

St William of York Catholic Primary School



Religious Education Handbook

Signed _____ Chair of Governors

_____ Head Teacher

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Mission Statement

Together Everyone Achieves More.

To go forward in Christ, to respect our neighbour and to always give our best.

Introduction

St William of York is a Catholic Primary school providing a Christian Education based upon the Gospel values of: Honesty, Compassion, Forgiveness, Justice and Peace.

A fulfilment of our mission is when we see our children demonstrate these gospel values, when we see their positive views of themselves and the wider world, their excitement and their love of learning. By building their confidence, their inner belief, we equip them with the skills necessary to become lifelong learners and we prepare them for the next stage in their lives.

Our Aims

Aim 1

We aim to go forward in Christ by becoming independent learners in a climate of joy, freedom, respect, challenge, cooperation and celebration; enriching the lives of all pupils through their intellectual, physical, spiritual, moral, social and emotional development and preparing our children to flourish in an ever changing world.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Valuing Christ at the centre of our lives.
- Following Christ's example through setting an example for others.
- Through the teaching of the Come and See Programme, educate our pupils in the traditions of the Church and give them an understanding and knowledge of the life and teachings of Jesus Christ.

Aim 2

We aim to respect our neighbour by creating strong links with home, parish, neighbouring communities and High Schools, providing an education which promotes the dignity, self-esteem and full development of each person and by promoting British Values through social justice, global awareness and concern for others, creating a culture of tolerance where people of diverse identities are welcome, respected and cherished.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Following Christ's example through setting an example for others.
- Creating an environment where everybody feels secure, valued and respected through our own personal behaviour.
- Being a Catholic school that values and celebrates the contributions and commitment made by all members of the community including pupils, parents, carers, professional staff, volunteers and members of the wider community.

Aim 3

We aim to always give our best by ensuring access for all pupils to a broad, balanced and differentiated curriculum, whilst encouraging every child's unique talents and spiritual growth and by creating an environment which is both inspirational and harmonious; allowing children to thrive and reach their full potential.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

- Following Christ's example through setting an example for others.
- Providing experiences and opportunities for our pupils beyond the curriculum to develop their interests and enhance their enjoyment.
- Providing trained, qualified, enthusiastic, caring staff who will work with pupils in a safe, stimulating environment using appropriate, high quality resources.
- Providing a balanced curriculum which fully meets all statutory requirements.
- Regularly reviewing and evaluating the work of the school in order to maintain the high standards we expect of ourselves.

The Aims of Religious Education

The aim of Religious Education at St William of York Catholic Primary School is to guide children to become *'religiously literate and engaged young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually and think ethically and theologically and who are aware of the demands of religious commitment in everyday life'*. *Religious Education Curriculum Directory for Catholic Schools 2012*

- To promote knowledge and understanding of Catholic faith and life.
- To develop knowledge of the life and teachings of Jesus.
- To promote an awareness of the mystery of God and the ultimate questions about human life, its origin and purpose.
- To encourage children to respond appropriately to God's call in everyday life.
- To promote skills and attitudes in order to make considered judgements about religious belief and practise.

Objectives

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

Expectations

Classroom religious education in a Catholic school is primarily educational. Excellence in religious education is achieved by:

- clarity of succinct religious learning objectives,
- key content,
- by appropriate methodologies,
- rigour,
- richness of resources,
- achievement of identified outcomes,
- accurate methods of assessment.

The Religious Education Programme

'The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'
 -Religious Education Curriculum Directory for Catholic Schools 2012

To fulfil our aims and objectives, Religious Education is taught discretely using the '**Come and See**' programme of Religious Education recommended by the Archdiocese of Liverpool. The aim of this programme is to explore the religious dimensions of questions about life within Christian tradition. Links are made with the pupil's own experiences and with universal experiences. Other world faith traditions are also explored and reflected upon.

For all children the programme will raise questions and provide material for reflecting on their own experiences. It will help them to explore the beliefs, values and way of life of the Catholic tradition, and where appropriate, of other faith traditions. For those committed families, it will deepen and enrich their understanding and living faith.

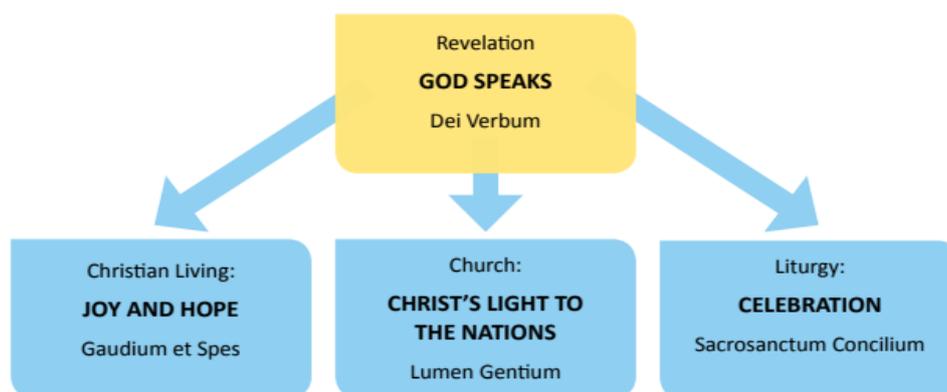
Overview of Content

Central to the **Come and See** programme are three basic human questions and three Christian beliefs that are the Church's response in faith:

Where do I come from? (Autumn term)		Life Creation
Who am I? (Spring term)		Dignity Incarnation
Why am I here? (Summer term)		Purpose Redemption

The three doctrines of Creation, Incarnation and Redemption express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (Creation); who makes all holy (Incarnation) and whose purpose is to draw all men and women into one, universal family of God (Redemption).

In **Come and See**, these big questions are considered in the light of the scripture and tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church which drew its strength and inspiration from that council.



Themes

Come and See is developed through three themes, also based on the documents of the Second Vatican Council. They are gradually explored each term at greater depths. They are **Church, Sacrament and Christian living**.

Church themes - Community of Faith:

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

- **Autumn** – My story ~ My family ~ Domestic Church. To start the year Come and See begins with my story: within a family. The Church honours the family with the title Domestic Church because it is there that parents/carers 'by their word and example are the first (teachers) heralds of faith with regard to their children.'
- **Spring** – Our story ~ local Community ~ Local Church. After Christmas the children explore the theme of local Church which is our story. The parish is where people gather together to celebrate and practice care and love for each other. The diocese is the community of the Christian faithful.
- **Summer**– The story ~ the worldwide community ~ Universal Church. The year finishes with the story of the worldwide community; the universal Church. In the Church, God is calling together his people throughout the world.' 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'.

Sacramental Themes - Celebration in Ritual:

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

- **Autumn** – Belonging ~ born into Christ's life. Following on from an understanding of belonging to a family the theme of Baptism introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthened by the Sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.
- **Spring** – Relating ~ God's love in our lives ~ Eucharist. In the Spring time after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of communion with Christ and the Church. This Sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people.
- **Summer** – inter-relating ~ service to the community ~ Reconciliation. The Sacrament of Reconciliation forms part of the work of the summer term when there is an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2 children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

Christian Living Themes - Ways of Life:

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

- **Autumn** – loving – celebrating life – Advent Christmas. The Advent – Christmas theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'
- **Spring** – giving – the cost of life –. In the Spring season Lent and Easter are explored, Jesus' love for humankind knows no limit. Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.'
- **Summer** – serving in love – feasts to celebrate – Pentecost. The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.'

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

The themes of each season:

Autumn

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

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

Spring

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

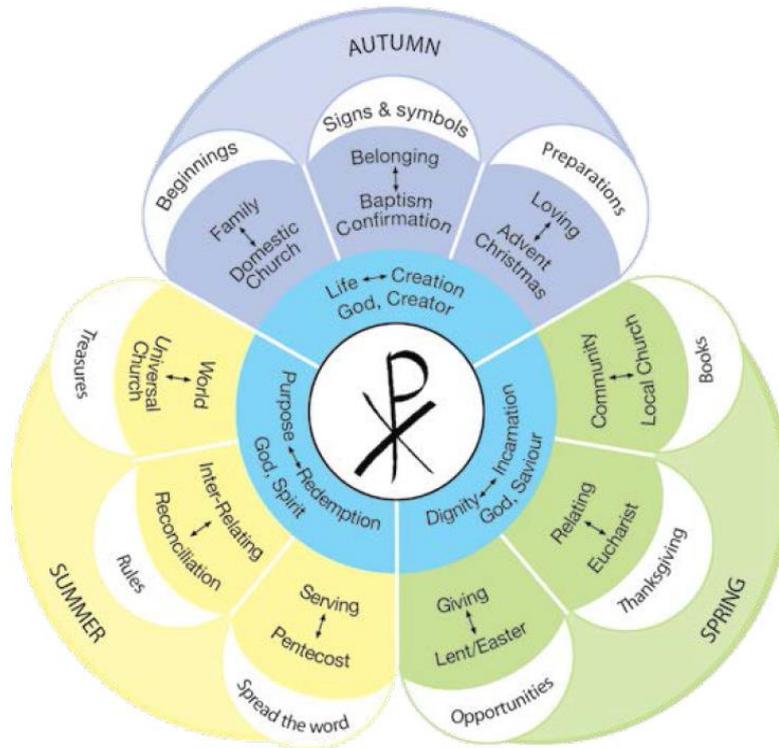
- Community Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration
- Relating Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving Lent/Easter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

Summer

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

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

Using this example, we can see how the programme develops from the central underpinning of the Word of God.



The Process

Knowledge/ Understanding/ Skills/ Attitudes

It is necessary that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue...Religious Education in School underpins, activates, develops and completes the educational and catechetical activity of the whole school.

-Religious Education Curriculum Directory 2012

The process for delivering the **Come and See** programme has three distinct stages; **Explore, Reveal** and **Respond**.

The Process

'The Word Who is Life'

Search-Explore (1 week)

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

Revelation –Reveal (2 weeks)

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

Response – Respond (1 week)

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

Explore

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

-Religious Education Curriculum Directory for Catholic Schools 2012

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

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

Reveal

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and Gospel of Jesus Christ and Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

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

Respond

Respond is split into three sections.

- (1) **Remember.** The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This 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.

Respond is split into three sections.

- (2) **Rejoice.** There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. **The image below, taken from the Come and See website, offers guidance as to content of the celebration.**

REJOICE	
	Celebrate: The children's new knowledge and understanding of the experience different ways to say thank you and the Eucharist: the parish family thanks God for Jesus.
PLAN	
	Decide from all the children have remembered what will be included, share some refreshment at the end.
GATHER	
Consider how the children will begin the celebration.	
WORD – LISTEN	
Listen to some scripture from the topic read or enacted in some way.	
RESPONSE	
How will the children respond to all they have heard?	
GOING FORTH	
How will the celebration be concluded?	

- (3) **Renew.** The teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Children will respond by **remembering and celebrating** what they have learnt in order to hold on to a way of expressing their new understanding.

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

Sacramental Preparation

Preparation for the Sacraments is of huge importance in St. William of York Catholic Primary School. In agreement with Fr. Harrington, our Parish Priest, and the community have changed the sacramental preparation in line with the changes brought in by the Archdiocese. Sacramental Preparation now takes place in year 4 with Catechists from St William of York Catholic Church. These programmes run alongside the Come and See programme and will be supplemented with activities to complete at home with parents.

Planning

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

The whole school follows the themes addressed in Come and See, through individual year group topics, on a yearly cycle. Each theme of Church, Sacraments and Christian Living occurs each term. This approach ensures continuity and progression through each of the themes and builds up prior learning.

For each level there are:

Clearly stated learning objectives; Achievable learning outcomes; A selection of experiences and differentiated activities for each of the learning intentions and key words. These allow for pupils to work according to their different abilities.

The image below can be found on the Come and See website and shows each theme and topic for each year group across the schools.

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 We 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 Admiring 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

Other Faiths

At two points in the year, one week is given to the exploration of another faith. Children are taught to respect people of other faiths and to recognise that God is at work in them. They are introduced to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome at an early age. Come and See provides materials for each year group from Nursery to Year 6. Each year, children learn about Judaism and one other faith (Hinduism, Sikhism, Islam).

Academic Year	Faith 1	Faith 2
2019/2020	Judaism	Hinduism
2020/2021	Judaism	Islam
2021/2022	Judaism	Sikhism
2022/2023	Judaism	Hinduism

Long term planning

The themes and topics framework sets out the programme for the year. Each topic takes approximately four weeks to deliver and teachers will allocate approximately 10% of the curriculum time for Religious Education. This is indicated on individual timetables.

Medium term planning

The responsibility of medium term planning lies with largely the R.E Coordinator who will provide each class teacher with a termly planner. This will indicate the topics to be covered, the start and finish dates as agreed in collaboration with all staff at weekly meeting and any special events or feast days which occur during the weeks of the topic. This will also indicate any assessed topics.

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

Short term planning

Short term planning is the responsibility of the class teacher and it will be set out on the planning model agreed by the archdiocese. The material for this planning will be found on the topic pages on the **Come and See website**.

The class teacher will:

- Allocate time for each learning outcome to be achieved
- Select appropriate activities for the whole class or groups of children to ensure achievement of the three learning outcomes
- Indicate how the differing needs and abilities of children are to be met
- Evaluate teaching
- Indicate the children to be assessed, the whole class, groups or individuals and the activities chosen for the assessment.
- Complete termly formal assessments
- Complete informal assessments each topic
- Submit planning to the RE Coordinator upon monitoring rotation.

Foundation stage approach

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5. In the foundation phase religious education drives the whole curriculum, but has particular and important contribution to:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Understanding the World
- Art and Design

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

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

Key Stage 1 and 2 Approach

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

1. **Learning focus** (the overall focus of the session)
2. **Content** (some suggestions for input to develop the focus)
3. **Key questions** (suggested questions which will encourage the children to wonder and reflect on what they have heard or seen)
4. **Suggested activities** (activities to be used a guideline for covering the topic).

The **Respond** structure is the same for Foundation stage as well as Key stages 1 and 2. This is the opportunity for children to respond to what they know and understand the three means (Remember, Rejoice, Renew).

Differentiation

As with all other areas of the curriculum, we follow the school's policy on equal opportunities for all our members of the school community in terms of gender, race, culture and academic ability. The purpose of differentiation in religious education is:

- To enable children to succeed in the set task or activity
- To challenge children appropriately
- To enable children to recognise and celebrate their achievement

At St William of York, we use a variety of activities to meet the differing needs and abilities of children. Teachers use the suggested activities from the **Come and See website** and indicate in their planning where activities have been differentiated

Assessment

At St William of York Primary School, assessment is an integral aspect of all learning and teaching in Religious Education and teachers are continually making informal assessments of individual pupils. We become aware of a pupil's level of understanding and growth in skills by observing their ability to:

- listen
- ask relevant questions
- respond to questions
- interact with others
- to be still
- to understand
- to remember

This assessment establishes what pupils know, understand and can do. It does not assess spirituality, faith or the practise of Faith. Assessment in '*Come and See*' emphasises a wide range of achievement.

Informal assessment

This can take the form of observation of children engaged in tasks, observation of their contribution to classroom displays, end of topic reviews and marking of their written work, as indicated in the school marking policy. At the end of each topic, teachers plan for their class to complete a task independently. They then use the outcome of this task to complete a Class Group Template to plot the children against the skill they are working at. This informs each child's starting point for the next topic and allows the teacher to identify children who are at risk of not achieving the expected standard.

Formal Assessment - Come and See

One topic per term will be formally assessed and based on end of topic expectations and attainment levels. Each theme is assessed formally twice throughout EYFS, key Stage 1 and Key Stage 2.

Each formal assessment will be covered by a differentiated activity that enables children to show how they have met the Learning outcome. The activities are instructed by the Archdiocese and are usually adapted from a suggested activity in *Come and See*. Teachers are advised to avoid the set activity as classwork during the topic so that the formal assessment is a more accurate reflection of learning.

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

Attainment Targets and Skills of Attainment in Religious Education

Progression in Religious Education is not always predictable and pupils of the same age will be at different levels of attainment. Therefore, the Skills of Attainment in Religious Education identify two areas:

AT1- Knowledge and Understanding of

- i. beliefs, teaching and sources
- ii. celebration and ritual
- iii. social and moral practises and way of life

AT2- Reflection on meaning

- i. engagement with own and other's beliefs and values
- ii. engagement with questions of meaning and purpose

There is also separate provision for **Reflection and Contemplation** which will inform the provision of opportunities for growth in reflection and contemplation.

Termly formal assessments are evaluated, then highlighted on individual pupil sheets against these targets (Appendix One). This data is then transferred to data trackers, as with other core subject areas.

Moderation of Formally Assessed Work

- Following an assessed topic teachers meet in **phase groups** to moderate work with a member of the RE team. Teachers are asked to bring higher, middle and lower achieving examples of work for moderation together with a completed context sheet. Copies of moderated work are kept by the RE team.
- Staff (teachers and teaching assistants) make use of both formal and informal assessments to build on previous knowledge and extend the children's learning and demonstrate high expectations.
- The RE team meets with teachers from cluster schools to **cross - moderate** tasks periodically.

Recording and Reporting

Recording

Recording in Religious Education recognises the distinct nature of the subject, provides evidence of achievement and may involve the pupils in self-assessment and dialogue with the teacher. It provides evidence of and celebrates the individual's achievements and it can take many forms:

- notes from observations
- comments written on pupils' work
- visual evidence e.g. photographs of displays, portfolios
- children's self-assessments
- data trackers

Photographic evidence can be found on the school ICT network and on the school website.

Reporting

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

There are four dimensions to reporting in Religious Education:

1. It provides feedback to pupils on their achievements and progress.
2. It informs teacher colleagues of the achievements of individual pupils and the areas studied by the class.
3. It informs parents of the progress and achievement of their children.
4. It informs parents, governors, parish, and external agencies about the Religious Education provided at St. William of York.

The process of reporting includes end of year reports, parents evenings, lists of topics covered and dialogue with relevant parties. As well as this, parents are encouraged and welcome to enquire about the progress and achievements of their children.

Evaluation

Evaluation of Teaching and Planning

Formal evaluation of teaching is carried out termly by the R.E Coordinator and Headteacher through observations of class teaching and monitoring of children's books and planning, using the monitoring format provided by the Archdiocese. Teacher's plans and formal assessments are then kept in a monitoring folder.

When monitoring books, there is a focus on:

- marking
- standards in comparison to other core subjects
- coverage matching time allocated
- continuity and progression across the year groups
- differentiation
- opportunity for challenge and investigation
- evidence of another faith
- range of teaching and recording styles

Staff are given feedback both individually and collectively and are informed of monitoring schedules individually and at staff meetings/staff briefings.

Evaluation of Learning

The standards achieved in R.E are in line with those of other subjects. through the Come and See programme, children are encouraged to evaluate their own learning, particularly through the Respond stages of each topic. The following questions enable the children to critically assess their own understanding at the end of each topic:

- What do I now understand?
- What have I thought about?

- What have I enjoyed about this topic?
- Was there anything I didn't enjoy?
- Is there something new I might try now?
- Is there something that puzzled me?

Staff Development and Communication

The RE Coordinator has been in place since Sep 2017. She has attended Diocese-led Inset courses and coordinator days.

Time has been allocated during staff meetings for dissemination of information about the Come and See scheme and any changes to planning and assessment of R.E.

Procedures for staff development include:

- To help organise and support in-service training
- To respond to individual and group training needs as identified by staff (during monitoring/performance management)
- To provide staff training through in-service meetings
- To provide opportunities for dissemination of information from R.E. courses/meetings attended
- To provide all relevant information to staff
- To provide dates for topics and rejoice celebrations
- To provide resources for all aspects of Religious Education
- To provide inspiration and encouragement!

Teaching Assistants and 1:1 assistants are included in the planning and organisation of the RE lessons and all whole school in-service training.

Staff Meetings and In service dates since Sept 2022

Date	Content
21 st September 2022	RE Updates
12 th October 2022	Whole school RE moderation
9 th November 2022	RE Coordinators Briefing updates
23 rd November 2022	Whole school RE moderation
30 th November 2022	Collective Worship

Staff Development over the past two years

Staff	Course	Date
Grainne Fearon	PSHE Training	23 rd January 2020

Grainne Fearon Victoria Hall Martin Murphy	RSE and the new Guidelines	23 rd January 2020
Victoria Hall	RE Coordinator Briefing (autumn, spring & summer)	(Yearly)
Grainne Fearon	CCRS	2020-2023
Victoria Hall	Islam – contrasting institutional worldviews with a personal worldview.	13 th October 2021
Linda Stalker Kate Whyte Jayne Cotter Jo Shellien Jo Gill Eleanor Nevin	Judaism – life in modern Britain as a Jew.	4 th November 2021
Grainne Fearon	Hinduism– a living tradition.	25 th November 2021
Georgia Convery	New to Come & See	14 th November 2022
Georgia Convery	New to Collective Worship	6 th December 2022

Staff Induction

All new colleagues are given a copy of the staff handbook and Come and See logins for the website alongside any other appropriate materials for their year group. They are made aware of resources available and encourages to ask for help and support as required. Wherever possible, they are encouraged to attend relevant courses to enable confidence in delivering high quality RE sessions.

Resources

Staff Members

The most vital resources within our school is our committed Christian staff. All class teachers are responsible for the direct teaching of R.E and members of staff are committed to fostering a warm, caring ethos within the school.

Full Name	Q Qualification	Catholic Teaching Qualification
Ms J Gill	CCRS	Pass
Mrs E Lawson	CCRS	Pass
Mr M Murphy	CCRS	Pass
Miss V Hunt	CCRS	Pass
Mrs Nevin	CCRS	Pass
Miss G Fearon	CCRS	In Progress

Teaching

The RE Coordinator is responsible for the maintenance of resources.

Each classroom has:

- God's Story and Church's Story (1, 2, 3) with online access
- *Come and See* website access
- Collective Worship focus area and resources
- Music for teaching, reflection and worship
- Age appropriate prayer books

For full list of resources see Appendix Two.

Relationship of Religious Education to the Whole Curriculum

At St. William of York Primary School, we value Christ at the centre of everything we do as we seek to live out our school mission statement.

Policy for Prayer, Liturgy and Collective Worship

"Together Everyone Achieves More".

What is Prayer, Liturgy and Worship?

Prayer, liturgy and worship is the recognition, affirmation and celebration of beliefs, values and events, which are of central importance to us and our community. It is concerned with praising God, forms part of everyday life in a Catholic school and often reflects something special or separate from ordinary school activities, including the liturgical celebrations of the Church.

Prayer

Prayer is the raising of one's mind and heart to God and can have a variety of forms and styles and express different things.

- Blessing and Adoration – the prayer which blesses God for the goodness which has been shown to humankind

- Prayers to express sorrow – the prayer which asks for forgiveness and which calls for the establishment of the Kingdom of God
- Intercession – consists in asking on behalf of another and ourselves
- Thanksgiving – acknowledging the gifts which God has given
- Praise – the prayer which praises God simply because God is

Worship/ Liturgy

Worship is recognising and celebrating that God is present and active in all authentic human experiences. We have a blessed life and worship is celebrating this reality in the Christian tradition. Liturgy is the formalising of worship at the heart of which is symbol and action. Through Liturgy and Worship, we encourage the development of a personal relationship with God. Good Worship takes into account the religious and educational needs of all who share in it. Worship, Prayer and Liturgy happens when everyone is fully involved in the preparation and celebration.

Aims of Prayer, Liturgy and Collective Worship at St William of York

We work towards developing a celebration which includes;

- Working to know and acknowledge the presence of God
- Enabling and encouraging a sense of belonging to a community with a common ethos and shared values
- Opportunities for individual reflection and silent prayer
- Opportunities to pray by giving praise and thanks to God
- Exploring personal beliefs and worshipping God
- Responding to and celebrating life by taking time out to 'wonder'
- Contemplating something of the mystery of God
- To nurture a relationship with God through words, symbols, song, gestures and silence
- Enriching the religious experience of all members of the school community
- Promoting the values and ethos of the school and reinforcing positive attitudes
- Reflecting on spiritual and moral issues
- Experience what it means to belong or take part in the worshipping community of the Church.
- Learning how the Liturgy of the Church is structured.
- Making links between communal prayer and liturgy and daily life.
- Building a firm foundation for liturgy presented in a **Gather, Listen, Respond and Go Forth** format.

Legal Requirements

Worship at St. William of York is more than just a legal requirement; it is an integral part of school life and central to Catholic tradition; giving glory, honour, praise and thanks to God through word and action.

We acknowledge the legal requirement that **all** pupils must take part in a **daily** act of worship and that Collective Worship is not curriculum time and does not constitute Religious Education although it ought to reinforce it.

Safeguarding Procedures

The school has procedures to deal with any sensitive issues that may arise during times of collective worship. Staff will pass on any concerns of this nature to the designated child protection officer in school.

Prayer, Liturgy and Collective Worship in St. William of York

Prayer and liturgy in St. William of York is given high priority with all members of the school community and all are encouraged to participate actively. Our Collective Worship, whilst respecting the diversity of belief and commitment, will reflect the tradition of the Church and be Christian in character. Prayer is addressed to the Father, through the Son, in the Power of the Spirit.

Planning, context and delivery

The act of worship is intended to be appropriate for all pupils attending St. William of York in terms of content to the age, ability and background of the pupils involved. The school will make every effort to provide the resources and accommodation that are appropriate in its content, form, organisation, presentation and leadership. The timing of this is specific to each class and age group. Generally, it is recommended that children spend at least one minute for each year of their life engaging in a form of worship each day.

Normally the collective act of worship will take place on the school premises but there will be occasions when the school community will gather in church for special celebrations. These specific occasions will be undertaken with the approval of the governing body.

The task of the teacher in Collective Worship, is to go beyond the admiration of the poet and the question of the philosopher as to the 'how' of things and allow the child to find the bond linking him or her with the 'who', God the Creator.

-Documents Cate'che'tiques

All teachers in the school have the responsibility of planning and leading high quality prayer and worship sessions which occur in a variety of ways- whole school, key stage and class worship. They encourage child participation and active response through involvement in the presentation of worship, or through listening to, and joining in the worship offered.

Foundation Stage

Prayer and worship takes place daily within the classroom and consists of saying hello to everybody including God, prayers, songs and quiet reflection as well as more formal acts of Liturgy and Worship.

Key Stage One and Two

KS1 and KS2 get two key stage Worship in the hall per week. This is planned and led by the Head teacher and local chaplain. On other days, Prayer, Liturgy and Worship takes place in individual classrooms at appropriate and meaningful points of the day (see class timetables).

Through participating and observing good quality Worship, staff are developing skills in the children that enable them to prepare, organise and lead worship. All children are encouraged to join in with and help to plan for and deliver worship at a level appropriate to their age and ability.

From year one to six, there are two Worship Leaders in each class. These children attend a Worship club led by the RE Coordinator and plan, lead and evaluate Collective Worship for the following week. They resource and deliver the worship themselves.

Record of Prayer, Liturgy and Collective Worship

Teachers at St. William of York follow a Collective Worship planner with the theme for the week planned for on a weekly basis by members of teaching staff. This is done on a rotational basis whereby themes are delivered through prayer, stories, songs, silent reflection, dialogue, debates and interviews, poems, artefacts, ritual, movement, sayings, sharing food and drama. Leaders and children may share individual experiences to deepen understanding of the week's theme. Worship Leaders use the liturgical calendar to celebrate Gospel stories and plan sessions based on important Catholic themes such as 'The God Who Speaks', 'Laudato Si' and 'Fratelli Tutti'.

The purpose of this is:

- To ensure that a variety of themes are explored throughout the year
- To avoid repetition
- To assist in monitoring of Collective Worship
- To record evidence of Collective Worship

Teachers have access to relevant resources and are encouraged to introduce pupils to a variety of forms and styles of prayer, developed in ways which are appropriate to their age and stage of development. They are encouraged to create their own focus area and collect interesting artefacts to enhance Collective Worship within their own classrooms.

Type:

Praying the psalms
Traditional prayers
Repetitive prayer
Meditation
Bodily prayer
Prayer of the heart
Contemplation

Example:

'I thank you for the wonder of my being' (Psalm 139)
Glory be to the Father, Our Father, Hail Mary
'Jesus, I love you', repeated several times, slowly
Scripture reflection with use of imagination
Raising hands in praise, bowing, dancing, genuflecting
Stillness to listen to God: 'Be still and know that I am God.'
Looking at trees, a sunset, an icon etc.

Gestures	The sign of the cross, the sign of peace
Hymns	Traditional and modern hymns
Music	Listening to quiet, reflective music
Litanies for all of creation:	Thanks be to God
Celebrations	Prayer, song, sharing food and drink, celebrating work done

Links to Curriculum Areas

At St. William of York, we use the Come and See Religious Education Programme and Journey in Love for RSE. Embedded into these programmes are opportunities for collective worship, prayer and reflection. Collective Worship may also be used to promote equality and diversity through promoting Jesus' teaching to 'Love one another, as I have loved you.' Staff recognise the distinctive nature of Collective Worship, however, where appropriate links are made with other curriculum areas.

Monitoring and Evaluation

Worship is regularly monitored and discussed during staff meeting time to ensure that it meets the needs of all pupils and whether they are making progress in acquiring skills/abilities in, organising and leading worship. Good practice and resources are shared during this time. Monitoring takes in the form of planning scrutiny, discussion and observations of Worship in all classes.

Policy for Spiritual, Moral, Social & Cultural Development

“Together Everyone Achieves More”.

The spiritual, moral, social and cultural (SMSC) development of our pupils is of utmost importance. It encompasses every aspect of school life and is a daily occurrence. Our collective worship as a whole school, key stages and individual class worship, promote SMSC for each child.

All staff in school (teaching and non-teaching) are a vital resource, who encourage positive attitudes in the classroom and around school and are seen as the main role model concerning moral development. In the classroom, the teacher ensures that each child has an enriching and secure environment, where they feel safe to ask questions concerning their own search for spirituality.

At St. William of York, we recognise that the core of 'Come and See' is our children's spiritual, moral, social and cultural development. Through the three basic human questions explored during the year 'Where do I come from?', 'Who am I?' and 'Why am I here?', we acknowledge that the heart of spiritual growth is to be able to answer these three questions and to discover and ask the questions in the first place. It is through the class teacher's guidance that children discover how to ask these three important questions.

As a Catholic School, we provide;

'A Catholic curriculum, one that uses not only R.E lessons but other curriculum areas to lead children into an encounter with God'.

- *Religious Education Curriculum Directory*

Policy for Spiritual Development

Introduction

Spiritual education helps children to acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing the non-material dimension to life and the intimations of an enduring reality. Spiritual is not synonymous with religious: all areas of the curriculum may contribute to the pupils' spiritual development.

Aims

- That our environment and ethos encourage children to ask and make sense of their questions concerning spirituality.
- That we promote teaching styles which value pupils and their questions and give them space for their own thoughts, ideas and concerns.
- That we enable pupils to make connections between aspects of their learning.
- That we give our pupils the opportunity to explore values and beliefs, including religious beliefs and the way in which they impact on people's lives.
- To support pupils who already have religious beliefs to develop these beliefs in ways, which are personal and relevant to them.
- To encourage pupils to explore and develop what animates themselves and others.
- To encourage pupils to reflect and learn from reflection.
- To give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- To develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- To accommodate differences and respect the integrity of individuals.
- That through the three main areas of school life- ethos, collective worship and all subjects of the curriculum, we, as teachers, will reaffirm and put into practise our own spiritual development.

We enhance Spiritual Development through;

- Encouraging our children to engage in activities that involve listening, discussing and reflecting.
- Allowing our children to express personal views and insights.
- Giving the opportunity to engage in activities which involve questioning, valuing, creating, envisioning, empathising and imagining.
- Reflecting on values, experience and attitudes of others in other subjects as well as R.E e.g. in discussion of History/ Geography/ Environmental Issues/ through story and drama in Literacy/ attitudes and fairness in P.E/ circle time activities and SEAL sessions in PSHE.
- Providing opportunities to understand and reflect on the physical world of God's creation through R.E, maths, DT and science as well as outdoor sessions, assemblies and Collective Worship.
- Allowing children to explore their own feelings and emotions and to express them through personal and community prayer and in their work through poetry, musical composition, creative arts, dance and prayers.
- Encouraging children to recognise God's presence in their work and lives, giving thanks to God for their gifts and talents, to celebrate and appreciate one another's abilities and achievements- good work assembly, prayer times.
- Developing/enhancing the children's appreciation for beauty, truth, love, goodness and wonder.
- Hearing and responding to the Good News through scripture.
- Developing a sense of awe and wonder.

Pupils' development will be evidenced by;

- Pupil involvement in the life of the school and the wider community.
- Atmosphere of care within the school.
- Large group and class collective worship.
- Effective use of the Come and See programme.
- Participation and active response encouraged through involvement in the planning, leadership and evaluation of worship.
- Opportunities provided for reflection and exploration of children's own beliefs.
- Celebration of Mass on Feast/Holy Days (KS1 & 2 pupils)
- Involvement of School Council and Worship Warriors to aid development of Spiritual and Moral Development across the school.
- Trained year 5/6 Play buddies on Reception and Key Stage One playground
- Sports Clubs
- Class and whole school reward systems

Monitoring and evaluation

We understand the Spiritual and Moral development of pupils is the responsibility of the whole school community and we aim to ensure that this policy is adopted by all through: Staff meetings Governors meetings

Parents' meetings Links with community and Parish. The R.E Coordinator and SLT will also monitor lesson plans, teaching and learning and books.

Policy for Moral Development

Introduction

Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The word 'moral' is concerned with fundamental judgements about how we should behave or act and our reasons for such behaviour. It is of the greatest importance that children develop a clear set of rules of conduct, which draw on the basic moral values and which can be applied to everyday situations. These values of forgiveness, freedom, tolerance, respect and relationships are to be lived out in the daily life of the school by the whole school community.

Aims

- That we provide a moral framework based on the Gospel values and the teachings of the Church through which children develop a sense of morality.
- To provide an environment which encourages our children to freely choose the right way forward.
- To strive to be a community in which the Gospel values and the teachings of the Church flourish.
- To develop a sense of morality by supporting pupils to become more adept at exploring reason in both daily occurrences and in ethical matters.
- To support pupils as they develop beliefs and values.
- That through the three main areas of school life- ethos, collective worship and all subjects of the curriculum, we, as teachers, will reaffirm and put into practise our own moral development.

We enhance Moral Development through;

- The Come and See programme which challenges children with questions such as 'Who am I?', 'What is wrong?', 'How can it be resolved?'
- Putting love at the heart of the Catholic understanding of morality.
- Teaching that free human action has a negative or positive influence on life and teaching that individuals are created free by God to choose what is right or wrong.
- Discussion and debate over issues such as life and death, good and evil.
- Teaching children to recognise and respect the codes and morals of different cultures represented in school and the wider community.
- Our school mission statement; of which St. William of York bases its whole school ethos and values such as honesty and respect and rejecting bullying, cheating and dishonesty.
- PSHE sessions with direct teaching on feelings, emotions and giving children a sense of empathy and the impact they can have on others.
- Rewarding good moral decisions and behaviours from the children using assemblies, class behaviour systems, house points and golden tickets.
- Clear and concise anti- bullying and behaviour policies which are linked to Christian values and promoted and reinforced in the classroom and on the playground.
- Our inclusion policy which encourages the whole school to be inclusive of expected behaviours and consequences for breaking rules through devising class codes of conduct and through forming and operating a School Council.
- Teaching children that as a Church, those who sin are still loved.

Pupils' development will be evidenced by;

- Pupil involvement in the life of the school and the wider community.
- Atmosphere of care within the school.
- Large group and class collective worship.
- Effective use of the Come and See programme.
- Participation and active response encouraged through involvement in the planning, leadership and evaluation of worship.
- Opportunities provided for reflection and exploration of children's own beliefs.
- Celebration of Mass on Feast/Holy Days (KS1 & 2 pupils)

- Involvement of School Council and Worship Warriors to aid development of Spiritual and Moral Development across the school.
- Trained year 5/6 Play buddies on Reception and Key Stage One playground
- Sports Clubs
- Class and whole school reward systems

Monitoring and evaluation

We understand the Spiritual and Moral development of pupils is the responsibility of the whole school community and we aim to ensure that this policy is adopted by all through: Staff meetings Governors meetings Parents' meetings Links with community and Parish. The R.E Coordinator and SLT will also monitor lesson plans, teaching and learning and books.

Policy for Social and Cultural Development

“Together Everyone Achieves More”.

Our understanding of Social and Cultural education is based on the Gospel teaching of justice, freedom and peace.

Aims

- To promote social and cultural development

We enhance Social and Cultural development through;

- The delivery of ‘Come and See’ and celebration of feasts and seasons within the Christian calendar and that of other faiths and cultures.
- The Mission Statement, PHSE, Achievement Assemblies and reinforcing positive behaviour and acts of kindness.
- Our Mission Statement which encourages the wider school community to be inclusive and reject discrimination on the basis of race, disability, religion, gender, sexual orientation, age and other criteria.
- Welcoming visitors into school to enhance the pupil’s understanding of the wider community e.g. speakers from CAFOD and other charities.
- Promoting importance of equality of opportunity for all
- Celebrating the uniqueness of each individual and tailoring the learning and teaching environment to enable all to achieve their full potential.
- Helping the pupils to develop a respect for themselves and others and providing opportunities for children to develop an understanding of their individual and group identity.
- Developing a sense of empathy with others through Circle Time, assemblies and through fundraising e.g. CAFOD.
- School Council working to aid development of social and cultural development.
- Assemblies and acts of worship which provide models of moral virtue through Gospel readings, stories about significant role models and stories with strong moral themes.
- Learning about service in school and the wider community.
- Developing the children's roles as citizens.
- Trained play buddies on the Reception and KS1 playground.
- Creating an environment of trust, care and compassion.
- Helping the children begin to understand the Christian responsibility for social justice and concern for the less fortunate.
- Teaching children to appreciate their local environment and to develop a sense of responsibility.
- Recognising the value and richness of cultural diversity in Merseyside, Britain and the world and how these influence individuals and society.
- Enriching the children’s understanding by providing opportunities for reflection on all aspects of school life.
- Enhancing the pupils’ appreciation for beauty, truth, love, goodness and wonder in our delivery of the curriculum.
- Helping our pupils to understand how the impact of their feelings and emotions affects their behaviour and impacts on the feelings and emotions of others.

- The Behaviour Policy and Inclusion Policy which provide a clear moral code that is promoted consistently throughout the school and is reinforced through our School Rules.
- Weekly achievement assemblies to promote examples of good citizenship.

We want the children to grow in understanding and respect for the beliefs of others in order to promote peace in our world. The Come and See programme acknowledges that we live in a multi-faith, multi-cultural society and makes links with the experience of other faiths. Twice a year, one week of curriculum time is spent exploring the experience of other faith traditions. As part of the Come and See programme of study, we study Judaism and one other faith of differing beliefs and practices. These include Hinduism, Islam and Sikhism and are explored and enriched by visitors from other faiths or trips to places of worship.

Pupils' development will be evidenced by;

- Continuous assessment within R.E.
- Pupil involvement in the life of the school and the wider community.
- Atmosphere of care within the school.

Monitoring and evaluation

We understand the Social and Cultural development of pupils is the responsibility of the whole school community and we aim to ensure that this policy is adopted by all through: Staff meetings Governors meetings Parents' meetings Links with community and Parish. The R.E Coordinator and SLT will also monitor lesson plans, teaching and learning and books.

Policy for RSHE

Our Mission Statement

TOGETHER EVERYONE ACHIEVES MORE.

To go forward in Christ, to respect our neighbour and to always give our best.

Rationale

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’

(Jn.10.10)

We are involved in Relationship, Sex and Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government) RSE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Aim

St William of York Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex Education (RSE) using the Archdiocesan recommended resource 'Journey In' Love 2020 we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The other aspects of the Statutory curriculum intent will be met by using a cross curricular approach. There are many opportunities throughout the curriculum, but the subjects at the forefront in providing discrete opportunities for teaching and learning of the RSHE curriculum are RE, through the Come and See programme, Journey in Love, PSHE, using the 1decision scheme of work, science and computing.

We provide an environment in which the dignity of each person as a child of God is recognised and developed and promote the full potential of each child through a curriculum that develops spiritual, academic, social and emotional growth. We have collaborated as a staff to develop a curriculum that engages our children but also reflects them and the ever changing world they are growing up in.

Pupil Voice

Our pupils say Relationship Education and Health Education is important because:

Key Stage 1

"The lessons are very fun and exciting."

"We talk to a partner to learn new ideas."

"We like Deedee's videos."

"We love God and say prayers."

Key Stage 2

"We know what to expect."

"You make the right or wrong decision but then learn why it's right or wrong."

"It teaches us in a fun way."

"We learn new things that help us in life."

“Many things I learn I would never think to search for.”

“We don’t know what love is like to another person”

For further details on how we cover RSHE in each year group, please see the curriculum maps in the appendices below.

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At St William of York Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – staff involved included; Mr Murphy (Head Teacher), Miss Gill (Deputy Head Teacher), Mrs. Hall (RE lead), Miss Fearon (PSHE lead). All DfE guidance and local Liverpool Archdiocese guidance was used to inform the policy.
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parent/stakeholder consultation – due to COVID restrictions, parent consultations were completed online via the school app (PA Connect). Parents were invited to complete an online survey and given an opportunity to request further information or discuss any queries with a member of the RSHE team. The policy was also sent to link Governors and the Chair of Governors prior to ratification.
4. **Pupil consultation** – we used an anonymous pupil questionnaire (KS2) to gather information on what pupils think of Relationship Sex and Health Education in our school. In KS1 we held informal discussions with the children to gain further understanding.
5. **Ratification** – once amendments were made, the policy was shared with the governors and ratified.

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents Relationship Sex Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020 this includes *sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

After considering the needs of our pupils, taking into account Public Health England's Intelligence Team's report for the local area of Thornton, it was decided by the Senior Management Team that we would use the 1decision programme of study (PSHE). The PSHE lead (Miss Fearon) worked closely with the RE lead (Mrs. Hall) to map out a 'Personal Development' curriculum map for each year group to ensure that the PSHE and RSHE curriculum worked in conjunction with other core and foundation subjects to provide a broad and well matched curriculum for the pupils in our care (see Appendix). When creating the curriculum map, it was important to take into account the needs of each individual class to ensure additional sessions were provided to cater for them in an age and stage appropriate manner.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. This was discussed with staff as a whole to ensure consistency across the school.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships and Health education focuses on teaching the fundamental building blocks and characteristics of positive relationships, physical health and mental wellbeing including:

- **Relationships**
- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

Health

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention

- Basic first aid
- Changing adolescent body

Sex education

- Conception (Year 6 – Journey in Love)

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

It is crucial that Relationship Education and Health Education, as a statutory curriculum area, is accessible by all pupils. As a result, we have consulted with the school SENCO and pastoral manager (Mrs. Rawnsley) to ensure accessibility to all. This school also complies with its duties under the Equality Act 2010 and should be read in conjunction with the SEND Policy and the Equality Policy (visit school website for reference).

Roles and Responsibility

The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal)

Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the Physical aspect within Journey In Love the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring arrangements

The delivery of RSHE is monitored by Mr Murphy (Head Teacher), Mrs Hall (RE lead) and Miss Fearon (PSHE lead) by undertaking learning walks, observations, book scrutinies, staff and pupil consultations and questionnaires.

Pupils' development in RSHE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years. To review the full 60 page policy document including resources and appendices, please see the school website.

Parents, Parish and the Local Community

At St. William of York, we have a developing relationship with parents, parish and the local community. Parents and members of the parish community are invited to celebrations of Mass for Holy/Feast Days in church. Parents are provided with a termly newsletter, explaining the R.E topics and dates for the term. The newsletter also gives ideas to help their child have a better understanding of the topic.

Copies of the R.E. newsletter are also put in church to inform and involve the parish community.

Sacramental Preparation

Until last year, Sacramental preparation had been parish based following the With You Always family catechesis programme. Following the disruption of Covid, teachers and catechists at St William of York have supported preparation and celebration of first sacraments by following the With You Always programme in school; in full liaison with the parish priest. Staff representatives attend the First Sacramental celebrations involving our pupils in St William of York. The school also aids in communication of dates and practical arrangements to parents.

On or near to the Feast of St Peter and Paul the school celebrates with a Mass followed by a celebration for all children who have completed a first sacrament that year and their supporting classmates from other year groups (Year 4 onwards).

Self-Evaluation Document

**End of Year Subject Report
Subject: RE**

1. How the subject is taught across the school? (Individual blocks, themed weeks, as part of the weekly curriculum. Reasons for this approach)

Saint William of York Catholic Primary school follows the Syllabus, Come and See as directed by the Archdiocese of Liverpool. Come and See is based on three themes – Church, Sacrament and Christian Living. Each theme occurs in each season and each theme gradually builds on an understanding of the previous theme. Within the programme the process begins with:

Search – explore this is the introduction to the topic where the children’s life experience is explored.

Revelation- Reveal this is the heart of the programme where knowledge and understanding through scripture, tradition, prayer, Christian living is taught and finally,

Response- Respond this is where learning is assimilated celebrated and responded to in daily life.

Each class is taught 3 topics per term and each topic lasts approximately 4 weeks, the Bishops require that RE is taught and timetabled for 2hrs 20 mins (EYFS) and 2 hours 30 mins (KS1 & KS2) weekly. Ideally RE should be timetabled to take place during several quality sessions per week. (RE does not include Collective Worship provision.)

2. Areas taught across the school (Topics/Themes etc.). If applicable use a table to map each year group over the terms.

Year Group	Autumn	Spring	Summer
EYFS	Myself Welcome Birthday	Celebrating Gathering Growing	Good News Friends Our World
1	Families Belonging Waiting	Special People Meals Change	Holidays and Holydays Being Sorry Neighbours
2	Beginnings Signs and Symbols Preparations	Books Thanksgiving Opportunities	Spread the Word Rules Treasures
3	Homes Promises Visitors	Journeys Listening and Sharing Giving All	Energy Choices Special Places
4	People Called Gift	Community Giving and Receiving Giving All	New Life Building Bridges God’s People

5	Ourselves Life Choices Hope	Mission Memorial Sacrifice Sacrifice	Transformation Freedom and Responsibility Stewardship
6	Loving Vocation and Commitment Expectations	Sources Unity Death and New Life	Witnesses Healing Common Good
One other Faith to be taught for 1 week in the Year –Judaism, Islam, Hinduism, Sikhism			

3. How the subject is assessed throughout the year? (How do you monitor it, what do the teachers do to assess and make judgements against?)

The Archdiocese of Liverpool sets 3 assessments per year for all Key Stages which are to carry out at the end of one of the termly topics. Teachers are required to select 6 pieces of work from the 3 ability groups and attach a context sheet to each which details which part of the process has been assessed, which Skills of Attainment and Attainment Target has been achieved and if the child is working below, within or above expectations. For the remaining 6 topics (excluding other faiths), teachers assess one learning focus against the RE Skills of Attainment. They track attainment using a class group template which they share with the RE Coordinator. This informs the teacher of the ability groups for the next topic.

4. What staff/Coordinator CPD has taken place throughout the year? (Staff meetings, INSET, CAPITAL/LA training, other)

Autumn 2021: Coordinators Briefing, Hinduism– a living tradition, Judaism – life in modern Britain as a Jew, Islam – contrasting institutional worldviews with a personal worldview.

Spring 2022 – Coordinators Briefing

Summer 2022 – Coordinators Briefing, Catholic School Inspection Briefing.

Self Development Document/ Improvement Plan



Subject Development Plan 2022/23

Subject: Religious Education

Objective/Action	Resources Required	Success Criteria	Monitoring/Evaluation	Date achieved
<p>To ensure that <u>RE covers 10% of the total teaching time each week.</u></p> <p>When: September 2022</p>	<p>Timetables</p> <p>Class teachers</p> <p>SLT to monitor</p>	<p>All class teachers will be aware that RE needs to be taught for 10% of their teaching time.</p> <p>Class teachers will understand that RE is a core subject and should be at the heart of our curriculum as a Catholic school.</p> <p>All class timetables will show RE for 10% of their teaching time. 1 hour 15 in EYFS 2 hours 15 in KS1 2 hours 15 in KS2</p> <p>Work in the children's books will match up with class timetables and will show correct coverage.</p>	<p>Timetables will be monitored in September and monitoring of children's work throughout the year will show that class timetables are being adhered to and that RE is taught for 10% of each week.</p>	<p>September 2022</p>
<p>To ensure that new teachers feel confident teaching RE at SWOY. To ensure new teachers are up to date and following our planning, marking and assessment in line with other teachers and year groups.</p> <p>When: ongoing</p>	<p>Class teacher (Y3)</p> <p>Come & See login</p> <p>ECT Mentor</p> <p>Staff meeting time</p>	<p>ECTs will be able to plan using the Come & See website confidently. They will follow the RE MTP and will feel able to ask for support and direction.,</p>	<p>The RE subject lead will provide support needed through 1:1 planning sessions and collaborative marking and assessment meetings.</p> <p>ECTs will also be provided with support from their mentor.</p>	

		<p>ECTs will plan for a range of abilities and use the <u>SWOY</u> marking and assessment cycle.</p> <p>Teaching and learning will be at least good across the school.</p>		
<p>To ensure that class teachers are using the Come & See website to plan good (and in some cases outstanding) lessons.</p> <p>When: September 2022</p>	<p>Come & See website and logins</p> <p>RE Coordinator</p> <p>Children's books</p> <p>MTP</p>	<p>All staff will have their own login and will understand how to access the Come & See website for planning and resources.</p> <p>Staff will have the time to navigate the Come & See website to look at the wealth of resources available.</p> <p>Staff will feel confident using the Come & See website and are aware of what is expected, supported and rewarded.</p> <p>Staff will use the school MTP to track each topic and they will feel supported by the RE Coordinator.</p> <p>The RE Coordinator will create the MTP with important dates in the Church calendar and will share it with all staff regularly.</p> <p>The RE Coordinator will share the Come & See termly newsletter with all stakeholders.</p>	<p>Open discussions with teachers will allow the RE Coordinator to monitor access to the Come and See website.</p> <p>Book looks will show if teachers are planning from the resources available.</p> <p>Monitoring of the MTP will ensure that the correct topics are being taught at the correct time.</p>	<p>Ongoing</p>
<p>To ensure that lessons are taught to support all children.</p>	<p>Come & See website and logins</p> <p>RE Coordinator</p>	<p>Teachers will feel confident using skills to group their children into ability groups and differentiate activities based on the children's needs in their class.</p>	<p>Book looks and learning walks will show that all children are being supported and challenged appropriately.</p>	<p>Ongoing</p>

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<p>To ensure that all lessons are differentiated through the use of skills (recognise, describe, give reasons etc.)</p> <p>To ensure that SEN children are supported through additional resources and differentiated activities appropriate for their age and ability.</p> <p>To ensure that high achieving children are challenged with activities appropriate for their age and ability.</p> <p>When: September 2022 onwards</p>	<p>Children's books</p> <p>Time to undertake learning walks</p> <p>Class group templates</p>	<p>Teachers will access the continuous provision resources on the Come and See website if needed to ensure that SEN children are planned for. SEN children will have activities planned for them based on the skills relevant to their ability.</p> <p>Teachers will plan to stretch and challenge the learning of high achievers using skills appropriate to their ability.</p>		
<p>To use 2021.22 data to inform planning, teaching and assessment from September 2022. To continue to gather and analyse data to access the impact of teaching and learning.</p> <p>When: September</p>	<p>RE Coordinator</p> <p>Baseline documents</p> <p>Class group templates</p>	<p>Teachers will use the data gathered from summer 2022 to group children into ability groups to teach the Domestic Church topic matched to the skills children are developing/ secure with.</p> <p>The RE Coordinator will use the class group templates to create an in depth baseline for each class with next steps on how to move learning on.</p> <p>The RE Coordinator and SLT will understand the impact of teaching and learning in 2022 in RE and will plan for its continued recovery following the pandemic. This information will be relayed to teachers and all teachers will</p>	<p>RE Coordinator to monitor the class group templates and ensure data given is accurate.</p> <p>RE Coordinator to collate information and share with SLT and class teachers.</p>	

		<p>understand what needs to be done to help their children progress.</p>		
<p>To ensure that RE is assessed through the use of skills and the standards of attainment.</p> <p>To ensure that all staff have a clear understanding of the skills.</p> <p>To ensure that the 3 year assessment cycle is followed and that all staff have relevant assessment materials made available to them in good time.</p> <p>To ensure that attainment and progress is tracked thoroughly.</p> <p>To ensure that teachers are held accountable.</p> <p>When: September onwards</p>	<p>Skills</p> <p>Standards of Attainment</p> <p>Come & See</p> <p>Tracking sheets</p> <p>SWOY assessment cycle</p> <p>Archdiocesan assessment tasks</p>	<p>The RE Coordinator will ensure that all teachers have the relevant information and support to assess the children in their classes.</p> <p>Teachers will assess 1 task per topic and hand samples to the RE Coordinator meaning that progress and attainment is relevant and accurate.</p> <p>All teachers will understand the range of abilities they have in their classes. They will feel increasingly confident using the skills and standards of attainment to assess the children in their classes.</p> <p>Teachers will re-evaluate the groupings in their class each topic.</p>	<p>The RE Coordinator will monitor the effectiveness of the assessment tasks and share updates and archdiocese materials with enough time.</p> <p>Monthly moderation meetings will support teachers to assess children for the chosen LF and collate class group templates to identify groupings for the following topic.</p> <p>The RE Coordinator will monitor the samples of assessment tasks each topic and track the progress of each class.</p> <p>Book looks will show if one task per topic is being assessed.</p>	<p>Ongoing</p>
<p>To ensure that marking is used effectively to assess and challenge.</p> <p>To ensure that teachers are using the new marking policy- indicating if the work is supported, guided or independent and using the correct code to show the skill they have achieved.</p> <p>To ensure that one piece of work each topic is marked in depth with a next step.</p>	<p>SWOY assessment cycle</p> <p>Marking grids (codes)</p>	<p>The RE Coordinator will sit with each key stage and share the new marking grids all teachers.</p> <p>The RE Coordinator will create an assessment cycle with clear direction on which piece of work is to be marked 'deeply' each topic.</p> <p>The RE Coordinator will share all assessment materials with each class teacher with enough time.</p>	<p>Monthly moderation meetings will support teachers to assess children for the chosen LF and collate class group templates to identify groupings for the following topic.</p> <p>Regular discussion with teachers will reveal how they find the new marking policy.</p> <p>Book looks will show how teachers are using the marking grid and its effectiveness.</p>	<p>Ongoing</p>

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		Teachers will ensure that they follow the new marking grid and mark the indicated learning focus 'deeply' <u>each</u> topic: ensuring the child has the time to respond to their 'next step'.	The SLT will monitor the progress of the new marking policy.	
To buy necessary resources to support the teaching of RE. To develop the skills of <u>describe</u>, <u>make links</u>, <u>show understanding</u> and <u>explain</u> using Good News Bibles.	£632 budget	With the help of the class teachers, the RE lead will conduct a resource audit to log the resources that are needed/ would have a positive impact on the teaching of RE across the school. The RE Coordinator will monitor the use of new resources to ensure they are being used.	RE Coordinator Headteacher Bursar	Autumn 2022
To monitor RE across the school. -website -displays -floor books & children's books -teaching & learning -data	Management time Monitoring timetable Archdiocese monitoring pack	The Re Coordinator will have the appropriate time to monitor RE across the school. The RE Coordinator will share findings with SLT and class teachers. Effective monitoring will set the tone for improvement, performance and accountability.	The RE Coordinator will use a monitoring timetable to monitor and evaluate practices and improve.	Ongoing
To begin the process of applying for the Laudato Si Live Simply award. To raise the profile of living sustainably in our school and our community.	Whole Staff Children & Families Parish community CAFOD/ Fairtrade	The RE Coordinator will have the appropriate time to create an action plan, consult with HT and share <u>with school</u> community. Registration <u>certificate</u> will be sent by CAFOD <u>and school</u> community	SLT, Eco Warriors and School Council will monitor and evaluate.	Autumn 2

		will begin to put our plan into action. <u>Eco Warriors and School Council</u> will contribute.		
To reintroduce class assemblies to celebrate our learning in religious education. To hold one assembly per half term; inviting families and friends of <u>SWOY</u> to celebrate with us.	Whole Staff Children & Families	The Headteacher will liaise with class teachers to create a timetable of class assemblies. Class teachers will use their class assembly to celebrate learning in religious education. Parents and friends of <u>SWOY</u> will be invited to join in with the celebration.	Headteacher	Spring 1
To work alongside Father Harrington and the our church community to ensure strong parish links and opportunities for children to visit church and become a part of the parish community.	Whole Staff Children & Families Father Harrington Parish community	The RE Coordinator will develop a rotor for each class to visit the church for 10am mass. Children will have the opportunity to take part in the celebration of mass and will create meaningful links and memories with the parish communities. Visits to church will support the children's knowledge and understanding of our local church.	RE Coordinator Headteacher	Spring 1

Evaluation of R.E. Handbook

The R.E. policy is to be reviewed every two to three years. All members of staff and governors will be actively involved in this process. The date for the review will be decided upon when that year's School Improvement Plan is being implemented.

Appendix One: Attainment Targets

RE Skills of Attainment & Next Steps										
	Church Theme i) beliefs, teachings and sources		Sacramental Theme ii) celebration and ritual		Christian Living Theme iii) social and moral practices and way of life		i) engagement with own and others' beliefs and values		ii) engagement with questions of meaning and purpose	
1 Recognise	You can recognise some religious stories.	Recognise religious stories REC RS	You can recognise some religious signs and symbols and use some religious words and phrases.	Recognise signs and symbols REC SS	You can recognise that people, because of their religion, act in a particular way.	Recognise people act differently REC P	You can talk about your own experiences and feelings.	Talk about feelings and experiences TA	You can say what you wonder about.	Say what you wonder SAY
Your next step is ↓										
2 Retell Describe	You can retell some special stories about religious events and people.	Retell special stories RT SS	You can use religious words and phrases to describe some religious actions and symbols.	Describe religious actions and symbols DES RA	You can describe some ways in which religion is lived out by believers.	Describe how religion is lived out DES LIV	You can ask and respond to questions about your own and others' experiences and feelings.	Ask and respond to feelings and differences ASK EX	You can ask questions about what you and others wonder about and realise that some of these questions are difficult to answer.	Ask what you wonder ASK D
Your next step is ↓										
3 Make Links Give Reasons	You can make links between religious stories and beliefs.	Make links with religious stories	You can use a developing religious vocabulary to give reasons for	Give reasons for actions and symbols GR A + S	You can give reasons for certain actions by believers.	Give reasons for actions of believers GR	You can make links to show how feelings and beliefs affect your	Make links with beliefs and behaviour ML B	You can compare your own and other people's ideas about	Compare difficult questions COM

		ML RS	religious actions and symbols.				behaviour and that of others.		questions that are difficult to answer.	
Your next step is ↓										
4 Describe Show Understanding	You can describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.	Describe religious beliefs DES RB	You can use religious terms to show an understanding of different liturgies.	Show understanding of different liturgies SU LIT	You can show understanding of how religious belief shapes life.	Show understanding of religious belief SU RB	You can show an understanding of how your own and others' decisions are informed by beliefs and values.	Show understanding of decisions made SU DEC	You can engage with and respond to questions of life in the light of religious teaching.	Respond to questions RES
Your next step is ↓										
5 Identify Describe Explain	You can identify sources of religious belief and explain how distinctive religious beliefs arise.	Explain religious beliefs EXP RB	You can describe and explain the meaning and purpose of a variety of forms of worship.	Describe forms of worship DES W	You can identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	Identify responses to beliefs ID	You can explain what beliefs and values inspire you and others.	Explain inspiration and influences EXP	You can demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.	Explain purpose and meaning EXP HL

Appendix Two: List of resources

Resource	Location
Come & See website login	Class teacher
Good News Bible	Class set
Tim Burland CDs	Staff drive
Church Story (newest version)	One per class- Key stage appropriate
God Story (newest version)	One per class- Key stage appropriate
Child friendly cross	One per class
Child friendly prayer books Listen! Praise!	One per class
Liturgical cloths (green, purple, white, red)	One of each per class
Battery operated candle	One per class
Fairy lights	One per class
Book stand (Bible)	One per class
Greenery	One per class
Wooden Rosary Beads	One per class
Small wooden cross	One per class
Other faith resources -books -artefacts	Resource cupboard
Mission Statement	One per class
Come & See floorbook (remember, rejoice, renew)	One per class
Class set Rosary Beads	RE Coordinator
Age appropriate books -Christmas -Easter	RE Coordinator Class library
Glass beads	Class set