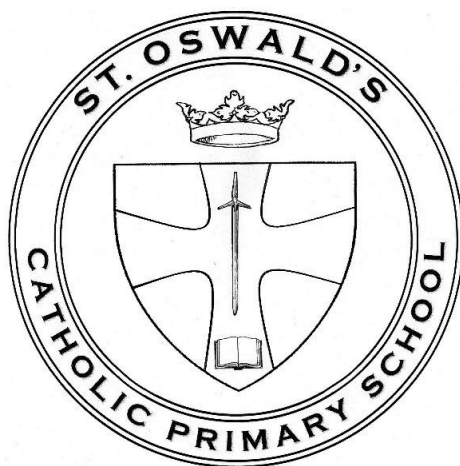


St Oswald's Catholic Primary School



RELIGIOUS EDUCATION HANDBOOK 2017-19



MISSION STATEMENT

This is the handbook religious education in St Oswald's Catholic Primary School and is set within the context of the whole school aims and Mission Statement:

"Together with Jesus, we will learn and Grow in Faith".

Aims

Gospel Values

- With Jesus by our side, we will live out the Gospel values in all that we think, say and do.

Education aim

- We will strive for excellence in our ever changing world, by promoting a love of lifelong learning.

Community aim

- By welcoming and working in partnership with the wider community, we will celebrate diversity through respect for others.

-

Gospel values:

Aim

With Jesus by our side, we will live out the Gospel values in all that we think, say and do.

Objectives - We will do this by:

- Promote Gospel values through example
- Worship together through assemblies, whole school, class and parish.

- Through our behaviour policy and practice ensure that Jesus is present in all decisions.
- Be willing to forgive and be forgiven.
- To encourage all individuals to take responsibility for their actions
- To recognise Christ in everyone

Education values:

Aim

We will strive for excellence in our ever-changing world, by promoting a love of lifelong learning

Objectives - We will do this by:

- Providing inspirational teaching through effectively planning, monitoring and evaluating provision to enrich future teaching and learning.
- By providing opportunities for all to develop their gifts and talents realising their full potential.
- To celebrate the gifts and talents of all, to support and encourage success.
- Ensure that the ethos and culture of school is positive with lots of opportunities for enhancement of the curriculum to ensure school is fun.
- To ensure the resources the children use are up to date and reflect changes in the modern world.

Community values:

Aim

By welcoming and working in partnership with the wider community, we will celebrate diversity through respect for others.

Objectives - We will do this by:

- To ensure that the diversity of the modern world is reflected in lessons, partnership working, resources and themes/topics covered.
- By ensuring the children are taught to celebrate difference and respect diversity and these themes run across all lessons.
- To ensure our children get opportunities to make links with local community, church, local business, Care Homes etc.
- To become fully involved with charities and fund raising through CAFOD, Good Shepherd, and other local causes.
- Inviting members of our community into school to celebrate, praise and worship together.
- To ensure that all adults and children in positions of trust model the values we want to promote.

THE AIMS OF RELIGIOUS EDUCATION

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)

The aim of Religious Education at St. Oswald's Catholic Primary School is to embrace all elements of our Mission Statement, to celebrate religious education as the core subject, central to the life of our Catholic school. To deepen our children's knowledge and understanding of the church's teaching and apply to their own lives. To provide daily opportunities of celebration, prayer and reverence and to provide a curriculum rich in experiences, activities and knowledge and so deepen children's enjoyment and appreciation of the world; to make links with other faiths and religions to help each child towards a sense of dignity and self-worth. Through our curriculum, the children will develop a love of learning and critical thinking about the meaning and purpose of their lives giving them the moral code by which to live their lives.

Our learning objectives will take into account the religious and educational needs of our children whilst recognising the variety of starting points. We strive to strengthen our Religious Education programme through fostering links with home and parish.

- A supportive Catholic home
- School may be their first and only experience of 'Church'
- Other Christian traditions
- Other faith backgrounds

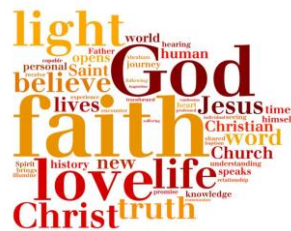
Religious Education is viewed as a subject for all children – a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination. Through this approach, we aim to help our children to recognise and appreciate the religious and spiritual dimensions of life. We aim to lead our children into a deeper understanding of the Catholic tradition and where appropriate, other religious traditions and the ways in which they seek to express the significance of human life.

OBJECTIVES

In order to achieve our aims, we are committed to the following agreed objectives: -

- To provide opportunities for celebration, prayer, praise and reflection in implicit and explicit ways.

- To provide children with the language of religious experience thus enabling them to develop an appropriate level of literacy for religious activities, place, stories, symbols, rituals, people, artefacts and icons.
- To present a systematic presentation of Christian events, their relevance and meaning in ways appropriate to the age and development of the child.
- To support Home and Parish in preparing the children for the Sacraments of Eucharist, Confirmation and Reconciliation.
- To ensure that parents are kept informed regarding the religious education curriculum.
- To use materials and links with other faiths and traditions accurately and sensitively.
- To implement the Archdiocesan Religious Education programme ‘Come and See’ according to the standards and guidelines set out by the Archdiocese
- To use Archdiocesan Religious Education directed assessment materials to ensure the children are achieving well in Religious Education.



THE R.E. PROGRAMME

To fulfil our aims and objectives, we use the ‘Come and See’ programme of Religious Education, as prescribed the Archdiocese of Liverpool.

The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with pupil’s own experience, local community experience and universal experience. The programme is both subjective and objective.

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

Religious education is taught across EYFS, KS1 and KS2 and accounts for 10% of the weekly timetable. The length of the lessons depends on the age of the children and the topic being explored. During these lessons, the children participate in a range of engaging activities allowing them to ask and respond to a number of theological questions.

The basic question or belief for each season time is explored through three themes.

- a) Community of faith ~ Church
- b) Celebration in ritual ~ Sacraments
- c) Way of life ~ Christian Living

a. Church

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

1. 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 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

2. 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 practise care and love for each other. The diocese is the community of the Christian family.

3. 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 form the relationships that exist among them.

b. Sacrament

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

1. 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.

2. 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.

3. Summer – Inter-relating ~ service to the community ~ Reconciliation. The Sacrament of Reconciliation forms part of the work of the summer time 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.

C. Christian Living

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

1. 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'

2. 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'.

3. 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 time themes are developed in the light of an understanding of Creation:

- Family ~ Domestic Church focuses on life as a 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 springtime 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 ongoing mission of Jesus Christ in the Church through the power of the Holy Spirit.

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

THE PROCESS

KNOWLEDGE/ UNDERSTANDING/ SKILLS/ ATTITUDES

The process for delivering the topics in 'Come and See' has three main elements –
Explore, Reveal and Respond.

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

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

They can do this by:

- examining and investigating the theme;
- considering it from different angles;
- raising questions;

This may be done by:

- sharing a personal experience or providing an experience;
- telling a story;
- watching a TV programme or video or looking at photographs or slides;
- listening to a poem, music, or a song;
- listening to an invited guest.
- gathering information and collecting facts;
- asking questions and discussing;
- researching;
- collating and classifying their findings and focusing significant ones;
- discovering meaning and value and drawing conclusions.

At the end of Explore, pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

EXPLORE will take one week of Religious Education time to complete.

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

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

There are six learning focuses within Reveal for years 1 to 6 and from these learning focuses children develop their knowledge, understanding, skills and attitudes needed to fully develop themselves. Here the heart of the process is reached – the

presentation of the Christian understanding of this life experience. The teacher introduces the children to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.

Here time and space are set aside to:

- open new horizons;
- evoke a sense of awe and wonder and of the mystery of life;
- acknowledge difference;
- work with problems, come to terms with anxieties and grapple with puzzling experiences.

This is achieved by:

- creating a quiet, prayerful atmosphere;
- learning about the Scripture and the teachings of the Church
- sharing thoughts and feelings.
- making a personal response.
- listening to prayers, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians
- exploring all these in creative and practical ways through drama, writing, poetry, song, dance, music, personal research and investigation and service of others;
- making links between this Christian understanding and the children's own experience.

At the end of Reveal pupils will have grown in knowledge, understanding and appreciation of Scripture, tradition, celebration, Christian living and prayer as the response of faith to these questions.

Respond:

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt

Remember may be done through:

- starting with a moment of quiet reflection
- giving time for children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group;
- asking specific questions to discover what learning objectives have been achieved;
- using gathered examples of work and resources as prompts;
- summarising and reinforcing learning that has taken place;

Rejoice is the second part of the section

There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. Here time and space are set aside:

- to wonder at;
- to contemplate;
- to mark as special;
- to come to terms with;
- to give worth to the mystery of life and faith they have explored;

- to grow in awareness of and actively respond to the spiritual dimension of life;
- to develop the capacities and skills to participate in and plan worship and celebrations.

This is done by:

- bringing together the work done;
- selecting from it what is significant, relevant and meaningful;
- creating opportunities for thought, for prayer, for stillness and silence;
- fostering an atmosphere which may evoke responses of joy, sorrow, thanks, praise, acceptance and so on.
- expressing something of the new knowledge, insights, skills and attitudes acquired;
- formulating and recording statements of new knowledge;

RESPOND will take one week of Religious Education to complete.

The grid below, which is in every topic, offers guidance as to the content of the celebration.

GATHER Consider how the children will begin the celebration.
WORD – LISTEN Some Scripture is read or enacted.
RESPONSE How will the children respond to all they have heard?
GOING FORTH How will the children take away the message?

Renew :

The teacher helps each child to make an individual response, to hold onto 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.

This can be done by:

- giving children time to reflect on what they would like to hold onto and never forget;
- helping them to focus on and choose a song, a hymn, a doctrinal statement, a poem, phrase or line, picture, photograph, symbol, story or reading which encapsulates their understanding and enables them to bring it to mind again
- exploring the possibility and potential for living in a deeper and fuller way;
- identifying ways of applying this in life;
- choosing examples of work for their profile;
- making entries in a personal journal.

At the end of Remember, Rejoice and Renew pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives.

THE APPROACH CHOSEN

Religious Education is taught as a core subject with equal status to the other core subjects, at St. Oswald's, Religious Education is taught as a separate subject whilst recognising opportunities to integrate Religious Education into a variety of cross-curricular activities. St. Oswald's follows a whole school approach to the 'Come and See' themes – each class covers the same theme through a different topic at the same time.

In the Foundation Stage, religious education drives the whole curriculum. Through engaging practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for Foundation Phase but has a particular and important contribution to:

- Personal, social and emotional development
- Community and language Literacy
- Understanding the world
- Art and design

Throughout the programme, the process will be divided as follows:

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

In Years 1 to 6

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

- Learning objective: the overall focus of the session;
- Content: some suggestions for input to develop the focus;
- Some key questions follow the input. These are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen.

The Respond structure is the same for Foundation Stage as well as Key Stages 1 and 2.

PLANNING

Long, Medium and Short Term Planning follows the pointers provided by the Diocesan Team and is the responsibility of each teacher.

Long and Medium Term Plans are completed by the Co-ordinator and distributed to staff.

Short term planning is the responsibility of the class teacher. A planning grid is available on the 'General share drive'.

All planning is closely monitored by the RE lead, Deputy Heads, Headteacher and staff are encouraged to plan in Year Groups and use ICT and Internet resources to ease their work loads.

The R.E. Co-ordinator

- names the topics to be covered
- starting date for each topic
- allocation of time for the study of another Faith in the Autumn and Spring terms
- indicating any Holy Days or Feast Days
- noting local / global links e.g. Good Shepherd / CAFOD
- provides each teacher with short term planners

The class teacher is responsible for

- allocating time for each Learning Outcome to be achieved
- stating the date work is to take place
- selecting the appropriate content from “Come and See”
- choosing appropriate activities
- state groups (whole class / pairs / individuals / small groups)
- indicate how the differing needs and abilities of children are met at the Reflect and Relate stage (task / support / outcome)
- note any special or extra resources required
- note any home or Parish links
- evaluate teaching
- evaluate learning using the expectation statements for the topic

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics.

The following approaches take into account a wide range of special needs:

- providing opportunities to eat or taste, to look at, to smell, to touch, to listen to an engage with (a multi-sensory approach);
- providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli);
- music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness
- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play;
- reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

DIFFERENTIATION

As with all other areas of the curriculum, the purpose of differentiation in Religious Education is:

- To enable children to succeed in the set task or activity;
- To challenge children beyond their comfort zone of knowledge, understanding and skills;
- To enable children to recognise their achievements and to celebrate these.

In Come and See, differentiation is provided through a variety of activities, stimulus and questioning, which meet the differing needs and abilities of children. Teachers choose from a variety of adult directed group activities in Reveal which meet the differing needs and abilities of children.

ASSESSMENT

In keeping with Archdiocesan guidelines children are formally assessed 3 times (one each term) to help make judgements on the children's attainment which now follows the New Standard in Religious Education introduced in September 2018.

Teachers use the age – related standards and end of year standards to assess groups ability then individual children.. The data is recorded onto class grids to show attainment for each term culminating in an end of year judgement based on work completed that academic year.

Portfolios of assessed work are kept to evidence all year group /phase, whole school and external moderation. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in 'Come and See' emphasises a wide range of achievement.

In our school it involves:

Informal Assessment:

- Observation of contributions made to displays
- Photographs
- Marking
- Observation of children engaged in classroom tasks and activities
- Pupil voice
- Renew – applying children's learning
- Review – end of task, activity, lesson or topic.
- Portfolios of work

Formal Assessment:

Regular informed judgements on a wide variety of evidence should be made -

- Each child should be formally assessed three times a year using Archdiocesan formal assessment procedures in conjunction with informal assessment to finalise attainment in each individual instance.

The record of attainment is analysed by the RE lead and reported to SLT and governors.

REPORTING

In St Oswald's, reporting is completed in a variety of ways:

- Discussion and marking with the children about their work. This is done by the class teacher and should provide positive comments on their achievement and progress.
- Termly assessment. Our assessment procedures should inform other teachers of the achievement of individual pupils.
- Annual report to parents. This allows for teachers to comment on the progress, strengths and achievements of the children.
- The RE co-ordinator submits an RE action plan to the head teacher annually.

- The RE co-ordinator meets with the SLT to discuss, review and monitor the implementation of the action plan.
- The RE co-ordinator informs the parents of the RE topics and content for each year group each term in the RE newsletter on the website.
- After the monitoring process the RE & HT co-ordinator gives feedback to governors where they report on relevant information, recent successes and achievements within the subject.
- Throughout the year, parent/carer information evenings are held where parents are free to come and view their children's RE books and discuss any concerns with the teacher.

EVALUATION OF TEACHING

In St Oswald's, teaching is reviewed and evaluated by the teacher at the end of each lesson and recorded on the short term planning sheet. RE is monitored by the SLT and RE co-ordinator. The RE co-ordinator observes RE lessons as part of the monitoring cycle. Individual written and verbal feedback is given to each teacher and generic feedback is given in staff meetings. An overall evaluation report is compiled identifying key areas of strength and development to further support the development of Religious Education Teaching. The RE co-ordinator also monitors pupil books, reviews RE displays, interviews pupils and staff, all as part of the monitoring cycle.

EVALUATION OF LEARNING

There are regular opportunities for the children to evaluate their learning in Religious Education. They are encouraged to self-assess against the learning objective, this is carried out in a variety of ways, discussion, traffic lights etc. Through marking, the children are invited to reflect on their learning and to respond to questions from teachers designed to promote a deeper understanding. (Golden glow or pink to think). In addition, pupil evaluation is integral to the process in Come and See, namely in RESPOND:

Remember – the children respond by remembering and celebrating all that they have learnt. This new understanding enables them to make a personal response in their daily lives. Remember begins with the children reflecting on what they wonder about, followed by the opportunity for them to remember what they have understood and learnt.

Renew – the teacher helps each child to make an individual response, to hold onto 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. This will be recorded in the class learning journal

STAFF DEVELOPMENT

At St Oswald's, we are fully committed to the development of staff training to ensure the highest quality of teaching and delivery of 'Come and See'. All staff are given the opportunity to complete RE courses where appropriate. The co-ordinator attends the termly RE co-ordinator meetings and ensures all relevant information is disseminated to the staff. Newly Qualified teachers will attend relevant training to further their

understanding of the Come and See curriculum. Experienced staff model collective worship. Staff within each Key Stage engage in joint planning to ensure continuity and progression across all classes. Whenever appropriate staff observe peer teaching in other classes in order to observe good practice of teaching in RE. If identified, support in Religious Education teaching is provided according to the professional development needs of staff.

Before you begin sessions are often led by the RE co-ordinator before the beginning of each topic. Staff all have log in details to use Come and See to further their knowledge.

STAFF INDUCTION

All new members of staff meet with their mentors and have a full induction; they also receive a Staff Induction policy. This policy introduces them to the school ethos and mission statement. All new staff are trained in the use of Come and See, they work in year group teams and all plan with an experienced member of staff who leads the year group. In addition, the R.E co-ordinator, Head teacher and all members of the senior management team are willing to help and answer any questions.

All new members of staff will receive a copy of the RE handbook and are introduced to RE resources. New members of staff are also given the opportunity to attend Archdiocese NQT introduction days and if possible ‘Come and See’ topic days to help broaden their knowledge. All staff are encouraged to complete CCRS if they have not already gained the accreditation.

Supply staff will follow the short term planning left by the class teacher. The RE Subject Leader or Headteacher will support work undertaken by supply staff at short notice.

STAFF COMMUNICATION

There is a daily staff briefing every morning in each building and all relevant information is shared. Weekly staff have directed time training, RE and Collective Worship are regular items on the staff meeting agenda. The RE subject leader provides all necessary information via the ‘staff share’ on the shared drive.

STAFF MEMBERS

Leadership	Staff	Responsibility	CCRS
	Mrs M Walsh	Headteacher	yes
	Miss C Sime	Deputy Head	yes
	Mrs G Murphy	Deputy Head	yes

Class teachers teach the RE curriculum

Year Group	Staff who teach RE	Responsibility	CCRS
Nursery	Mrs K Greer Mrs K Reading	Nursery Lead	No CCRS

	Mrs C Parkinson PPA	Class teacher	CCRS
Reception	Mr Cummings Mr J Crowther Miss S Ford Mrs T Gentle PPA	EYFS lead/Year head	Pending Pending Pending CCRS
Year 1	Mr N Mosaid Miss H Hughes Miss L Moscardini Mrs A Jones PPA Miss G Finnigan	Year head RE team	CCRS Pending Pending CCRS CCRS
Year 2	Mrs L Hindley Miss Denson Miss L Donagen Mrs R Bailey	Year head	CCRS CCRS Pending CCRS
Year 3	Miss N Wall Miss L Duncan Mr T Laughlin Mrs J Rose PPA	Year head	CCRS CCRS Pending CCRS
Year 4	Mr P Murray Miss S Guy Mr J McDunne Mrs Jones PPA	Year head	CCRS Pending pending CCRS
Year 5	Mrs A Black Miss J Jones Mr A Bradshaw Mrs K Swift PPA	Year head	CCRS CCRS Pending CCRS
Year 6	Mr S Dunn Miss H Kirwin Mr J Wall Mrs S McBrien PPA	Year head/RE lead AHT	CCRS CCRS Pending CCRS

Classrooms

Each classroom will have its own prayer focus area. The class teacher will determine its form and content appropriate to the age and development of the children. A spiritual focus may include prayers, books, candles, artefacts, objects from the natural world etc that may provide opportunities for children to experience the awe and wonder of God and creation. Children's work and objects relevant to the particular 'Come and See' topic are displayed on wall displays; children are encouraged to use these during times of prayer. We aim to use high quality displays to show we value to children's work and to provide a stimulus for each topic.

TEACHING RESOURCES

Each class has the following resources:-

Come and See programme

Internet access to Come and See resources online
God's Story
The Church's Story
Bible
Candles
Crucifix
Wooden Nativity Scene
Oscar Romero Crucifix

Praying with Children
The Lord Be With you
Interactive Whiteboard Resources
Collective Worship Resources

In addition to the above, there are centrally stored R. E. resources and artefacts, which include, My Eucharistic Journey, My Reconciliation Journey, teacher resource books and Come and See Support literature. Staff are welcome to use their own personal resources, which will have specific meaning and purpose for collective worship. Outside speakers and visitors are warmly welcomed and invited.



RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

COLLECTIVE WORSHIP

Please see the Collective Worship Policy for further information

St Oswald's Catholic Primary School in its approach to Collective worship, endeavours to take into account the religious and educational needs of all who share in it. The Act of Worship at our Catholic Primary is in accordance with rites, practices and beliefs of the Catholic Church and follows the guidelines of GATHER, LISTEN, RESPOND and GO FORTH. Every child has the opportunity to participate in daily worship. We encourage children to develop a relationship through prayer with God; we help them to find opportunities of quiet reflection and of joyful celebration. Prayer is an important part of the child's day and each class finds time to pray and reflect together. Each class is given the opportunity to lead the assembly on a rota basis. At all times the children are helped to grow in their faith and to mature in their prayerful relationship with God. The children are encouraged to be aware of the needs of the world and to include this in their prayer. The children will also be helped to develop an awareness of the Liturgical Year and of the Sacraments celebrated throughout life.

SPIRITUAL AND MORAL DEVELOPMENT

Please see the Spiritual, Moral & Cultural Policy for further information

Our faith helps us to understand that each person is a unique creation and each is called by God to a unique vocation. Spiritual development is about listening and responding to God's call. At St Oswald's Catholic Primary School we provide opportunities for pupils to develop their spirituality by reflecting on their own and others experiences, acquiring self-knowledge, thinking about their own beliefs, values and aspirations, making personal responses to questions about the purpose and meaning of life. At school, we value and encourage periods of silence and reflection. We promote a range of ways of enabling children to pray which include guided meditations, spontaneous prayer, traditional prayer, praying through scripture, praise and celebration.

St Oswald's school attempts to help children make moral decisions to form a moral conscience and to act accordingly. We do this by emphasising that we are not made for ourselves but to live with and through the community and that we find fulfilment in giving rather than receiving. In school, we believe and promote individual dignity, equality, freedom and responsibility as these are expressed in the life and teaching of Jesus.

AWAY DATES AND RETREATS

St Oswald's Catholic Primary School believes that special days and opportunities to be away from school allow children and adults to grow in knowledge, understanding and respect for each other. We do this in many ways and take all opportunities to enhance the curriculum for the children. Our year 6 children start the year going on a retreat to Lowe House (Animate)

SACRAMENTAL PREPARATION

The celebration of the Sacraments is central to the Roman Catholic Faith tradition. Developing the pupils understanding of the Sacraments occurs as a result of a variety of experiences. The Sacraments are an integral part of the Come and See programme. Each year the children will explore a different aspect of Baptism, Reconciliation, Confirmation and the Eucharist.

This academic year, St Oswald's Year 4 children will be prepared for the Sacraments of Reconciliation and Eucharist through the Parish. Sacramental Preparation is a three way partnership between school, parents and parish. We believe that the ultimate responsibility lies with parents supported by parish and school. Revised Sacramental preparation programmes and policies have been reviewed, in line with the archdiocesan arrangements 'With you Always', so that the involvement between home and parish is greater.

LINKS WITH PARENTS/CARERS

In St Oswald's Catholic Primary School, we view positive involvement with the home as vital to the development of each child. Parents are invited to all celebrations, including school Masses, class assemblies, Foundation Stage and Key Stages ½ Nativities. The Wednesday Word publications are a popular resource, which we send home. They bring the liturgical year to life for our families and are a perfect link to current themes at school. In addition, termly Re Newsletters and the school website provide information as to the RE curriculum.

We try and encourage parents to take part in their children's education in as many ways as possible, through all types of parental interaction, they come into school for a wide variety of events and celebrations. A dedicated area of the website provides the latest information for parents.

LINKS WITH PARISH

The parish church of St Oswald's King & Martyr is seen as part of our family and the wider community. Father Mark Beattie, a governor, is supportive, making regular visits to school. The R.E. Co-ordinator and SLT regularly meets with the Fr Mark to discuss school-parish links, set dates for celebrations at church and in school and to ensure sharing of information (parish/school newsletters). We are fortunate that the church is a short walk from school and Fr Mark allows our children to access the church for celebrations such as Children's University, history lessons and much more.

The parish has successfully run the Diocesan 'With You Always' Family Catechesis, since its inception. The school fully supports the successful running of this sacramental programme by hosting meetings for Year 4 parents and by issuing parish letters with key information for families. The school marks the completion of the programme with a celebration for our Year 4 children –Mass in the church, formal photographs and a party –on the feast of SS Peter and Paul.

LINKS WITH COMMUNITY

St. Oswald's strives to promote itself within the local and wider community; we have teachers who have responsibility for community/parish relationships who work hard to ensure a family relationship. St Oswald's actively supports charities and appeals to include the Good Shepherd Fund, CAFOD, Mission Together, Remembrance Day etc. Visitors and outside speakers are warmly invited to speak to children who benefit and enjoy these experiences. Every half term school chooses charities to support, generally those charities who support issues closely related to our children. Recently we have supported a charity for the visually impaired, Guide Dogs for the blind, Cancer charities like Macmillan, St Vincent De Paul and Rotary. School is always ready to embrace opportunities to work with our parish and local community. Our children in the choir and choral groups regularly sing in local care homes and gain a great deal from meeting the residents. We are very proud of the work our children and families carry out to support those less well off than they are and we encourage every opportunity possible. Each year our governors give an award for citizenship to a child who has done something exceptional to support others; every year there are many children to choose from which makes us proud.

CROSS CURRICULAR LINKS

There are many opportunities for cross curricular links using the ‘Come and See’ themes. Activities at all Key Stages can include work undertaken in Art, Technology, Music, Dance and Drama. Whenever cross curricular links are being undertaken it is essential to remind children of the religious theme being covered. ICT will be used when appropriate and in ways that will enhance the work produced by the children and develop ICT skills. Geography and Science can enable children to develop a lively appreciation of God’s world. It is important to explore and implement a range of cross curricular opportunities for the children in response to their own gifts and talents.

RELATIONSHIP AND SEX EDUCATION

Please see our policy for RSE for more information

At St. Oswald’s Catholic Primary School we believe that our approach to teaching and learning R.S.E. must be rooted in the Catholic Church’s teachings; thus our aim is to educate the whole child spiritually, intellectually, morally, emotionally and physically towards maturity and adulthood.

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church’s teaching of the human person and is presented positively and prudently.

All relationship and sex education 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 and support will be provided to help pupils deal with different sets of values.

SELF EVALUATION DOCUMENT

Please see separate documents for SED

RE ACTION PLAN

Please see separate documents

EVALUATION

The handbook is reviewed annually by the SLT and RE lead, the book and policies will be revisited to ensure all the information is relevant and to monitor how staff are using the handbook.

Appendix

AUTUMN TERM	
September	Welcome liturgy for staff
October	The Holy Rosary
November	All Saints and All Souls Mass Pious prayers Remembrance Liturgy Community tea party
December	Sacrament of Reconciliation Advent Preparations and Assemblies All key stage Nativity celebrations Mince Pie & Baubles community event Staff governor Advent service
SPRING TERM	
January	Mass for Epiphany
February	
March/April Depending on Easter	Ash Wednesday Mass and Liturgy Distribution of Ashes Lenten/Holy Week Liturgies Good Shepherd assemblies and charity events
SUMMER TERM	
May	Honouring Our Lady Ascension Day Mass
June	Pentecost Corpus Christi Mass Celebration of the Sacraments Feast of St. Peter and Paul
July	Celebration End of Year Mass Y6 Leavers Assembly Year 6 Leavers Mass

During the year every class prepares a Parent Assembly and attends the Parish Mass when appropriate and by arrangement with Fr Mark.

APPENDIX

SCHOOL RESOURCES

Resources in school include the following; however, staff are always welcome to use their own relevant and meaningful artefacts. Resources are found on the RE shelves in the stage area and in the Collective Worship cupboard

Come and See Handbook-EYFS
Come and See Handbook – EYFS
Come and See Handbook – Year 1
Come and See Handbook – Year 2
Come and See Handbook – Year 3
Come and See Handbook – Year 4
Come and See Handbook – Year 5
Come and See Handbook – Year 6
God’s Story – across all Key Stages
Church’s story – across all Key Stages
My Eucharistic Journey
My Reconciliation Journey
My Book about Forgiveness
My Book about the Eucharist
Multi Faith Resource Information
Year group set of Good News Bible
Praying with children
The Lord be With You
Journey Together Towards Reconciliation
Journey Together Towards First Holy Communion
Celebrating with Children - Liturgical Sacramental Celebrations
Guided Meditations for Children
Songs of the Spirit
The Complete Celebration Hymnal
Masses with Children
Liturgy of the Word for Children
Spirit Alive
Live Thoughtfully –Christian Aid Pack
Live Caringly – global citizenship
A large selection of Madeline Lindley Story books topic support
A range of drapes, candles, pebbles, rocks, religious icons etc to support display work
and Collective Worship
Hymns and Songs for assemblies
Resources for the Mass
Awe and Wonder Story books for Assembly
Boxes for the study of other religions
Boxes for the study of other faiths
24 sets of Travelling Cribs
Class wooden crosses