

St Joseph's Catholic Primary School

Religious Education
2018 – 2019

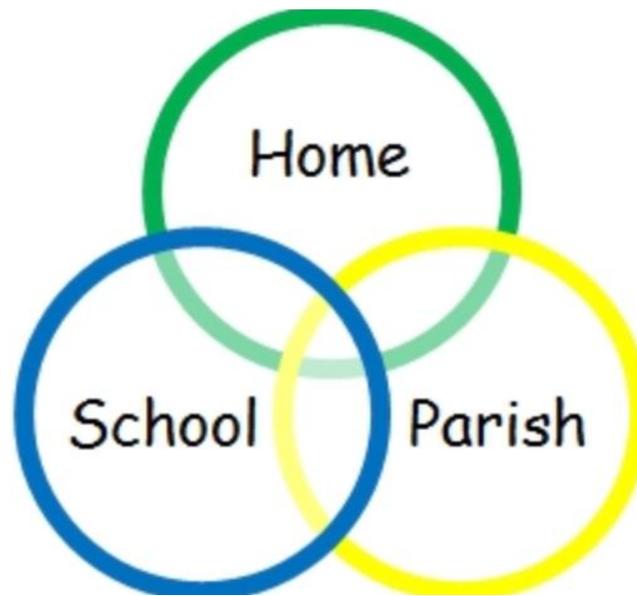
Information for Parents and Carers

At St Joseph's:

*We live, love and learn
through Jesus*



A Partnership between School and Home



The first educators in the faith are parents. By your example in the home and in your participation in the Mass and other sacraments, the foundations of life-long faith and discipleship in your children are laid down.

This partnership between home and parish is enhanced by the role of our Catholic school. Through the pattern of daily prayer, through the celebration of the sacraments of the Church, through works of charity, through a striving for justice in all it does, St Joseph's Catholic Primary School seeks to be a catechetical community in which the content and the life of faith is shared.

The meaning of life, as understood in the Catholic faith, is explored and experienced by all those taking part in the life of the school, whether they are baptised Catholics or not, practising their faith in their own parish or not. The partnership between home, parish and school is the best setting for the formation of maturing Catholic young people.

Religious Education



In the life of faith of St Joseph's Catholic Primary School, Religious Education plays a central and vital part. It is the foundation of the entire educational process.

The beliefs and values studied in Catholic religious education inspire and draw together every aspect of life in our Catholic school.

We are committed to classroom RE because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them.

Religious education is, then, a core subject in our school.

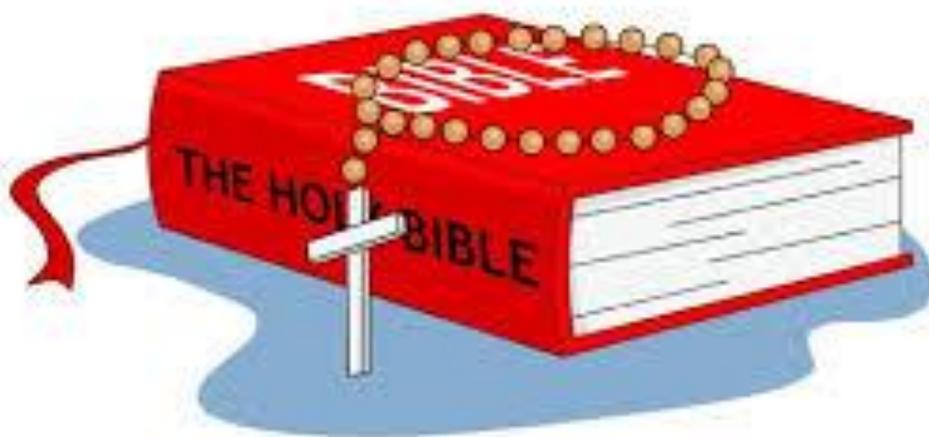
Expectations of Classroom Religious Education

As with other core subjects RE is characterised by succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment.

Classroom RE is a challenging educational engagement between the pupil, the teacher and the authentic subject material.

RE is taught, developed and resourced with the same commitment as any other subject. Tasks given to pupils are clearly focused and sufficiently demanding.

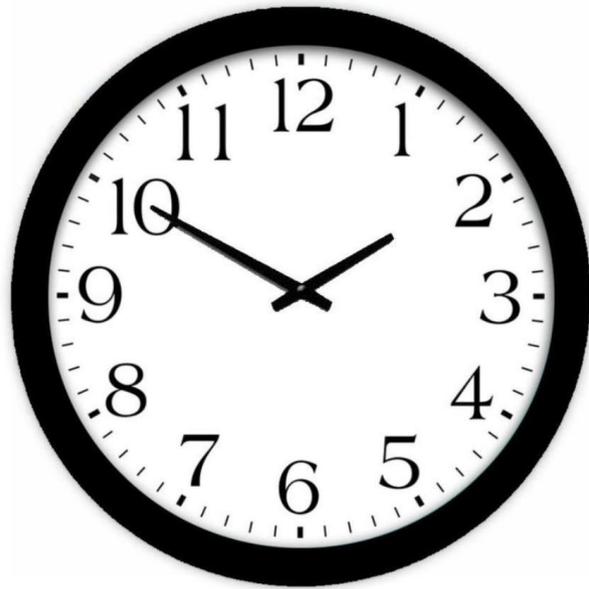
The objective of Religious Education is to include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education.



Time Allocation

The allocation for RE teaching is 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This represents 10% of curriculum time.

This time does not include collective worship, hymn practice or assemblies.



Attainment Targets

RE is assessed against two Attainment Targets

AT 1 Learning about Religion

Beliefs, teachings and sources

What are they and where can they be found?

Celebrations and ritual....

Different types of prayer and worship

Social and moral practices and way of life.....

The rules we live by

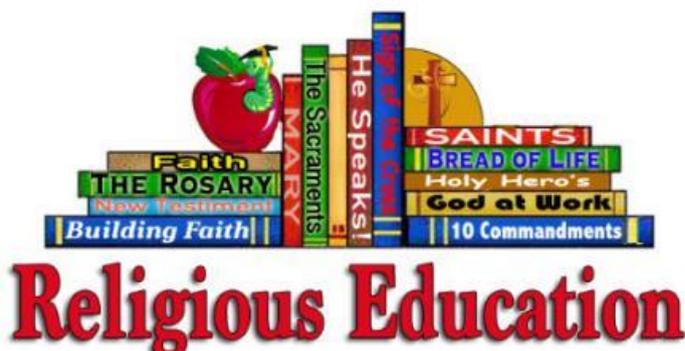
AT 2 Learning from Religion

Engagement with own and others beliefs and values...

What we believe and how it affects us

Engagement with questions of meaning and purpose....

What is the point of our belief?



Levels in Religious Education

There are levels in RE. These are National Curriculum Levels.

The average child will have achieved Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2

Each level has its own 'driver words' which help teachers and children to assess their work. Children are aware of these words and know what they need to do in order to progress to the next level.

Driver Words

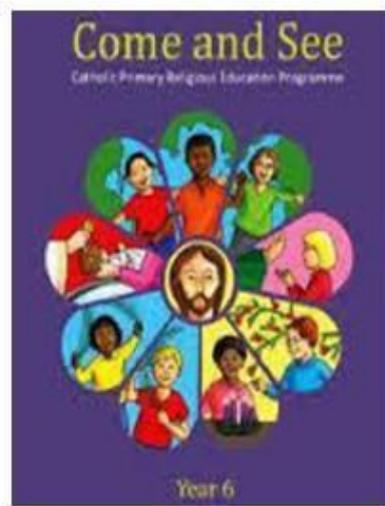
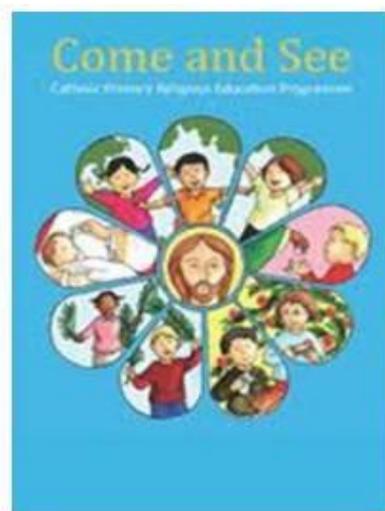
	AT 1	AT2
LEVEL 1	RECOGNISE AND NAME	TALK ABOUT
LEVEL 2	RETELL AND DESCRIBE	TALK AND RESPOND
LEVEL 3	GIVE REASONS AND MAKE LINKS	COMPARE IDEAS
LEVEL 4	SHOW UNDERSTANDING	ENGAGE AND RESPOND
LEVEL 5	IDENTIFY AND EXPLAIN DISTINCTIONS	EXPLAIN

Come and See



At St Joseph's, we follow a programme for Foundation and Key Stages 1 and 2 called ***Come and See***.

The programme was written by a group of experienced diocesan advisors. It is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory and includes the Catholic attainment levels.



The Programme

Come and See is taught through three main themes:

- Church
- Sacrament
- Christian Living

There are nine topics for each year and there is a specific programme for each year group.





Autumn



Autumn 1st Topic Duration: 4 weeks

CHURCH Domestic church/Family

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 parents are the first teachers of faith with regard to their children.

Autumn 2nd Topic: Duration 4 weeks

SACRAMENTAL Baptism/ confirmation/ belonging

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. 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.

Autumn 3rd Topic Duration: 4

weeks **CHRISTIAN LIVING** Advent/ Christmas

/loving

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.

Spring



Spring 1
Duration 4 weeks

CHURCH / Local church /community

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.

Spring 2
Duration 4 weeks

SACRAMENTAL /Eucharist /relating

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.

Spring 3
Duration 4 weeks

CHRISTIAN LIVING/Lent/Easter giving

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.

Summer



Summer 1

Duration 4 weeks

CHURCH/Pentecost /serving

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.

Summer 2

Duration 4 weeks

SACRAMENTAL/Reconciliation/Inter-relating

The Sacrament of Reconciliation forms part of the work of the summer time when there 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.

Summer 3 4 weeks **CHRISTIAN**

LIVING/ Universal Church world

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.

RE Lessons

Each topic is opened up through - Explore, Reveal and Respond

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.

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
- Storytelling
- 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

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

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 Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
 - reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
 - researching, collating and classifying;
 - becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
 - exploring experiences through story, music, drama, dance, art;
 - exploring what leads to understanding and meaning;
 - asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
 - valuing life experience;
 - acknowledging and respecting difference(s);
 - being open to new perspectives.

REVEAL will take two weeks of Religious Education time to complete.

RESPOND

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

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.

Consider how the children will begin the celebration.

WORD – LISTEN

To some scripture read or 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.

Others Faiths



During the school year we will also study two world religions. One will be Judaism and the other one from a choice of Sikhism, Islam and Hinduism on a rolling programme. We also have a programme of visits to other places of worship where children can consolidate what they have learned.

We live in a pluralistic country with people of different races, cultures and religions. Our city is diverse.

Within our school we are seeking to educate all pupils of whatever religion to be able to live a way of life that integrates their beliefs with all other aspects of what it means to be human. As part of this, they must learn to live alongside others who are different and hold alternative views, including religious views.

Children today live in a fast changing global world, where communication and travel opens them to diversity and challenge. It is important that we prepare them for this.

Pupils are encouraged not simply to learn facts about other religions but also to reflect upon them and gain insights from them.

The teaching of other religions for primary-aged children is about how the members of that faith community live as a family and how they worship. It begins from the faith community's own understanding of itself and what it is to be a member of a particular community.

Some Principles

Each religion is taught separately in order to avoid confusion. Comparison can lead to inaccurate teaching and does not do justice to the integrity of each religion. Comparisons may be noted by the pupils, but that will not be the starting point of the teaching.

Teaching of Judaism needs special attention because of the intrinsic relationships between Judaism and Christianity – our very roots lie in Judaism. However, while it is important to teach about Jesus' Jewish background this should be taught separately from modern Judaism as a world faith.

When children handle ritual objects, which are important to people of other religions, they are taught to do so with reverence and respect.

We visit places of worship on a rolling programme so that children can also learn about religions from members of that religion.

As with Christianity there are various expressions of any one religion. What is being taught here is a middle of the road view. It is too complex and confusing to go into too much detail about variations within religions.

We take care at assemblies or collective acts of worship. A show and tell information sharing is acceptable but we cannot worship as people of another religion, to do so would give the wrong message and might compromise the integrity of the Catholic faith.

Each topic has an overview page with some background information for the teacher, a description of the process of the teaching of that religion and a list of possible resources and key words. If teachers wish to assess this work the Levels of Attainment will be applicable.

- **LOOK:** a very short introduction to the topic, starting with the children's own familiar experience. This is not a whole session but the opening part of the first session.
- **DISCOVER:** is the main section of teaching and learning about this religion and includes a range of activities which might include a visit to a place of worship, or a video.
- **RESPECT:** is the plenary when children are given the opportunity to reflect on what they have learnt, appreciated and respected and what it means for the followers of that religion.

Collective Worship

We gather together every day in collective worship as a class, as a key stage or as a school.

We pray at regular times daily as a class.

We gather together for assemblies which include prayer and reflection.

We gather together for class liturgies.

We gather for class Masses.

Each class will have a daily Silent Listening session in their own classroom. This is a short period of time, usually after lunch when the school stops to allow quiet contemplation and to listen to the voice of God in our hearts.

Child-Led Worship

When worship is planned and led by children it has a powerful impact on their level of involvement and engagement.

Children planning and leading their own liturgies is an important part of collective worship at St Augustine's More and time is made for this in each class.



Collective Worship



To enable children to plan their own collective worship each class uses a range of resources

Each class has three packs of cards which are labelled:

Gather

Word

Response to the Word

Mission

and a Planning Grid

The children decide how they would like to gather, which passage from the Bible to read, how they will reflect on the Word and how they will live out the message of what they have shared.

The cards give them a selection to choose from.

The children then lead their class through this act of collective worship.

The children and the other participants are given time to reflect on their liturgy when they have finished.

St Joseph's Guardian Angels

At St Joseph's we have a pupil leadership team.

These children have been selected by adults who know them to lead the rest of the school in school and class collective worship. They are RE ambassadors for the school.

Our Guardian Angels have termly meetings with the RE Coordinator and provide the pupil voice in decisions about the direction the school is going in terms of our lives as a Catholic community.

