

Our Lady's Catholic Primary School

Religious Education Staff Handbook



Loving, learning and Reaching out to All

RELIGIOUS EDUCATION HANDBOOK

Following in the Footsteps of Jesus

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OUR LADY'S CATHOLIC PRIMARY SCHOOL MISSION STATEMENT:

Loving, Learning and Reaching out to All

Mission Statement

We focus on providing the highest standards of education in a welcoming and positive learning environment, fostering the growth and development of each person.

We respect and appreciate the gifts of each individual within our school community and aim to provide each one with the skills, attitudes and values necessary to live out the Gospel values through their faith in today's world

Aims

- The general aims of Religious Education at Our Lady's are to bring pupils into an understanding of the religious and moral dimension of life, to study Christianity, to develop some understanding of the religious beliefs and practices that affect the attitudes and actions of people throughout the world, and to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition.
- Links are made with the children's own experiences and with universal experience, allowing the children to explore the beliefs, values and way of life of the Catholic tradition and where appropriate of other faith traditions. As a result, the pupil is enabled to grow in awareness of him/herself and develop a confident attitude to life, to develop an interest in and ability to reflect on the world around, to become aware of religion as a factor in human experience and to become aware that people commit themselves to beliefs and causes.
- At Our Lady's Religious Education promotes an understanding that we share the same beliefs although our experiences will vary according to our family background and the emphasis there in placed on religious practices and customs. As such, the religious dimension underpins every aspect of school life touching on personal relationships and beliefs, and enabling an appreciation that religion comes from within as well as from the sacred writings.
- We aim to promote this understanding in an atmosphere of tolerance where children at all academic levels and of both genders are catered for as far as possible.
- It is a school policy to ensure that all children, regardless of gender, social or cultural background, intellectual or emotional standing, are offered equal opportunities of access to the curriculum.

Objectives

Our Religious Education programme at Our Lady's will:-

1. Allow opportunities for celebration, prayer and reflection in implicit ways.
2. Provide children with the language of religious experience - 'literacy' in religious activities, places, stories, symbols, rituals, people and objects.
3. Present a systematic presentation of Christian event, message and way of life in ways appropriate to the age and stage of development of the child.
4. Continue to include support for the parish in the preparation for the Sacraments of First Holy Communion and Reconciliation.
5. Respect the different pastoral needs and practices in the Parish.
6. Include appropriate materials about other faiths.
7. Provide INSET support for the RE Leader and all members of staff through the Archdiocesan Catholic Education Department to ensure understanding of the underlying theological and educational principles.

THE AIMS OF RELIGIOUS EDUCATION

The aim of Religious Education at Our Lady's Catholic Primary School is to promote the Catholic vision of 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. Within this vision, religious education is a journey of formation involving every member of the school community, together with a pupil's family and parish community. Religious Education is the foundation of the entire educational process.

For all children Religious Education is a proper subject in the school's curriculum. It is a rigorous, academic discipline, taught, developed and resourced with the same commitment as any other subject.

The Religious Education curriculum at Our Lady's Catholic Primary School aims to promote:

- Knowledge and understanding of the 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 an examination of and reflection upon religious belief and practice.

OBJECTIVES

The objectives of curriculum Religious Education at Our Lady's Catholic Primary school 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 an awareness and appreciation of Catholic belief, an understanding of its impact on personal and social behaviour, and of the vital relationship between faith and life.
- To provide opportunities for celebration, prayer and reflection in implicit and explicit ways. Children will be helped to find meaning and importance, both in their own life experiences and those of others, and to value them.
- To encourage study, investigation and reflection by the pupils;
- To develop appropriate skills: for example, the 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 multicultural, 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.

THE RELIGIOUS EDUCATION PROGRAMME

To fulfill our Aims and Objectives we use the 'Come and See' programme of Religious Education recommended by 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 the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

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

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.

CONTENT

Each term a question is explored about a mystery of life and the Christian belief, which answers it.

Autumn Term	Where did I come from?	Life - Creation
Spring Term	Who am I?	Dignity - Incarnation
Summer Term	Why am I here?	Purpose - Redemption

The question is explored through three areas. A different dimension explored each term.

AREA:- Faith community - The Church

Autumn Term	Family - Domestic Church
Spring Term	Community - Local Church
Summer Term	World - Universal Church

AREA:- The Celebration in ritual - The Sacraments

Autumn Term	Belonging - Baptism, Confirmation
Spring Term	Relating - Eucharist
Summer Term	Inter-relating - Reconciliation

AREA:- Way of Life - Christian living

Autumn Term	Loving - Advent, Christmas
Spring Term	Giving - Lent, Easter
Summer Term	Serving - Pentecost

RELATING THE TOPICS TO THE THEMES

Community of Faith - Church Themes
Celebration of Ritual - Sacramental Themes
Way of Living - Christian Living Themes

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The outcome of excellent religious education is religiously literate and engaged young people.

Religious Education Curriculum Directory 2012

This is delivered through a process recognised in the Catechism of the Catholic Church:

- by exploring their life experience to discover value and significance: **EXPLORE**
- by hearing, understanding and reflecting on the Christian message: **REVEAL**
- by bringing it to mind, by celebrating and by applying it: **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 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. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

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

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

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

RESPOND

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.

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

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

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

Search

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.

Revelation

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.

Response

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

THE APPROACH USED

At Our Lady's we have implemented 'Come and See' using a whole school approach. This means that the whole school will explore each theme through different topics.

Refer to Appendix 1 for list of topics in each year group and scripture grid which identifies scripture to be studied within each year group.

Community Cohesion

"Catholic schools... will develop a range of attitudes and activities that promote and support the dignity and worth of everyone." (Bishops' Conference 2007).

At Our Lady's we take every opportunity to develop our children's life experiences through the richness and diversity of our school, parish, local and wider communities. We promote interfaith and universal dialogue by:

- Welcoming visitors from different walks of life such as charity organizations, sport, the arts, science and the environment;
- Working with people from other faith backgrounds;
- Supporting different charities such as CAFOD, The Good Shepherd, The Royal British Legion, The local food bank and Nugent Care etc;
- Singing in the local home for the elderly;
- Participating in sporting, musical and cultural events;
- Community events and celebrations with pupils from other schools;

PLANNING

TIME ALLOCATION

Senior Management responsibilities:

- To allocate 10% of curriculum time.
- To monitor timetables to ensure quality time for Religious Education.

LONG TERM PLANNING

The RE Co-ordinator will provide teachers with a plan for each half term, with topic titles, starting dates and relevant information. Teachers can add class information as appropriate.

MEDIUM TERM PLANNING

The Overview is the medium term plan and is found in the teacher's book at the start of each topic. The co-ordinator will ensure that all teachers have the opportunity (collectively, in groups or individually) to reflect on the theme pages, "Come and See for Yourself", at the start of each topic.

It is recommended that

- a quarter of the time is devoted to Explore;
- half the time to Reveal; and
- a quarter to Respond.

Come and See for Yourself

This resource enables staff to reflect on each topic, at their own level, before beginning work with the children. Ideally the whole staff will use the material together. It offers an opportunity for reflection, sharing and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, teachers will read and reflect on the readings and questions posed in their own time.

Other Faiths and Religions

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them.

In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. In the autumn term and either the spring or summer term, whichever is the longer, one week will be given to the exploration of another faith. We follow the recommended approach and teaching material for other faiths provided in 'Come and See', using other resources to supplement this.

Judaism will be taught for one week in the Autumn term. This faith will be included each year "since Christians and Jews have such a common spiritual heritage." Another religion; either Hinduism, Islam or Sikhism, will be taught during Summer term.

SHORT - TERM

The class teachers will use the planning model agreed by the school in conjunction with the diocese. The class teacher's responsibilities are:

- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.
- To choose appropriate activities to explore this content.
- To state the days on which these activities are to take place and date the planning sheet.
- To indicate, at the Explore and Reveal stages of the process how the differing needs and abilities of the children are to be met.
- To indicate the children to be assessed i.e. the whole class, groups or individuals and the activities chosen for this exercise.
- To evaluate teaching.

The material will be found on the topic pages in the teacher's book.

Differentiation (Teacher's Book Page 26)

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 celebrate these.

In *Come and See*, differentiation is provided through a variety of activities in Explore and Reveal which meet the differing needs and abilities of children. It is essential to refer to child friendly IEPs of children on the Special Education Needs register.

SPECIAL NEEDS AND DISABILITIES (Teacher's Book page 26)

Teachers' planning will take account of the different learning needs within individual classes.



The symbol  indicates the widget symbol supported text website which offers a range of resources referred to in the programme. Multi-sensory and symbolic approaches and resources can enhance RE teaching and learning for children with Special needs and/or disabilities

ALLOCATION OF COME AND SEE PROGRAMME

Each class teacher has the appropriate planning guide for their year group.

ASSESSMENT (Teacher's Book page 27)

"Assessment is an integral aspect of all teaching and learning"

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

In *Come and See*, it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess spirituality or the practice of faith. Assessment in *Come and See*, emphasises a wide range of achievement. Refer to the publication: "Levels of Attainment in Religious Education in Catholic Schools and Colleges".

In our school it involves:

Informal/Ongoing Assessment

Key Stage 1 and Key Stage 2

Class teachers will assess pupils' responses to questions, participation in a variety of activities including role play, contributions to discussions. Progress will be noted on class teachers planning. This could include general observation of children engaged in classroom activities and observations of contributions made to classroom displays.

Early Years

Teachers will assess children's understanding of the topic using the learning outcomes in a setting appropriate for the age and development of the child.

Formal Assessment

One topic each term will be assessed formally and work produced will be placed into each child's celebration book, which travels with them from Y1 to Y6. This work will then be leveled against the relevant Attainment Targets. Staff will moderate judgements and attainment will be tracked on whole school tracker.

Attainment Targets and Levels of Attainment

In summer 2000, the National Board of Religious Inspectors and Advisers published *Levels of Attainment in RE for Catholic Schools*. The document identifies two attainment targets:

AT1 - Knowledge and Understanding of Religion (*Learning about Religion* - content)

AT2 - Reflection on Meaning (*Learning from Religion* - skills)

As in other subjects, progression in religious education is not always predictable and pupils of the same age will be at different levels of attainment.

Levels of Attainment are moderated termly.

RECORDING

Recording in Religious Education recognises the distinct nature of the subject;
Assessments made and the consequent records kept will;

- Recognise a wide range of achievement
- Be selective because not all evidence is suitable for recording or is able to be recorded.
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour and attitudes).
- Be open and based on collaboration between the teacher and pupil wherever possible.

REPORTING

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

There are four dimensions to reporting in Religious Education:

- 1 It provides feedback to pupils on their achievements and progress through:
 - Informal discussion with pupils;
 - Regular and constructive marking of pupil's work;
 - Compilation of pupil records.
- 2 It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
 - Summative records;
 - Pupil profiles
- 3 It informs parents of the progress and achievement of their children through:
 - Pupils, parent and teacher discussion;
 - Termly letter to parents/carers outlining topics to be covered
 - Written reports;
 - Religious Education celebrations;
 - Displays of work;
 - Photographic records of dance, drama and musical presentations.
- 4 It informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
 - Curriculum documents;
 - Termly letters to parents/carers outlining topics to be covered
 - Headteacher's report to governors;
 - Sacramental meetings for parents;
 - Religious Education celebrations;
 - Photographic records of dance, drama and musical presentations;
 - Displays of work.

The process of reporting the overall achievement of pupils to parents is a means of communication which contributes to the partnership between teacher and parents in the developing role of Religious Education. It offers opportunities for discussion and collaboration with an understanding of the part played by both in the life of the school. The celebration of this achievement is seen as an integral part of the whole teaching and learning process.

MONITORING

At Our Lady's, we follow the guidelines set out in the Religious Education monitoring pack.

Aspects of RE which are monitored include:

- Timetables (annually)
- Planning
- Children's work
- Teaching and learning (lesson observations)
- Assessment (formal assessments each term, individual records of attainment annually)
- Displays
- Collective Worship

Each class is responsible for one class celebration throughout the year, to which the whole school, parents and Governors are invited to attend. These celebrations will be based on the current class 'Come and See' topic studied or a seasonal topic such as Lent, Easter or Advent.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school. The RE Co-ordinator is responsible for displays in the main entrance and foyer and staffroom.

RE teaching, along with other curriculum subjects will be observed by the co-ordinator and the Headteacher on a rolling programme, according to the School Development Plan and RE Development Plan. With regard to monitoring teaching, the school follows the diocesan 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;
- 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 the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- 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.

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 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 are doing, how well they have done and how they can improve.

EVALUATION OF LEARNING

The children evaluate their own learning at the end of each topic. Children are also encouraged to reflect on their experience and learning through rejoice celebrations.

STAFF DEVELOPMENT

We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.

We see the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and coordinator training, and will continue to support this.

We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within Our Lady's.

Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have.

Staff meeting time is used for Inset, alongside other core subjects. All teachers attend courses on a rolling programme to ensure that they all access relevant training. The RE co-ordinator attends meetings and courses on a regular basis.

RE is frequently included in staff meetings and staff are able to consult with the co-ordinator and other colleagues on an informal basis. INSET days focus on school RE priorities and have done so for many years.

Before each topic staff meeting time is allocated for all staff to attend *Come and See for yourself* sessions. The RE Co-ordinator will plan this reflection using the materials in '*Come and See*' this material will be shared, to enable a deeper understanding of what each topic is about.

STAFF INDUCTION

New staff are given:

- A copy of the "Come and See" programme for Religious Education.
- Long term planning with topics, starting and finishing dates.
- Come and See teacher's book
- A copy of the RE Handbook
- A copy of the Collective Worship Policy

- A copy of the policy for spiritual and moral development
- A copy of the behavior policy

The RE Co-ordinator goes through the programme with new staff and is available for support as and when necessary.

RESOURCES - STAFF

TEACHERS

Mr. H Boyle	Head teacher
Mrs. C Smith	Deputy Head teacher
Mrs. M McCoy	Y2 and RE Co-ordinator
Mrs. K Culvin	Year 1 and RE Team and Collective Worship Co-ordinator
Mrs. A Jacobson	Reception and FS Lead
Ms. L Sumner	Y6 and MFL Lead
Mrs. K Kelly	Year 4 Science Lead
Ms. E Donaghey	Year 4 SENCO
Mrs Sutton	Y2 and KS1 Lead
Miss. H. Scott	Y3 Maths Lead
Mr J Healey	Year 5 and PE Lead
Miss H McManus	Nursery

TEACHING ASSISTANTS

Ms J Donagher	Mrs C O'Brien
Mrs J Gittins	Ms. T Keefe
Mrs C Corns	Mrs D Fletcher
Mrs K Connolly (Lead Catechist)	Mrs K Ormrod
Mrs M Lee	

Pastoral Lead Mrs M Rawsthorne

All other staff support the teaching of Religious Education, to ensure pupils access relevant and appropriate learning experiences within 'Come and See' lessons. They help develop the Catholic life of the school, through living the Mission Statement.

RE AND ICT

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, i-pads and other technologies as enhancing the learning and teaching within lessons.

RELATIONSHIP OF RE TO THE WHOLE CURRICULUM

Each class must participate in an act of Collective Worship each day. These can take the form of whole or part school celebrations. Where the class does not take part in an assembly the class teacher is responsible for the Collective Worship for their own class. Collective worship should contain opportunities for prayer, scripture, quiet reflection and celebration, gathering together; listening and responding to scripture; reflecting; going forth and remembering. Children are supported in planning and preparing class and assembly Collective Worship.

Parents and Governors are invited to all Masses and Class Assemblies held in school. They are also invited to Christmas Plays and Carol Services. Governors are invited to class rejoice celebrations. Skills from other areas of the curriculum will contribute to RE. However, it is important to ensure that the main focus of teaching and learning is always the learning intentions of the Come and See topics.

RSE

In line with requirements Our Lady's school follows the programme recommended by the Archdiocese called 'A Journey in Love'. This is the programme, which covers Relationships and Sex Education and is delivered in a manner sympathetic to Catholic teaching.

SACRAMENTAL PREPARATION

Children in Year 4 receive the sacraments of Eucharist and Confirmation. Preparation is provided by Our Lady Immaculate and St Joseph and Our Lady Help of Christians parish catechists. School supports this process by encouraging participation and reminding families of dates and times of meetings. The meetings are also held in the school hall. School also assists with rehearsals. The Sacraments are also covered in Come and See Topics throughout the school.

PRAYERS TO BE USED BY FS, KS1 AND KS2 CHILDREN (Teacher's Book page 30)

See Appendix 2.

RELIGIOUS EDUCATION ACTION PLAN

A copy of the RE Action Plan is held by the Headteacher and may be inspected on request. The RE School Self Evaluation Document is held by the Headteacher and may be inspected on request.

EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK

The Handbook is to be reviewed every two years.

Resource List

Books	Other
Come and See Scheme of Work (EY, 1, 2, 3, 4, 5 and 6)	Various crosses Happy Hanukah soft small artefacts set

<p>Big Book God's Story 1 God's Story 2 and 3 The Liturgy of the Word K. Thompson A First Bible Story The Children's Bible My Little Book of Prayers Bible Stories for the Very Young Book of World Religions 22 x Good News Bible (Rainbow) Good Morning Jesus (33 new praise songs for children) Celebrations for Young People Artwork and Additional Texts for the Lectionary Masses with Young People Forty Masses with Young People Fifty Masses with Children The Lord be with you (Introducing the mass to children) A Row of Lights (The Story of Rama and Sita) Folens Rel. Education: Christianity and Judaism Folens Rel. Education: Christianity and Buddhism A Journey in Love</p>	<p>Here I Am CD ROM (Planning and Preparation) Church's Story Resources CD ROM God's Story Resources CD ROM Photopack (Signs and Symbols) Photopack (Artefacts for Worship) Photopack (Key Figures and Saints) Welcome to the Mass Taize Laudate Taize Veni Sancte Spiritus Taize Wait for the Lord Rejoice CDs Spirit of Light CD-ROMs Volumes 1-6 Resource boxes for other faiths and religions Various materials are available in the Senior Management Room in the Infants.</p>
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Story Books related to 'Come and See' topics.

Angry Arthur Oram Hiawyn, Althea
Felling Shy Oram Hiawyn, Althea
Amazing Grace, Hoffman, Mary
Indigo and the Whale, Dunbar, Joyce
Post Party, Anderson, S
Starting School, Ahlberg, Allen
Peepo! Ahlberg, Allen
A Present for Paul, Ashley, Bernard
All Kinds of Homes. Foster, John
Mums Don't Get Sick, Hafner, Marilyn
Night Noises, Fox, Mem
Spot's First Christmas, Hill, Eric
Badger's parting Gifts, Varley, and Susan
Kipper's Birthday, Inkpen, Mick
Alfie and the Birthday Surprise, Hughes, Shirley
In The Middle of The Night, Henderson, Kathy
The Rainbow Fish, Pfister, Marcus
Jolly Postman and Other People's Letters, Ahlberg J & Ahlberg, A
Dogger, Hughes Shirley
Something Else, Cave Kathryn
My Friend Harry, Lewis Kim
Mine!, Oram Hiawyn, Althea
All Kinds of People, Damon, Emma
Titch, Hutchins, Pat
Something Else, Cave, Kathryn
No Matter What Debi Gliori
The Red Tree Shaun Tan

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 Summer term of 2018 by Mrs M. McCoy

