



Saint Joseph's Catholic Voluntary
Academy

How we teach Religious Education at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

**Vision: Intention,
Implementation,
Impact**

Intent

At St Joseph's we follow the Catholic Primary Religious Education Programme Come & See. The Catechism of the Catholic Church addresses the search for meaning in life. God's initiative in Revelation who comes to meet us and our response of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; Explore, Reveal and Respond.

The curriculum is organised to allow children to develop and build upon their knowledge of religious beliefs and practices. It provides opportunities to learn about and understand different faiths, through first-hand experiences such as visits to local places of worship and guest speakers.

The RE curriculum builds upon age appropriate 'driver words',

- Recognise
- Retell
- Describe
- Show understanding
- Give reasons
- Make links

to help children to convey their learning and understanding. The 'Big questions' focus each topic, by encouraging both individual and whole class discussion and reflection.

Come and See has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

As part of the Religious Education provision provided by Catholic primary schools, we also teach the statutory requirement of RSE (Relationships and Sex Education) using the Ten Ten 'Life to the Full' scheme of work. This scheme allows for the teaching of sensitive and important areas in an age-appropriate way, which is built upon each year.

Implementation

RE is taught through six topics each term.

- Creation & Covenant
- Prophecy & Promise
- Galilee to Jerusalem
- Desert to Garden
- To the ends of the Earth
- Dialogue & Encounter

Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RE books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

Each topic is assessed beforehand to enable teachers to target knowledge and skill appropriately. Learning is planned and sequenced, focusing on key knowledge and vocabulary around key concepts of

- Moments of wonder and question (hand / Respond)
- Opportunities to live out our faith (heart/ Discern)
- Understanding and thoughts (head/Understand)

	<p><u>Impact</u></p> <p>Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the community, including their beliefs, traditions, culture, language and history. We ensure children develop spiritually, academically, emotionally and morally to realise a better understanding of themselves and others and the challenges and responsibilities they face living in a rapidly changing, multicultural world.</p>
RE in Reception	<p>Children in Early Years (Reception) at St Joseph's follow the RE curriculum and use the guidance in the 'Religious Education Directory'. They access Religious Education through film, pictures, song and continuous provision. They record pieces of written work in a RE book and document photographs on SeeSaw.</p> <p>All stages of Religious Education such as Collective Worship are carefully modelled to children in Reception, as they gradually increase their involvement. Evidence is recorded in a whole class floor book.</p>
RE	<p><u>WRITING</u></p> <p><u>Long Term Plan</u></p> <p>RE is taught to all year groups throughout school using the 'Religious Education Directory' document. Year groups 1-6 are taught on a two-yearly rolling program, due to mixed year groups. Teaching staff, cater teaching and independent work based on year group expectations. (Appendix 1)</p> <p><u>RE Assessment</u></p> <p>All children are assessed through a variety of different ways.</p> <p>Children are continuously assessed throughout lessons and independent work. Children complete three recap questions at the beginning of each lesson that links back to knowledge gained in the previous lesson. Each lesson ends with the retrieval of Religious vocabulary and definitions. The aim of this is to allow children to constantly revisit the knowledge allowing them to commit this knowledge to memory.</p> <p>Each child is assessed against the Insight objectives and the end of term expectations for each topic. Children will also complete a REPSOND task at the end of each topic, to allow them to recall and reflect on the topic learning. All of the above are used to assess a child against the key sticky knowledge for their year group and the end of year expectations.</p> <p><u>Other Faith teaching</u></p> <p>Other faiths (Judaism, Hinduism, Sikhism and Islam) are taught on a yearly basis and focus on the guidance set by the Diocese.</p> <p>Judaism is taught progressively during a week in the Advent term.</p> <p>The other faiths are taught on a timetabled day throughout the rest of the year.</p> <p>Sikhism – Advent</p> <p>Hinduism – Lent</p> <p>Islam – Pentecost</p> <p>And through the 'Dialogue & Encounter' (branch 6) topic in Pentecost 2.</p>

Catholic Social Teaching

Catholic Social Teaching is the teachings of the Church that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency.

It is separated into 7 key areas

- 1) Life and Dignity of the Human Person.
- 2) Call to Family, Community, and Participation.
- 3) Rights and Responsibilities.
- 4) Option for the Poor and Vulnerable.
- 5) The Dignity of Work and the Rights of Workers.
- 6) Solidarity.
- 7) Care for God's Creation.

These are taught in a variety of different ways, through Chaplain led retreats, through RE lessons, the Personal Development Curriculum, and a half termly school focus.

Key Vocabulary

Each topic has key vocabulary, which will be revisited throughout the year. It is chosen to fit the topics as given by 'Religious Education Directory'. This vocabulary is clearly taught and referred to throughout the topics and revisited through spaced learning.

Each topic has focused vocabulary which is shared with the children at the beginning of each lesson. Children are encouraged to use this vocabulary in the correct context throughout.

Ongoing word banks are created and displayed in the classroom with topic related words which need further embedding eg. The names of the four gospel writers in key stage 1.

Structure of an RE topic

RE topics should be taught over a half term. Before teaching begins, the class will produce a mind map, this allows children to reflect on previous knowledge and make links to the new one.

Week 1 – Focuses on 'Explore', here the children should take time to think about the theme of the topic and how it relates to them and their past experiences. Teachers will introduce the key vocabulary for the topic, discuss their meaning, practice handwriting and spelling each word – before focusing on a key question. The children will also have the opportunity to 'knowledge dump' their own personal knowledge.

Weeks 2-5 will focus on **(Hear, Believe, Celebrate and Live)**

- Hear the stories of the Bible
- Link these to the beliefs of the Catholic Church
- Celebrate by looking at those who have put faith into action
- Look at ways they can put faith into action in their own lives.

Week 6 – Respond -Children are asked carefully designed questions to allow them to reflect on their own learning and understanding.

- The class will also plan and deliver a pupil led liturgical prayer to end their topic. Children plan in four groups, with adult support if needed in the areas of 'Gather, Word, Respond and Mission', this is then evaluated by one group.

Structure of an RE lesson

Each RE lesson, starts with an introduction to the lesson focus, the key vocabulary and driver words that will be a focus that lesson.

Children will then briefly recap prior learning through a pair and share or a focus question posed by the teacher.

The input of that lesson will then be shared by the teacher, through a range of teaching styles to suit all our learners.

Work is then set, either, through detective work based on a piece of scripture, a creative piece of art work and personal interpretation or a writing based activity.

How we cater for all pupils

At St Joseph's, we ensure every student is both challenged and encouraged to reach their full potential. Our teaching embraces questioning techniques that stimulate critical thinking, urging students to delve deeper into various ideas. Feedback plays a crucial role in our approach; we focus on guiding students to reflect on their work, helping them identify areas for improvement. We strive to create a supportive environment where students feel empowered to think independently and develop their skills. Our aim is to challenge each student in a way that inspires them to continue striving for excellence in their learning journey. In this way, we foster a culture of curiosity and growth at St Joseph's.

Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's involves a strategic, inclusive approach that ensures all learners can access and engage with the curriculum. Initially all teacher plan for varying need using the EEF 5 a day approach. This includes ensuring that needs are met through explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. From there, if further support is required we will adapt the task through use of scaffolding, offering alternative formats of tasks, providing multi-sensory learning opportunities and adjusting the task's complexity.

Where needed we can adapt the entire curriculum through modified content, providing flexible progression routes and specialist intervention. It is these strategies that support our varied needs in St Joseph's and ensure that each SEND pupil's individual needs are met in a structured, supportive, and inclusive environment. This not only enhances access to learning but also fosters independence, confidence, and long-term achievement.

	<p><u>Working Walls</u></p> <p>This display should include the topic title, and key vocabulary for the current topic. It displays the driver words linked to each attainment focus within the outline of heads, hearts and clouds.</p> <p>Every time a lesson is taught a key question will be added alongside children's work and any information that will support retrieval and further learning.</p> <p><u>Marking and Feedback</u></p> <p>Most marking and feedback should be done at the point of teaching, in front of the child.</p> <p>Every time feedback is given the children are expected to respond to this in their purple pen.</p> <p>Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.</p> <p>A green highlighter is used to identify where the success criteria or lesson objective has been met in a written piece of work.</p> <p>A yellow highlighter is used to identify a spelling error or an area which needs the child's attention.</p> <p>Peer marking against the success criteria is in pink pen.</p> <p>Staff should be circulating the room, unless targeting specific children for support.</p> <p>Staff will identify key topic words in yellow which have been mis-spelt, so that children can edit or self-correct.</p> <p>Live marking allows the child to identify points of success or improvement at the point of learning. It also allows the teacher to identify areas which need further teaching, individually or whole class.</p>
RSE	<p><u>RSE (Relationship, Sexual Education)</u></p> <p>Relationship and Sexual Education is taught inline with the National and Diocesan guidance. RSE is taught to all year groups throughout school using the TEN TEN program 'Life to the Full' document. Year groups 1-6 are taught on a two-yearly rolling program, due to mixed year groups.</p> <p>The different areas of learning have been organised to be taught across three terms and support learning in Science and PSHE (Physical, Social, Health Education).</p> <p>RSE is taught</p> <p>Work is recorded in PD books or through photographs, using the 'SeeSaw' app.</p>
Collective Worship (Liturgical Prayer)	<p><u>Collective Worship (Celebration of the word)</u></p> <p>Collective Worship in school is covered through several areas.</p> <ul style="list-style-type: none"> • Whole school Liturgical Prayer • Pupil Led Liturgical Prayer • Chaplain led prayer • Whole school Liturgy • Prayer <p>A Whole School document is prepared every year which identifies key themes for the year and dates for Whole School and Class Mass.</p>

	<p>Whole school Liturgical Prayer Whole School Liturgical Prayer takes place on a Monday afternoon and is lead by the school Chaplain (Joe McCay). These weekly meetings of prayer focus on the Sunday Gospel.</p> <p>Pupil Led Liturgical Prayer Pupils are responsible for leading Liturgical prayer on a weekly basis in a classroom setting. Small groups of pupils plan Celebration of the word following the Sunday Gospel, this could be focused on meditation, Visio Divina or a more structured prayer focus on Gather, Word, Respond or Mission. Sheets are filed in the class Collective Worship folder.</p> <p>Pupil's also work together in groups to plan and deliver a class Liturgical Prayer at the end of each RE topic. This Celebration of the word is linked explicitly to the topic theme and is evaluated to inform improvements next time. These are planned using the school Planning sheets and added to the planning folders.</p> <p>Chaplaincy Led Celebration of the word The Chaplaincy work closely with the School Chaplain to plan and deliver whole school Celebration of the word. They are also timetabled to go and lead daily prayer after lunch in each class.</p> <p>Whole School Celebration of the word Whole School Celebration of the word takes place at regular intervals throughout the school year, each class prepares a whole school mass (one per half term) planned with the support of the School Chaplain.</p> <p>Whole School Mass, also take place at Christmas , Easter, end of year and on Holy Days of Obligation. These take place in school or at the Parish church. Each class also joins the congregation at Parish daily mass, one per half term.</p> <p>Other Celebration of the words take place during the year for important events, such as Remembrance, Harvest and the month of May.</p> <p>Prayer Prayer is an important part of Life at St Joseph's and each year group have a clear expectation of key prayers to learn and pray regularly (Appendix 6) We start and end the day with prayer and pray before and after lunch. Children have the opportunity to use the school prayer garden during break and lunch times and attend 'Praise and Play' sessions on a Friday lunchtime with the School Chaplain.</p>
<p>Catholic Life</p>	<p>At St Joseph's, Catholic Life is the integral part of our daily life. We work together as a school community for the good of all, near and far.</p> <p>Charitable work is important to our children discuss and choose a yearly charity to raise money for during the academic year.</p> <p>We also follow Bishop's Themes ' <ul style="list-style-type: none"> • Encounter ' getting to know Christ more deeply' – Advent </p>

	<p>We have a real focus during Advent to know Christ better, by sending home travelling cribs. This allows children, with their families to spend more time in prayer and reflection.</p> <p>We also spend daily time as a whole school, sharing the readings of the 'Jesse Tree' growing closer to Christ by preparing for Christmas and understanding the ancestry of Christ</p> <ul style="list-style-type: none"> • Discipleship 'an invitation to act more like disciples' - Lent We focus on 'Sacrifice' - we all make our Lenten pledges and each class sets themselves a challenge to do something for the good of someone else. • Missionary Discipleship - 'to be Disciples of the nation' - Pentecost We focus on the 'Care for Creation' we choose some goals per class to do something good for the environment and to show care for the world God gave us. <p>Each term school holds a charitable appeal and a selection of other activities.</p> <p>We also start the year, by comprising a 'Catholic & Mission' Calendar identifying opportunities for community involvement, charitable work, worship. Days dedicated to Catholic Social Teaching and other faith days.</p>
Appendix i: READING	<p>RE long term plan (Appendix 1) Pre learn (Appendix 2) Driver word expectations (Appendix 3) RSE overview (Appendix 4) Liturgical Prayer overview (Pupil) (Appendix 5) Prayer overview (Appendix 6) Collective Worship progression document (Appendix 7) TEN TEN (Life to the Full) https://www.tentenresources.co.uk/life-to-the-full-primary/</p>