




RELIGIOUS EDUCATION 2022-2024

Following Jesus, The Good Shepherd, in all we say and do



“Catholics believe that Religious Education is not one subject among many but the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life. It should provide the context for, and substantially shape, the school curriculum, and offer living experience of the life of faith in its practical expression.” (Bishops Conference of England and Wales, 1988) We also recognise that our children come from a range of backgrounds and abilities and that our teaching of Religious Education will reflect this. (Reference Curriculum Directory, pg.9)

Aims and Implementation

The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school.

Religious Education at The Good Shepherd aims to promote:

Knowledge and understanding of Catholic faith and life;

Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;

The skills required to engage in examination of and reflection upon religious belief and practice.

The objectives of curriculum Religious Education at The Good Shepherd are:

To develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;

To develop awareness and appreciation of Catholic belief, understanding of its impact in personal and social behaviour and of the vital relationship between faith and life, life and faith;

To encourage study, investigation and reflection by the pupils;

To develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;

To foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multi - cultural, multi - faith society.

“The outcome of religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and

theologically, and who are aware of the demands of religious commitment in everyday life” (Pg.10, Curriculum Directory, 1996)

At The Good Shepherd Catholic Primary School, we believe that the Virtues to Live By are the foundation to everything we say and do. The subject of RE allows us to explore scripture, God’s way and those important Gospel Values. We value RE extremely highly and ensure at least 10% of our timetable is dedicated to the teaching and learning. Our children have a positive attitude towards RE and we strive to teach the children the importance of faith to them and how they can live this in the real world. We provide them with daily worships, a chapel, experiences to celebrate Mass, weekly RE lessons, opportunities to take RE home and the model of living out our Catholic faith.

Our aim is to allow the children to explore and become aware of the Catholic belief through increased understanding and the experience it has on their personal and social behaviour. We encourage our children to read Bible and Gospel stories to further embed our School Gospel Values, as well as our rights and responsibilities as citizens of our Catholic community.

Across the school RE is visible through displays in every classroom, hall and corridor. In each classroom there is also a prayer table/area. This is decorated in the current liturgical colour – children are encouraged to wonder about RE. Why is the colour purple during Lent? We want our children to be confident to question and ask why.

Implementation:

The aim of this programme is to explore Catholic Primary Religious Education across Foundation, Key stage 1 and Key Stage 2. The programme was published in July 2012. The Catechism of the Catholic Church addresses the search for meaning in life. God’s initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

We adhere to the process recommended by the Curriculum Directory of Search, Revelation and Response, and use Come and See to do this. ‘Search’ is contained in the Explore parts of the process, ‘Revelation’ in the Reveal section, and ‘Response’ in the Response section.

Through the teaching of Come and See the children are introduced to a variety of Music, which can be used in Acts of Worship. Children are also introduced to Scripture from an early age. Prayer is an integral part of all topics; this is further explained in our Worship Policy. Each classroom has a display board used to celebrate children’s work based on Come and See.

Although the majority of teaching time is spent on Christianity through the Catholic tradition, there is also a planned programme of study to include the exploration of other faiths. In the Autumn Term, Judaism is studied, throughout the school, for one week. Also, in the academic year, Hinduism, Sikhism or Islam is studied, throughout the school, for one week.

The Sacraments are celebration of the presence of Christ permeating every moment of our lives.

The celebration of Sacraments is central to the Catholic faith tradition. Coming to understand Sacraments is not a simple process but a complex interaction of a great variety of experiences and celebrations in which children take part during the years they spend in the Primary school. For many children this will include their first celebrations of Communion and Reconciliation. Knowledge about and understanding of these Sacraments is an integral part of Come and See. What is done through the programme in school will support catechesis offered at home and in the Parish. Work begun in the Foundation Stage is deepened and

developed throughout Key Stages 1 and 2. This allows parents, teachers, priests and catechists in each local situation, great flexibility in making decisions about when and how children receive these Sacraments.

In the Autumn Term of each year throughout the Primary years, the **Sacraments of Baptism and Confirmation**.

Although the focus is on these sacraments, the Sacraments of the Anointing of the Sick, Holy Orders and Marriage are also explored.

Teaching and Learning

At The Good Shepherd Catholic Primary School, we strive to nurture and develop every child's interest and enjoyment of RE at the earliest stage of their development. The teaching of RE is structured and carefully planned at every stage.

RE will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.

Ample opportunities are offered for children to apply and use their knowledge and skills in cross-

curricular student to deepen their understanding of religious truths and think creatively

Engagement with their own and others' beliefs and values will help to develop good attitudes and

dispositions so that children are instilled with a love of learning and a desire to go on learning.

Engagement with difficult questions of meaning and purpose which everyone has to face will enable

them to think critically about their own questions of meaning and purpose.

Offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

Teaching and learning is underpinned by the best and most current research, namely Rosenshein's pedagogy, alongside tried and tested routines and practices that allow our children to secure the very best outcomes within the framework of a traditional and academically rigorous curriculum. The pedagogy which underpins the curriculum empowers children to become confident learners. (See our pedagogy document in Appendix 1).

Although all elements might not appear in every single lesson, many of them are expected to appear in a sequence of lessons.

Nursery

At the earliest stay of joining The Good Shepherd, children are exposed to hidden RE and taught sessions. Within the Nursery area a prayer table is present so the children become increasingly familiar with the Catholic faith. Children are taught 3 daily prayers and how to perform the sign of the cross. Nursery children, after the Lent Term will begin joining the whole school worships. Nursery children are exposed to religious visitors e.g. school chaplain, priest or SVP member.

Reception

In Reception, children begin their Come and See journey. 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. RE 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
- Communicate and Language
- Literacy
- Understanding the world
- Art and Design

Years 1 - 6

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. **Some Key Questions:** follows the input, these are suggested questions which will encourage the children to wonder and reflect on what they have seen; other questions may also arise.
4. **Suggest Activities**


The **Respond** structure is the same for Foundation Stage as well as KS1 and 2. This is the opportunity for children to respond to what they know and understand why.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. **Renew:** this is where the children can make an individual response to what they have learnt and experience and consider how they might apply it to their daily lives.

Children learn in different ways, so as with other subject's teacher provide a range of learning activities to differentiate ensuring all children achieve the learning focus.

The purpose of differentiate in RE is:

- To enable children to succeed in the set task or activity and to challenge them to take the next step in learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;



To enable children to recognise and celebrate their achievement

Further Religious Education Support

RE normally takes place during the afternoon of the school day. All children will participate in 1 ½ - 2 hours of RE learning every week. This time does not include worships or singing practise. The lessons are taught to engage and support children of all abilities. The activity produced by the class teacher will be differentiated to every child's need.

All staff have been offered training to support their delivery of RE – Come and See basics.

Assessment and Record Keeping

Questioning is a key part of tracking and monitoring progress. In RE we plan questions to develop thinking and understanding. Questioning is used to open up the curriculum and motivate all children.

At The Good Shepherd, each class teacher will track all children in their class every term (Advent, Lent and Pentecost) using the assessment statements found on Target Tracker. The class teacher will use information from RE lessons both orally and evidence from books to decide whether that child is emerging (below expected level), expected or exceeding (above expected level). This information will be collected from each class teacher by the RE lead and filed termly.

Copies of work will be filed from each class allowing consistency through time. The class teacher will select a varying of levels e.g. below expected/expected/greater depth. One piece of work from each topic will be collected and filed.

RE is formally reviewed once a year. In each child's yearly report a detailed description of coverage and attainment in RE will be written by the class teacher.

The Role of Parents and Carers

We encourage parents to take an active role in developing their child's journey of faith, whatever form this takes. Parents are invited to celebrate class/year worships and we welcome them to Mass when we join our local parish, St. Aidan's.

Parents and Carers can offer the school different experiences through their own beliefs, contacts and useful ideas and we love it when they share this with us.

Appendix 1- Our Learning Pedagogy
Our teaching follows the framework below:

Our core values and principles for every lesson.	What does this look like in a lesson?
<p>"Meet, Greet, ready to learn "</p> <p>(Do it now tasks.)</p>	<p>This is a task presented to children as they enter the classroom. A "Do it now" task is about embedding retrieval tasks into every lesson to help children with their long term memory. This is to hook the children into the learning ; this is to set the standards for behaviour for learning.</p>
<p>We have very high expectations of every child in our school.</p>	<p>High expectations is planning challenging activities for all children. This is noticing when any child isn't on task or engaging fully. This is ensuring all children answer most questions.</p> <p>We are mindful of not directing the questions to particular children.</p>
<p>Assessment is used to progress learning.</p>	<p>Assessment is using a range of feedback strategies which children act upon. Assessment is for children to make or exceed expected progress. This is making sure RAP (reflect and progress) is built into our lessons. Assessment uses the marking cycles to pick up on children misconceptions and to plan the next sequence of lessons. Assessment is having an annotated seating plan which is used for planning and which is flexible to the needs of different groups of children.</p> <p>Assessment is not creating tests which have no retrieval practise or point in the sequence of lessons. Assessment is not marking for the sake of marking, with no feedback to be acted upon by the children .</p>

<p>Questioning is used to develop thinking.</p>	<p>Questioning is planning questions with a positive “no opt out culture”. Questioning is where questions are planned to deepen understanding with a “cold calling” technique used. This is when question cards are used from around all whiteboards/ smart boards, to extend children’s questioning. Questioning is using questions to open up the curriculum and to motivate all children .</p> <p>We understand that it is important not to ask the same children the same type of question. Or simply, directing the challenging questions to the high ability students.</p> <p>Questioning is re-shaping the same challenging question so all children can answer it.</p>
<p>Lessons are planned from a curriculum which is more than a series of lessons. It is a rich tapestry woven together.</p>	<p>This is where there are a number of retrieval tasks planned within the lessons; for example, every Monday review last week’s work, every fourth, Monday review the previous month’s work. This is where children will be able to make connections in familiar and unfamiliar contexts.</p> <p>We understand that this is not having stand-alone lessons but making sure there is a sequence, so that characters, themes, ideologies, skills are introduced over time and brought back over and over again.</p>
<p>Modelling is a key part of every sequence of lessons.</p>	<p>Modelling is where, in maths, you solve a problem step by step on the board whilst thinking aloud; in science, where you provide a mixture of problems and solutions or worked examples; in English, Geography, History, where you model an opening paragraph which is the same model across the Trust.</p> <p>Then children can confidently attempt writing. This is where you read aloud to the class, making sure they have all heard the language in the correct context. This is seen in creative lessons where you will draw, make, and dance so the children learn from the expert in the room.</p> <p>We understand that modelling is not just distributing lots of information which then overloads the brain. Modelling is the co facilitation where children learn to access the skills in order to acquire new knowledge.</p>

<p>The development of language is central to all our planning.</p>	<p>Language is enabling students to think, pose questions and engage in challenging rhetoric.</p> <p>We understand that language is helping and supporting children to phrase their responses appropriately.</p>
<p>Differentiation always has an impact on learning.</p>	<p>Differentiation is giving every child the chance to struggle with demanding material. Differentiation is when the teacher models exercises and is able to pick up on misconceptions through live feedback in the classroom. This is not achieved through pre-planned worksheets. As David Didau states “differentiation is where teachers are flexible and skilled enough to be able to veer off piste to collect up confused students as and when required.”</p> <p>We are proactive in addressing some aspects of traditional practice that is no longer relevant in current thinking and therefore understand that Differentiation is not achieved through pre planned worksheets according to children’s ability as this puts a cap on their ability. We understand that Differentiation is not a series of closed exercises; this does not allow them to make sense of the content on their own terms. We understand that Differentiation should not restrict addressing misconceptions or work which has less cognitive challenge in them.</p>
<p>A positive contribution to life at School is made every day, which embeds our Schools’ core values.</p>	<p>This is when a range of personal qualities and skills are demonstrated within the lessons and during other aspects of the School day. This is how you encourage the children, foster their acute emotional intelligence and you help children to have effective communication skills. This is enhancing their creativity and helping them become reflective learners.</p> <p>We understand that this is not about confining teachers to the classroom, it is about recognising the need to contribute to the wider life of the school so that positive relationships are built.</p>

