



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 To see you more clearly (The new Religious Educational Directory). 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.

To see you more clearly, 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)

Impact

	<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>
<p>RE in Reception</p>	<p>Children in Early Years (Reception) at St Joseph’s follow the RE curriculum and use the guidance in ‘To see you more clearly’. They access Religious Education through film, pictures, song and contious provision.</p> <p>They record pieces of written work in a RE book and document photographs on SeeSaw.</p> <p>All stages of Religious Education such as Liturgical Prayer are carefully modelled to children in Reception, as they gradually increase their involvement.</p>
<p>RE</p>	<p><u>Long Term Plan</u> RE is taught to all year groups throughout school using the document ‘To see you more clearly’. 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> All children are assessed through a variety of different ways.</p> <p>Children are continuously assessed throughout lessons and independent work. Spaced learning is timetabled throughout the term with an RE focus, these are done using a variety of techniques to allow children to demonstrate their learning and understanding.</p> <p>Each child is assessed against the end of block expectations in ‘Understanding, Discernment and Respond’ Assessment is ongoing and is done throughout a lesson and through the respond task completed at the end of the topic. RE knowledge is also assessed through retrieval activities during ‘Spaced Learning’ sessions, which is timetable during the term. 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> Other faiths (Judaism, Hinduism, Sikhism and Islam) are taught on a yearly basis and focus on the guidance set by the Diocese. Judasim is taught progressively during a week in the Advent term. The other faiths, are taught on a timetabled day throughout the rest of the year. Sikhism – Advent Hinduism – Lent Islam – Pentencost</p> <p><u>Catholic Social Teaching</u></p>

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 on themed days across the year.

1 & 2 – Advent term

3 & 4 – Lent term

5, 6, & 7 – Pentecost term

Key Vocabulary

Each topic has key vocabulary, which will be revisited throughout the year. It is chosen to fit the topics through as given by 'Come and See'. 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 four week time frame. Before teaching begins, the class teacher will produce a 'pre-learn' ([Appendix 2](#)), so that teaching can be planned and delivered, targeted to each year group.

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.

- Week 2 - Key scripture lesson – Scripture Detectives

Piece of creative work linked to the scripture

- Week 3 - Activity lesson
Focused – extended piece of writing

- Week 4 - Activity lesson
Activity lesson (Live activity)

- Week 5 - Key scripture/ Scripture Detectives
- Writing linked to key scripture
- Week 6 – Respond -Children are asked carefully deigned 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.

Once work has been completed, the children will assess themselves against the driver words for that lesson in Key stage 2, by ticking the driver word using a pink pen.

How we cater for all pupils (scaffolding)

It is essential that all children are included in the process of lessons to develop knowledge of a certain topic

Teachers will model texts for children if needed and children will be provided with word banks, pictures or prompts where appropriate.

Children who are accessing the RE curriculum in the 'Orion' group, do so slightly differently for a short period of time. They follow the same topics as the rest of the school, but the starting point is much lower than their peers to enable greater understanding of key vocabulary, subject knowledge and scripture. Rigorous assessment have taken place to select children who need more support both academically and emotionally. These children access RE through the focus of key Old testament stories to support a deeper understanding of key characters and stories. This ensures that future RE learning is supported by this knowledge. Carefully designed activities are tailored for children of all year groups.

Working Walls

This display should include the topic title, big question 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.

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><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. 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> <ul style="list-style-type: none"> • across a week in the Advent term • weekly sessions in the Lent term • across a week in the Pentecost term <p>(Appendix 4)</p> <p>Work is recorded in PSHE books or through photographs, using the 'SeeSaw' app.</p>
Collective Worship (Liturgical Prayer)	<p><u>Collective Worship (Liturgical Prayer)</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</p> <p>Whole School Liturgical Prayer takes place on a Monday afternoon and is lead by the school Chaplain (Joe McCay). These weekly Liturgical Prayer meetings focus on the half termly school 'Virtue' and are supported by the school Chaplaincy Team.</p>

	<p>Pupil Led Liturgical Prayer Pupils are responsible for leading Liturgical prayer on a weekly basis in a classroom setting. Small groups, choose cards from each area of ‘Gather, Word, Respond and Mission’ and organise them into a Pupil led Liturgical Prayer. These are not planned using the planning sheets, but cards are photographed and a Pic Collage created, which is added to the class Liturgical Planning Folder.</p> <p>The weekly word used in Pupil Lead Liturgical Prayer is taken from a yearly overview of key pieces of scripture from the Old Testament. (Appendix 5)</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 Liturgical Prayer is link explicitly to the topic theme and is evaluated to inform improvements next time. These are planned using the school Liturgical Planning sheets and added to the planning folders.</p> <p>Chaplaincy Led Liturgical Prayer The Chaplaincy work closely with the School Chaplain to plan and deliver whole school Liturgical Prayer. They are also timetabled to go and lead daily prayer after lunch in each class.</p> <p>Whole School Liturgy Whole School Liturgy 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 Liturgical Prayers take place during the year for important events, such as Remembrance, Harvest and May Procession.</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 Monday 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 and each house have identified their chosen charity (Children in Need, CAFOD, The British Heart Foundation and Ashgate Hospice) . Our Chaplaincy Charity is Cancer Research UK. The children work hard to raise money through fundraising events.</p> <p>We also raise money throughout the year for key charities such as MacMillian Cancer Support, The Royal British Legion Poppy Appeal, Children’s Aid, CAFOD other local charities.</p> <p>We also follow Bishop’s Themes ‘</p> <ul style="list-style-type: none"> • Encounter ‘ getting to know Christ more deeply’ – Advent

	<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 (Sikhism, Hinduism, Islam and Judaism).</p>
<p>Appendix i: READING</p>	<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>