&L/EAL/SEND		
			B	G				

Links with Previous Observation / Prior Learning:	RE Skills and Knowledge (objectives)		
Social, Moral, Spiritual and Cultural Links	What do I need? (Resources Required)		
<ul style="list-style-type: none"> ✓ Know that other children don't always enjoy the same things as them and be sensitive to this. ✓ Recognise similarities and differences between themselves and others. 	✓	✓	✓

Religious Education Handbook

	Learning Development
Day 1 Day 2	
Evaluation of Teaching and Learning to inform Next Steps	



Come and See Marking and Feedback Guidance

Always refer to the driver words!

Spelling and Grammar - only ask pupils to correct key religious vocabulary.

e.g. Jesus, _____

God should be spelt using a capital G.

Even better if tasks examples

"...can you use the religious words to describe further?"

"...Now give reasons to why we do this during Mass."

"...Can you put the pictures in order to retell the story?"

Standard- Driver Words	
AT 1: Knowledge and Understanding Learning about	At 2: Engagement and Response Learning from
Recognise	Talk about
Labelling, naming, matching, sorting	
Describe (retell)	Ask
Retelling, sequencing, discussing, recalling, identifying	
Give reasons	Make links
Answering questions, describing, making links and connections, investigating, reflecting	
Show understanding	Engage and respond
Applying ideas, comparing, responding using examples, interpreting	

Verbal feedback examples

Can you explain why we do that? Why do we do that at Mass?

I like that you have the story in order but can you use these key words to make it even better?

You've made links to how we worship, can you link it to a Bible story you know?

RE Display guidance following the monitoring visit 12.10.18

As the four week topic is seen as a journey in discovering Catholic Church teaching and how it relates to our lives as Christians, we will now set our displays out as 'journey'. Some ideas for inspiration are below - don't feel you have to stick to a road/cars - be creative and think of other modes of transport!

Backing paper does not have to be a liturgical colour, however as they do change regularly, it may be beneficial to choose a neutral colour and then just change the border colour to suit the liturgical year.

Also to be included in the display:

- Title of the topic
- Big question
- Driver words on cars/planes etc (large) to describe the key skill the children were working on at the particular phase of the process.
- Key vocabulary
- Key questions
- Samples of children's work - written, photographs with annotations, art work etc.

THE KEYWORDS OF EXPLORE, REVEAL AND RESPOND SHOULD NOT BE INCLUDED IN THE DISPLAY UNTIL KEY STAGE 2.

