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# R.E Handbook



## In Saint Margaret Mary's Catholic Infant and Junior Schools we...

Offer an all round education that develops every aspect of the individual, giving everyone the opportunity to reach their full potential.

Live, love and grow as a family, following the example of Jesus our friend.

Share our talents to enrich our lives and the lives of others.

## In the Junior School we will do this by...

providing an outstanding Religious Education through a creatively taught and well resourced programme.  
recognising the needs of individual children and providing a challenging, creative and adapted curriculum.  
assessing individual progress to celebrate achievement, inform planning and improve learning.  
promoting the development of all members of our school family through the provision of a rich variety of learning opportunities in a safe environment.  
enhancing the children's education through trips out and visitors to school.

being a welcoming and caring school family.  
nurturing the spiritual and moral development of each child.  
providing opportunities for quality Collective Worship and enriching Liturgical celebrations.  
being positive role-models, who live out the Gospel Values, treating each other with respect and fairness, willing to forgive and be forgiven.  
promoting an understanding of, and respect for, people with other beliefs.

further developing links with the wider community (eg. working in collaboration with local schools and in doing so learning from 'best practice'  
continuing to develop positive relationships with the infant school and sharing 'best practice'  
Keystage 2 children sharing their talents with the infant school (eg. infant school invited to productions/liturgical events in church)  
Delivering parent workshops to support our families in their role as first educators (eg. Power of Parenting/academic workshops)

## 2. THE AIMS OF RELIGIOUS EDUCATION

For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith Religious Education will be catechesis, and for some children and young people Religious Education will be evangelisation, the first opportunity to hear the good news of the Gospel.

The aims of Religious Education in Saint Margaret Mary's Catholic Junior School are:

- ❖ To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- ❖ To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
- ❖ To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society.
- ❖ To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- ❖ To develop the critical faculties of pupils so they can relate their Catholic faith to daily life.
- ❖ To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
- ❖ To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- ❖ To bring clarity to the relationship between faith and life, and between faith and culture.

'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)**

### 3. OBJECTIVES

The objectives of Religious Education in St. Margaret Mary's Catholic Junior School require:

- Analysis and reflection and critical appreciation of sources.
- Marked progression through the different stages of education.
- The unequivocal support of the management of our school.
- 10% of the length of the taught week for each key stage of education.
- The encouragement of investigation and reflection.
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life.
- The use of skills in other areas of the curriculum.

The following strategies and aims underpin the effective delivery of Religious Education in St. Margaret Mary's Catholic Junior School:

- ❖ Religious Education 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 will be offered for children to apply and use their knowledge and skills in cross-curricular studies 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.

## 4. THE RELIGIOUS EDUCATION PROGRAMME

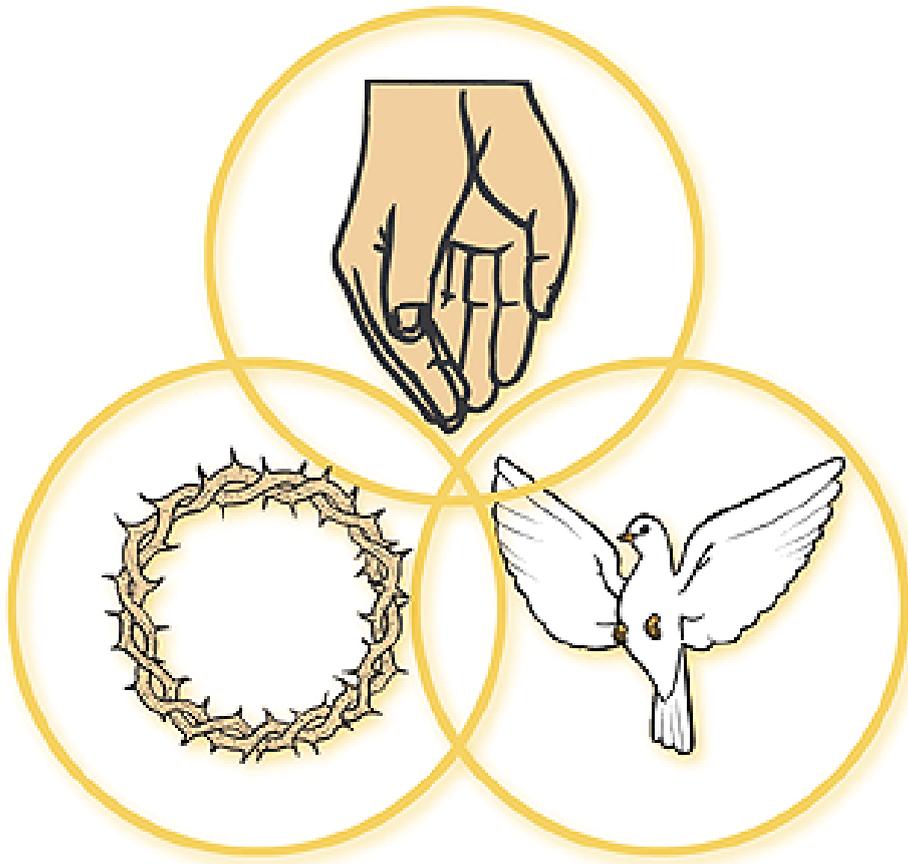
To fulfil our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool.

### Overview of content

#### **Three questions**

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

- **Where do I come from?**
- Life~ Creation
- **Who am I?**
- Dignity ~ Incarnation
- **Why am I here?**
- Purpose~ Redemption



These 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].

## Themes

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

The basic question  $\Leftrightarrow$  belief for each season time is explored through three kinds of themes

Community of faith  $\Leftrightarrow$  Church

Celebration in ritual  $\Leftrightarrow$  Sacraments

Way of life  $\Leftrightarrow$  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 practice care and love for each other. The **diocese** is the community of the Christian faithful.
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 from 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 to 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 a 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 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:

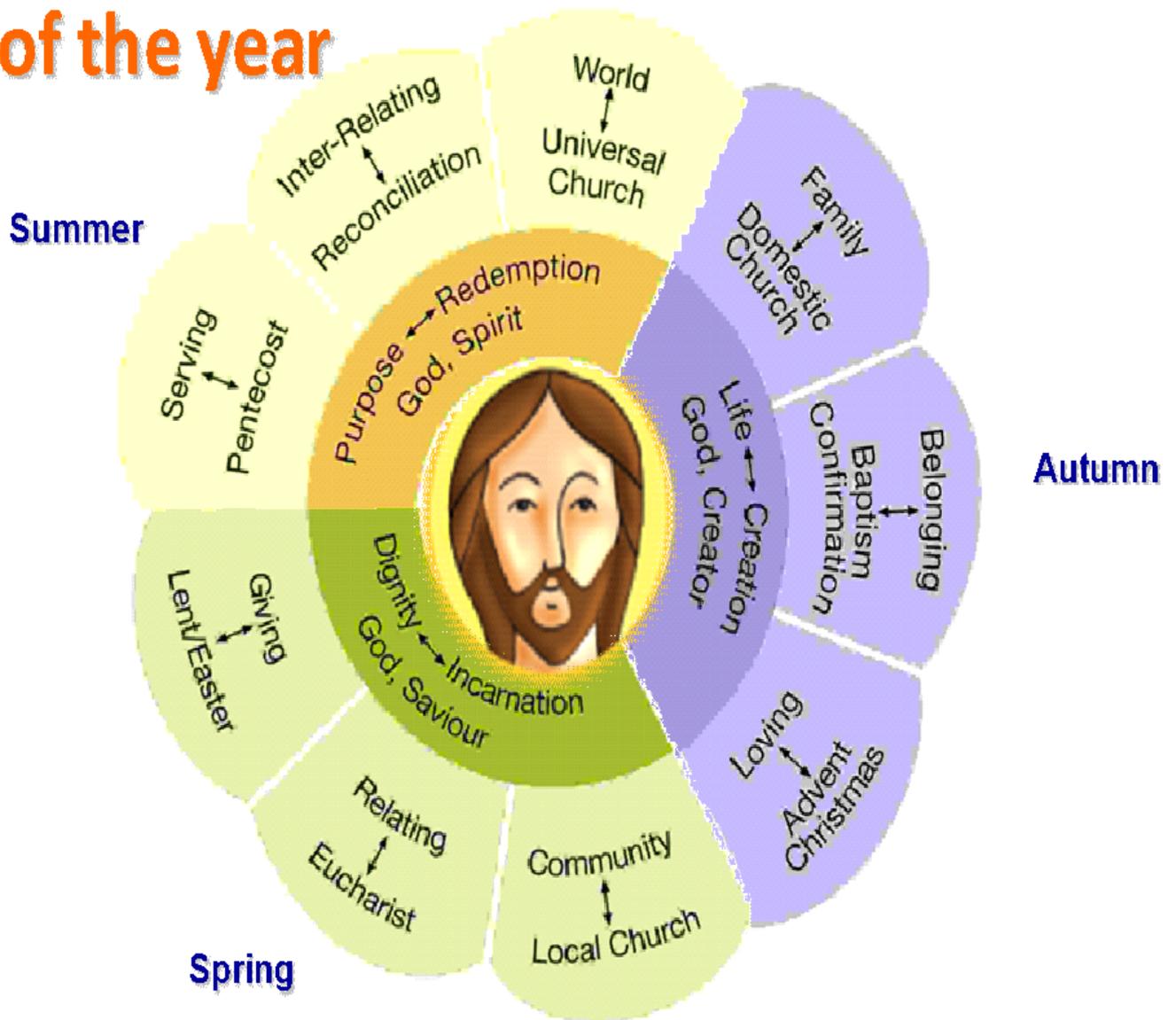
- Community ⇔ Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- Relating ⇔ Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving ⇔ 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

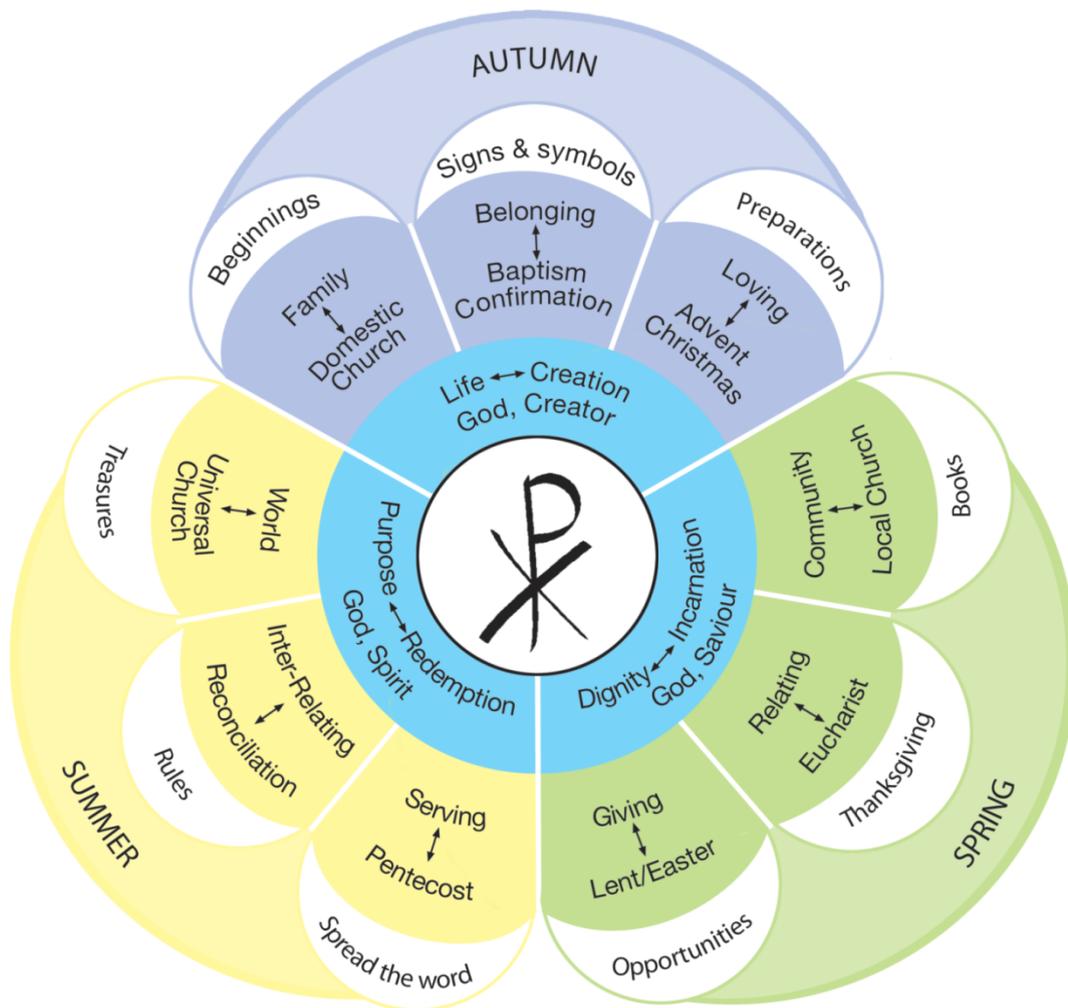
The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

- 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.

# The theology of the year



The icon below, which is an example of Year Two, shows how the programme develops from the central underpinning of the Word of God, Dei Verbum.



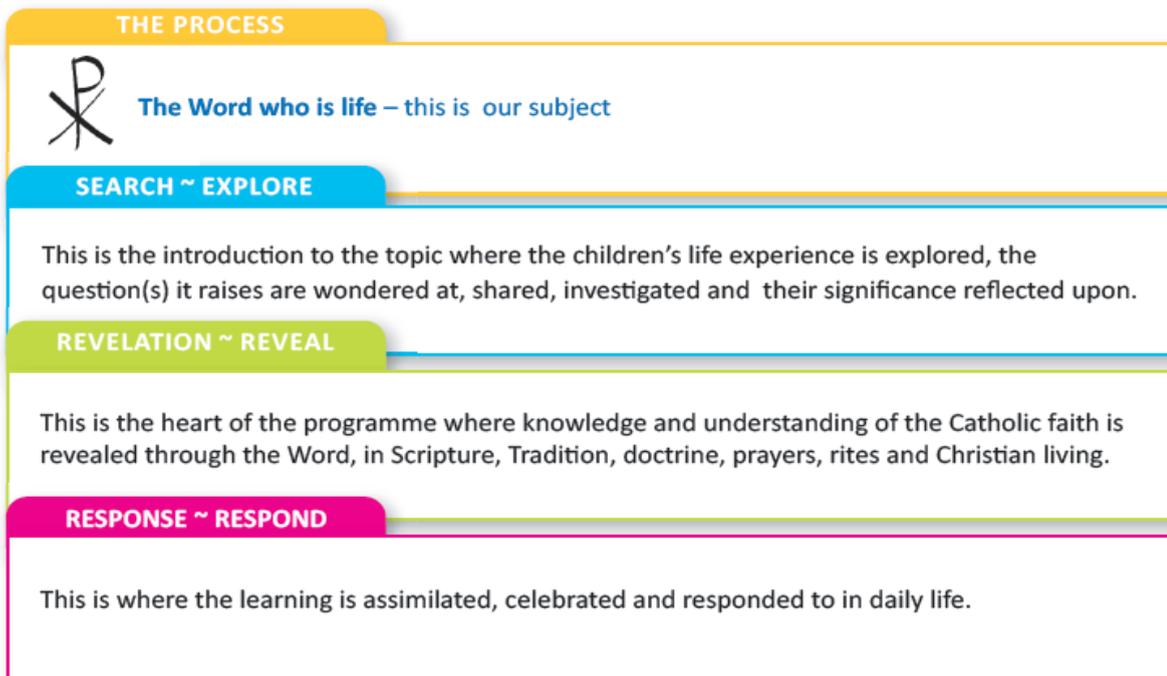
## The Process Knowledge/Understanding/Skills/Attitudes

The process for delivering the topics in **Come and See** has three stages- **Explore, Reveal and Respond**, which enable pupils to develop knowledge, understanding, skills and attitudes.

*It is necessary, therefore, 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 schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.*

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, 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**.



## Explore

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

This will involve:

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

*Religious Education learns from evangelisation 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 2012

**EXPLORE** will take **one week (or ¼ of the time allocated to a topic)** of Religious Education time to complete.

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

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;

- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

**REVEAL** will take **two weeks (or ½ of the time allocated to a topic)** of Religious Education time to complete.

## **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.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

**Rejoice** is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. The grid below, which is in every topic, offers guidance as to content of the celebration.

## **GATHER**

Consider how the children will begin the celebration.

## **WORD – LISTEN**

To some scripture read or enacted

## **RESPONSE**

How will the children respond to all they have heard?

## GOING FORTH

How will the children take away the message?

**Renew** the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

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

**RESPOND** will take **one week (or ¼ of the time allocated to a topic)** of Religious Education time to complete.

The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

### **The approach chosen for Key Stage One.**

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 or age 3 to 7 in Wales. In the foundation phase 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
- Communication and language
- Literacy
- Understanding the world
- Art and design
- Creative development (Wales)

Throughout the programme 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).

**In years 1 and 2 we will use the format as below for years 1 to 6.**

### **In years 1 and 2**

**The structure** within both **Explore** and **Reveal** from years 1 and 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 heard or seen; other questions may also arise.
4. **Some suggested activities**, the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children using symbol supported text.

The **Respond** structure gives the opportunity for children to respond to what they know and understand.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (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. They will plan and deliver a Collective worship.
3. **Renew:** this where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

## PLANNING

### LONG-TERM

The senior management is responsible for:

- Choosing an approach
- Ensuring that 10% of curriculum time is allocated to teaching of Religious Education
- Monitoring of timetables to ensure quality time for Religious Education

The themes and topics framework sets out the programme for the year.

Within all classes, teachers will need to have regard for the Standard Indicators when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics to ensure full coverage and to avoid duplication. The school leadership needs to monitor this to ensure the avoidance of repetition.

**(See R.E Curriculum Overview)**

### MEDIUM-TERM

The Religious Education Co-ordinator is responsible for:

- Allocating the starting date for each Theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another Faith (Judaism) or Religion (Islam); if it is being covered this term
- Highlighting significant feast days, e.g. St. Margaret Mary
- Global dimension, e.g. CAFOD - Family Fast Day; Harvest – Brighten Up, Climate Change and World Gifts.
- Indicating which classes teaching, assessment and books are to be monitored
- Indicating which formally assessed theme will take place each term and then collating the assessment data and transferring it onto 'whole school' tracking.

The overall responsibility for medium term planning lies with the Religious Education subject leader. 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, but if this is not possible they may also be done individually, or in year groups.

The **overview** which is the medium term plan is to be found at the start of each topic. A copy of this is on the ***Come and See website*** so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together. The following template shows the content and purpose of the overview.

### SHORT-TERM

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the Archdiocese. The

material for this planning will be found on the topic pages.

When planning, the 'Driver Words,' from the standard indicators will help structure tasks. Teachers should ask 'What must I do in this topic to enable the pupil to achieve...'

Each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating own teaching
- Highlighting the activities chosen for formal assessment of one topic per term
- Following the school tracking procedures for information gathered during on-going assessment
- Passing on assessment data to the R.E. Co-ordinator.

### **Adaptation of the Curriculum**

As with all other areas of the curriculum the purpose of adaptation in religious education 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;

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media. In each topic there are standard indicators, standard summaries and the church teaching.

### **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 and others will be planned by teachers.

*Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart.*

*The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities. When planning, attention should be given to providing:*

- *a range of motivating and enjoyable experiences to engage all children*
- *scope and provision to enable children to move through and demonstrate success at the*

*different P levels*

- *strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.*

**(See Religious Education Curriculum Directory 2012)**

The 'P' scales of the Attainment Levels may also offer some initial support, but given the possible range of needs, additional specific planning may be required.

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 and to and engage with (a multisensory 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.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.
- 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.

***Come and See*** aims to provide meaningful and appropriate Religious Education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales who may be accessing Religious Education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

A Special Needs folder will be provided on the ***Come and See*** website which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross-referencing into the programme's themes.

## **6. Assessment**

Assessment is focussed by the overall aims and objectives of Religious Education.

*Assessment is an integral aspect of all teaching and learning. (1)*

Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about and learning from (engagement and response) religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and motivation to the learner. It does not assess spirituality or the practice of faith.

At the beginning of *Explore and Reveal* there is an indication of the Areas of Learning and the Standard Indicators which are covered. At the end there is a summary of objectives for that topic. Regular assessment, individual pupil tracking should be carried out according to the direction (below) given by the Archdiocese, in order to ensure pupil progress.

### **ASSESSMENT OF RELIGIOUS EDUCATION (PRIMARY SCHOOLS Y1-Y6)**

***“The main purpose of assessment is to ensure effective learning, to celebrate growth and achievement and enable further progress.” NBRIA***

- Evaluation of informal and formal assessment will inform future planning.
- Teachers should plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. It would be helpful if year groups could work together.
- Tracking sheets should be kept to track the progress and achievement of each cohort.

In St. Margaret Mary’s Catholic Junior School it involves:

#### **Informal Assessment**

- ❖ General Observation of children engaged in classroom tasks and activities.
- ❖ Discussion with children
- ❖ Photographs
- ❖ Marking of all work should be positive, encouraging and developmental with comments made on progress and the next steps to take towards the learning outcome.
- ❖ Observation of contributions made to classroom displays.
- ❖ ‘Renew’- applying children’s learning
- ❖ Review: end of task, activity, lesson, topic.

A note is kept on the short term planning sheet of those children who are achieving working towards, working at or above expectation. We informally assess on a day-to-day basis as we watch the children develop as individuals and in their attitudes to others.

A key area for assessing is how the children actually respond to the special time, which is ‘Come and See’ time.

#### **Formal Assessment**

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

- Each child should be formally assessed at the end of a topic once each term. This topic is decided by the Archdiocese
- Themes to be assessed can be found in the three year planner
- Assessment tasks will be identified by the Archdiocese for each of these themes Learning about Religion.
- Itrack is updated at the end of each topic.
- Moderation meetings should be held after each assessed theme to agree levels and ensure they are consistent across the school. (Context sheets can be found in the R.E assessment file)

- After Moderation Meetings, two examples of HA/LA/AA levelled work should be given to the Co-ordinator to put into the school portfolio to build up a range of exemplars. These should be brought to Archdiocesan Moderation Meetings.
- Monitoring by RE Co-ordinator, Headteacher and Governors.

### **Recording for KS2**

- Tracking sheets should be kept to track the progress and achievement of each cohort.
- The Record of Attainment should be updated after each formal assessment.  
Information gained from discussions, observations, class work and assessments etc. should be used to find a 'best fit' level for the child. Careful consideration must be given to each statement in the working towards, working at and working above age related expectation.
- Assessment records from the infant's school are shared with the Junior school as an appropriate starting point.
- At the end of each topic children who exceed the expected standard, or children who do not achieve the expected standard should be noted on class planning sheets and updated on itrack.
  - Visual evidence e.g.~ displays
  - School Portfolio
  - Curriculum Planning; including notes from observations and annotations.

## Reporting

Reporting in Religious Education has four purposes:

- To provide feedback to pupils on their achievements and progress.
- To inform teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group.
- To inform parents of the progress and achievements of their children.
- To inform parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Archdiocesan guidelines state:

Reports sent to parents should indicate progress and achievement against each theme. The language of the level descriptors from the Levels of Attainment should be used.

In Saint Margaret Mary's reporting in R.E. is done on various levels:

- We report to year group colleagues in the form of evaluating topics as they progress and sharing achievements/concerns with each other.
- Reporting to parents and governors takes place in the form of an RE newsletter, displaying planning in school. Curriculum Committee, parent forum and the Head's report to governors.
- Parents are informed termly of their child's progress via assertive mentoring reports and parent meetings.

## Reflection and Contemplation

Strands	Journey into reflection and contemplation		
	Pupils		Pupils
1.	Reflect Quietly	4.	Demonstrate an appreciation of the elements needed for reflection and contemplation or prayer (times places foci stimuli)
2.	Participate in periods of reflection in response to given stimulus	5.	Explain how different situations are conducive to reflection and contemplation of prayer
3	Show an understanding of the important of stillness and quietness during times of reflection and prayer	6	Discern how different forms of reflection and contemplation or prayer can be important in people's lives

## Evaluation of Teaching

The criteria and procedures for reviewing and evaluating the teaching of *Come and See* and the monitoring of teaching, e.g. observation of class teaching, planning, children's work, displays and resources are according to Archdiocesan guidelines:

*Judgements must be based on the extent to which teachers:*

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use (*Come and See*);
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and are differentiated to challenge and support pupils as appropriate and meet their needs;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, efficiently and effectively;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work using Assessment for Learning strategies as appropriate;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve;
- Make effective use of teaching assistants and other support;
- Undertake appropriate in-service training and use the experience effectively;
- Inspire pupils by bringing the subject alive;
- Promote equality of opportunity.

*And the extent to which pupils and students:*

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive, fully engaged and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they have done and how they can improve.
- Develop the skills and capacity to work independently and collaboratively to be active partners in their learning.

## Evaluation of Learning

Learning is constantly being evaluated by the children and by the teacher, when it is appropriate.

This evaluating process in St Margaret Mary's is continuous. The methods used in this process are:

**Careful listening:** during this method there has to be opportunity for

- Teachers to listen to individual children speaking in a one-to-one situation
- Teachers to listen to whole class discussion

**Effective questioning:** appropriate questioning by the teacher will lead to children raising and answering their own R.E. questions ~ thus becoming effective questioners.

**Recording:** children's written work provides teachers with an opportunity to evaluate what pupils have learnt.

Specifically at the **Respond** stage of the topic (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.

### Archdiocesan guidelines state that when looking at pupil's learning:

*Judgements must be based on the extent to which pupils:*

- Apply themselves productively and with interest to what they are doing;
- Show engagement in and enjoyment of RE;
- Sustain their concentration and respond to challenge;
- Form positive relationships which help their work;
- Show pride in finished work;
- Work collaboratively and independently;
- Respect others' views;
- Ask and answer questions;
- Show initiatives and take responsibility;
- Show through their actions that they know what constitutes appropriate behaviour and understand what is expected of them both by the school and by the gospel values, which they are taught;
- Have confidence and self-esteem.

## **Attainment and Progress**

- Pupils know and understand the teachings, beliefs, values and way of life of Catholic Christianity and, where appropriate, of other faith or religious traditions;
- Pupils show understanding of religious concepts and ability to communicate their knowledge and understanding in appropriate forms including different forms of extended writing;
- Pupils understand the human search for meaning and purpose and are able to identify some of the questions it raises and of the answers which the church has given to those questions;
- Pupils with additional educational needs make good progress in RE;
- Pupils are developing learning skills and personal qualities e.g. the ability to think systematically, manage information, learn from and help others learn.
- The needs of pupils with special educational requirements are fully met

## **Staff Development**

All newly qualified staff attend the termly days provided by the Christian Education Department.

The R.E. coordinator attends all termly meetings and in addition any in-service offered by the CED.

All staff on a rolling programme attend the Topic/ Other Faith/ Religion Days and cascade information back to all other staff.

Each academic year a full INSET day for all staff and sometimes Governors and other members of the school community is given over to Religious Education or an aspect of the Catholic Nature of the school (*this was unable to happen during COVID*). In addition staff meeting time and year group meeting time is also given to support staff development in these areas. Through performance management meetings and coordinators /year group monitoring, areas for staff development are identified.

The R.E. coordinator is responsible for supporting staff in their understanding of, and becoming familiar with, the introductory pages of the Come and See programme and 'Come and See for yourself' sessions. This may be done at whole staff or Year Group level.

All members of the school community, staff and pupils, are given opportunities for developing knowledge and understanding with the full support of the R.E. coordinator and Headteacher. Any specific staff needs or interests as identified will be met by appropriate training, if available, and support through the management structure.

All permanent Staff are expected to have completed or to enrol on the CCRS course, school will fund this.

## **Staff Induction**

The R.E. coordinator is responsible for explaining the programme and delivery of the R.E. curriculum, underlying principles and the necessary time allocation. She is responsible for giving guidance and support to all newly appointed staff, in the teaching of 'Come and See.' The RE co-ordinator will give the initial overview of the scheme but support will then be given in individual year groups by year group leaders and fellow team members.

All staff, following our own INSET day, have been given a copy of the Archdiocesan In-service power point presentation, for the introduction of Come and See, for reference.

The RE co-ordinator will always be available for further advice and support if necessary.

## **Staff Communication**

At the start of each academic year all staff are given a copy of the topics for the year and dates for topics to begin and end.

Each term a medium term plan, together with breakdown of dates for allocations of time, and highlighting significant feast days, relevant celebrations and global dimension e.g. Cafod family fast day, is given to all staff.

Time is always available at briefings and staff meetings for information throughout the year and more specific staff meeting time is allocated to R.E. on a termly basis. Staff are able to speak to the R.E. coordinator or team leaders whenever necessary. It is the school policy that all staff make themselves available as coordinators to support colleagues and this is often done either on a one to one basis or during year group or staff meetings.

The Headteacher passes on any information from the Christian Education Department (or other relevant information) to the R.E. coordinator, or to the whole staff, as appropriate.

For each topic an opportunity to share 'Come and see for yourself' is offered either as a staff, in year groups or sometimes to work through on an individual basis.

Each term the staff of St Margaret Mary's Junior and Junior Schools meet, together with Fr Roy and members of the Parish Team for an 'Ethos Meeting.' This is a crucial part of us working together, with common aims and goals for the good of all the children in our Parish Family.

Year group leaders have the responsibility of making available to any supply teacher or student teacher in their year group the relevant information and support for the curriculum Religious Education, which is to take place in the absence of a class teacher.

The R.E. coordinator, and ultimately the Headteacher, is responsible for the overseeing of these procedures.

## Resources Teaching

Various resources are held in the library These are readily available to all staff who, on an 'honesty basis,' take and return them.

Music resources are held in the music by Mrs Heynemend  
We have purchased the complete set of John Burland music.

Each class has a copy of: -

- The relevant 'Come and See' handbook for that age group
- God's Story at the appropriate level
- The Church's Story at the appropriate level
- Good News Bible
- Various Stories linked to each topic
- The Our Father, Hail Mary, Glory Be for children
- A Music Pack (John Burland) for the year's themes and topics
- No Outsiders Books to support the teaching of RSE

The R.E. coordinator undertakes an end of year check on resources to ensure that none have gone astray or need replacing.

## **Relationship of R.E. to the whole curriculum**

### **Collective Worship and Assemblies**

#### **Rationale:**

In St Margaret Mary's Catholic Junior School educating young children and giving experience of worship and liturgy must be seen as a gradual process which seeks to involve them actively in ways suited to their age and stage of personal, social and religious development.

#### **AIMS**

- To introduce the children to various kinds of celebrations which help them to understand some of the elements of liturgy, such as greeting, silence and community praise, especially song.
- To help children understand and take part in the adult worship of the Parish and thereby preparing them for the liturgical life of the Church.
- To recognise the central place of liturgy and worship in our Catholic tradition, which respects the needs and experience of those who take part.

#### **OBJECTIVES**

- Throughout the year the pupils will experience celebrations in Church, class, hall, outside, which explore our use of language, music, drama and art.
- Celebrations will be open to families, parishioners, local community and as many children as possible will have a special part to play in this worship.
- Celebrations will reflect thanksgiving, special days, feast days and will address emotions and feelings of young children such as joy, happiness, friendship, sadness, loneliness.

In all our work we are conscious of the varying 'starting points' of each individual and this is especially so in worship. Our acts of worship will be festive, fraternal and prayerful and hopefully every participant will gain some positive feelings.

#### **Prayer**

In inviting pupils to take part in prayer, staff may focus on some or all of these aims:

- To explore the reasons why people pray, the contexts in which they pray, and the different ways in which they express their ideas to God.
- To help pupils to realise that there are formal prayers which have been said by God's family for generations, and that these prayers in some way are links back to the early Church. Formal prayers are explored and taught to the children in accordance with Come and See recommendations.
- To allow pupils the opportunity to realise that they can express their own thoughts in prayer, using ideas which are important to God, and which should be expressed in a sincere and respectful manner. Pupils will be given the opportunity to express these prayers in Assemblies, Collective Worship, and other celebrations during the year.

### **Daily Act of Worship in class**

The Class teacher will lead short acts of worship in class at different times during the day. These are usually morning, evening, before and after meals. Any one of these may be a **slightly extended development of a relevant theme**.

All classes have weekly worship themes and a focus for worship should be provided to enhance the experience (candles may be lit and music played). Liturgical colours should be evident, particularly during the seasons of Advent and Lent. The Gather, Listen, Respond, Go forth format is followed.

### **See Collective Worship Policy**

### **Spiritual Development**

Our faith helps us to understand that each person is a *unique* creation and each is called by God in a unique personal vocation. God has work for each one of us to do; it is special to each one. Spiritual development is about responding to God's call and what that means for us in our lives. We also encourage our pupils to think about themselves and examine how God is at work in our lives by bringing them peace and happiness, joy and hope.

**See Spiritual Development policy.**

### **Moral Development**

St Margaret Mary's Catholic Junior School attempts to help children make moral decisions, to form a moral conscience and to act accordingly. Moral development hinges around the child willingly seeing his or her own good in relation to that of others and a loving God who calls us to the true fullness of life.

In this school we believe in individual dignity, equality, freedom and responsibility as this is expressed in the life and teaching of Jesus as developed through the teaching mission of the Church. **(See Moral Development Policy)**

### **Opportunities for Away Days and Retreats**

The children have the opportunity to take part in a Residential Educational visit. As part of this visit, time is given to develop and promote spiritual, moral and social aspects of learning with the children. Each day, time is also given for a 'quality' act of collective worship.

The Head teacher and Deputy will have the opportunity to take part in the annual spirituality conferences led by the CED.

All staff are on a termly basis, invited to take part in a service or mass with a topical theme, usually lead by Fr. Roy. All classes (at some point in the year) are given opportunity to attend weekly mass with Fr Roy.

### **Links with Parents, Parish and the Local Community**

All staff are committed to fostering the partnership between home, school, and parish community.

The aims of our Mission Statement and their objectives reflect this commitment.

The link between home and school is now planned for within the R.E. curriculum. We encourage parents to become involved in the Religious Education of their children through homework, we invite them to Collective Worship and Services when possible, we inform them of work being covered in school by displaying planning and sending home an R.E. newsletter Come and See at Home.

The school welcomes the opportunity to forge links with Parents and Parish through its Religious Education Programme, and by the involvement in the life of St. Margaret Mary's Parish.

In particular the school encourages:

- Attendance of parents at special celebrations on **Holydays, at Easter, Advent, Christmas and St Margaret Mary's Feast Day.**

### **Ethos Meetings**

At the start of each term the School Leadership team meets with members of the Parish Team and representatives from the Junior School to discuss aspects of the religious life of the school and to set dates for INSET, Services, working together, etc.

### **Sacramental Preparation**

The sacramental programme is delivered by the Deputy Headteacher and RE co-ordinator using the resources produced by the Archdiocese. The programme is also supported by the Come and See programme.

### **Relationships and Citizenship (RSHE)**

We are committed to a policy of dialogue with, and support for, the parents of our pupils in helping them in their primary responsibility as educators of their children.

We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one of us as created and loved by God, and the importance of relationships. RSE encompasses all these aspects of development.

We aim to provide an environment where pupils are informed about relationships **in the context of the Catholic faith.**

### **The aims of RSE**

- To encourage pupils' growth in self-respect, acknowledging we are all created in the likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings, emotions and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.

- To ensure that pupils protect themselves and know how to ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils develop healthy and safe lifestyles.
- To prepare pupils to play an active role as citizens and to understand the Catholic vision of what it means to be citizens of the Kingdom of God.

All staff recognise that they have an obligation in their various roles to contribute to RSE. RSE requires sensitive teaching with pupil activities, discussions and support materials being well **matched** to the **age** and **level of understanding, needs** and **concerns of the pupils**.

### **The Delivery of RSE**

Following advice from the Archdiocese our chosen programme for the delivery for RSE is, 'A Journey in Love,' from Nursery to Year 6.

#### **A Journey in Love**

'Love starts to enter our life the moment of birth when we are held tenderly in the arms of our mother and developed through the first intimate relationship of childhood with our parents, family members, friends and teachers. At puberty, the secondary sexual characteristics arise. Now we begin to seek someone from outside our family and, armed with our first relationship, we explore our second intimate relationship of love, usually ending in marriage.

'Parents and teachers are privileged to assist children every moment of their lives to further this link of love with their humanity and thus with God. The programme outlined in a 'Journey in Love,' is a brilliant reconciliation between the human and divine aspects of love and is truly fully Christian in its vision.' (p.4, **A Journey in Love.**)

### **Content**

#### **Nursery - Wonder at God's Love.**

Children begin to know and understand that they are part of the wonder of God's love and creation.

#### **Reception - God loves each of us in our uniqueness.**

Children know and understand that God has made them unique and that although we are all different we are special to him.

#### **Year 1 - We meet God's love in our family.**

Children know and understand that they are growing and developing members of their own family and God's family.

#### **Year 2 - We meet God's love in the community.**

Children know and understand that they are growing and developing in a God-given community.

### **Year 3 – How we live in love.**

Children know and understand the virtues essential to friendship e.g. loyalty, responsibility and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.

### **Year 4 – God loves us in our differences.**

Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.

### **Year 5 – God loves me in my changing and development.**

Children know and become aware of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God's presence in their daily lives.

### **Year 6 – The wonder of God's love in creating new life.**

Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

## **Equal Opportunities**

At St Margaret Mary's Junior School we are committed to providing equal opportunities for all our children and to prepare them for life in a multi-cultural society.

Based on our Catholic beliefs we aim to develop each and every child to their full potential. The Mission Statement flows through all areas of our curriculum work. We value all children as unique and seek to foster in them attitudes of tolerance, fairness and respect for others.

We are committed to creating a caring atmosphere where each individual child can develop their own sense of worth.

## **Special Educational Needs**

Our philosophy at St Margaret Mary's Catholic Junior School is that all our children are special, and we acknowledge that all of them, at any time in their school life, may have special educational needs.

We believe that:

- All children are entitled to a broad, balanced and relevant curriculum
- Every child has needs and abilities which are valued
- All children with special educational needs have a right to the special education and care required to meet their particular needs
- Our curriculum should be accessible, inclusive and differentiated, offering all children the opportunity to develop their potential to the full, including those areas where they have difficulty.

We treat every individual child with dignity and respect. We allow for the children being at very different levels and encourage them to grow as individuals, at their own rate and relative to their own level of ability.

Work is carefully differentiated so that all children are suitably catered for and challenged.

## **ICT**

The children will use ICT (chrome books) skills where appropriate, e.g. making prayer cards, writing for 'Come and See' displays, making photo stories, using CDs for reflection, etc.

SMART boards are used, when appropriate, to support and enhance learning, to create atmosphere and provide a focus for reflection and to make learning more visual and interactive. The Come and See web-based resources and Cafod interactive and teaching resources, are planned for and used to support teaching and learning.

## **Display**

We use RE topics or celebrations for display around school, e.g. in our hall, corridors and classrooms. Every classroom has a 'Come and See' display for each topic.

Each class has an area of the room as a focus for prayer, where children can pray together or quietly on their own.

These are monitored by R.E Co-ordinator and R.E Team.

## **Cross Phase Links**

Cross Phase Links the Junior School has strong links with the Infant School. We have some joint in-service, coordinators meetings, Christmas and Easter services and assemblies for the children making the transition from Infants to Juniors.

The Infant and Junior School RE Coordinators work well together on all school documentation regarding curriculum RE and the Catholic life of the school. They host cluster meetings together and pass information between the two schools. Year Two children attend Holy Day masses with the Junior School children.

## **Evaluation of R.E. Handbook**

The R.E. Handbook will be reviewed at regular intervals by staff and Governors. The curriculum as a whole is audited on a yearly basis in terms of effectiveness, time allocation and needs of staff and R.E. is an integral part of this audit.

The Head teacher and R.E. coordinator will follow the advice of the Archdiocesan team and any relevant documentation when reviewing and updating the handbook.

The R.E. coordinator will update the handbook as required. This handbook is a complete update of all previous documentation and was prepared in the Autumn term by Mrs Dwerryhouse.

# APPENDICES

1. Overview of Topics.
2. Three year formal assessment planner.

## Appendix 1

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Domestic church family</b>	<b>Myself</b> God knows and loves each one	<b>Families</b> God's love and care for every family	<b>Beginnings</b> God at every beginning	<b>Homes</b> God's dream for every family	<b>People</b> The family of God in Scripture	<b>Ourselves</b> Created in the image & likeness of God	<b>Loving God</b> God who never stops loving
<b>Baptism/confirmation belonging</b>	<b>Welcome</b> Baptism; a welcome to God's family	<b>Belonging</b> Baptism an invitation to belong to God's family	<b>Signs &amp; symbols</b> Signs & symbols in Baptism	<b>Promises</b> Promises made at Baptism	<b>Called</b> Confirmation: a call to witness	<b>Life choices</b> Marriage commitment and service	<b>Vocation &amp; commitment</b> The vocation of priesthood and religious life
<b>Advent/Christmas loving</b>	<b>Birthday</b> Looking forward to Jesus' birthday	<b>Waiting</b> Advent a time to look forward to Christmas	<b>Preparations</b> Advent; preparing to celebrate Christmas	<b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Gift</b> God's gift of love & friendship in Jesus	<b>Hope</b> Advent; waiting in joyful hope for Jesus; the promised one	<b>Expectations</b> Jesus born to show God to the world
<b>Local church community</b>	<b>Celebrating</b> People celebrate in Church	<b>Special people</b> People in the parish family	<b>Books</b> The books used in Church	<b>Journeys</b> Christian family's journey with Jesus	<b>Community</b> Life in the local Christian community: ministries in the parish	<b>Mission</b> Continuing Jesus' mission in diocese [ecumenism]	<b>Sources</b> The Bible, the special book for the Church
<b>Eucharist relating</b>	<b>Gathering</b> The parish family gathers to celebrate Eucharist	<b>Meals</b> Mass; Jesus' special meal	<b>Thanksgiving</b> Mass a special time for saying thank you to God for everything, especially Jesus	<b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Giving &amp; receiving</b> Living in communion	<b>Memorial sacrifice</b> The Eucharist the living memorial of Jesus' sacrifice	<b>Unity</b> Eucharist enables people to live in communion.
<b>Lent/Easter giving</b>	<b>Growing</b> Looking forward to Easter	<b>Change</b> Lent a time for change	<b>Opportunities</b> Lent; an opportunity to start anew in order to celebrate Jesus' new life	<b>Giving all</b> Lent a time to remember Jesus' total giving	<b>Self discipline</b> Celebrating growth to new life	<b>Sacrifice</b> Lent a time of aligning with the sacrifice already made by Jesus	<b>Death &amp; new life</b> Celebrating Jesus' death & resurrection
<b>Pentecost serving</b>	<b>Good News</b> Passing on the Good news of Jesus	<b>Holidays &amp; holydays</b> Pentecost: feast of the Holy Spirit	<b>Spread the word</b> Pentecost a time to spread the Good News	<b>Energy</b> Gifts of the Holy Spirit	<b>New life</b> To hear & live the Easter message	<b>Transformation</b> Celebration of the Spirit's transforming power	<b>Witnesses</b> The Holy Spirit enables people to become witnesses
<b>Reconciliation Inter-relating</b>	<b>Friends</b> Friends of Jesus	<b>Being sorry</b> God helps us to choose well Sacrament of Reconciliation	<b>Rules</b> Reasons for rules in the Christian family Sacrament of Reconciliation	<b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Building bridges</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	<b>Freedom &amp; responsibility</b> Commandments enable Christians to be free & responsible	<b>Healing</b> Sacrament of the Sick
<b>Universal Church world</b>	<b>Our world</b> God's wonderful world	<b>Neighbours</b> Neighbours share God's world	<b>Treasures</b> God's treasure; the world	<b>Special places</b> Holy places for Jesus & the Christian	<b>God's people</b> Different saints show people what God is like	<b>Stewardship</b> The Church is called to the stewardship of Creation	<b>Common good</b> Work of the worldwide Christian family

## Appendix 2

### ***Come and See Formal Assessment - Underlying Principles***

**Nursery/Reception** - portfolio of annotated work from each topic including for example, photographic evidence.

These may be linked with Early Learning Goals. There is an assessment booklet on the CED website that will help.

**Years 1-6** - Formal Assessment is on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (N.B. Other strands may also be covered in these topics)

Year	2021/22	2022/23	2023/24
Autumn	<p><i>Christian Living Theme</i></p> <p>Advent/Christmas ~Loving</p>	<p><i>Church Theme</i></p> <p>Domestic Church ~Family</p>	<p><i>Sacramental Theme</i></p> <p>Baptism/Confirmation ~Belonging</p>
Spring	<p><i>Church Theme</i></p> <p>Local Church ~Community</p>	<p><i>Sacramental Theme</i></p> <p>Eucharist ~Relating</p>	<p><i>Christian Living Theme</i></p> <p>Lent/Easter ~Giving</p>
Summer	<p><i>Sacramental Theme</i></p> <p>Inter-relating ~Reconciliation</p>	<p><i>Christian Living Theme</i></p> <p>Pentecost ~Serving</p>	<p><i>Church Theme</i></p> <p>Universal Church ~World</p>