

ST CECILIA'S CATHOLIC INFANT
AND
NURSERY SCHOOL



**RELIGIOUS EDUCATION
HANDBOOK**

SUMMER

2016

1 The Mission statement

It is the responsibility of all who teach in a Catholic School to help the children in their initial stages of the search for some kind of meaning to life. Our Mission Statement is at the heart of all that we do in school and we hope provides an excellent foundation for our children's future lives.

Mission Statement

St Cecilia's Catholic Infant and Nursery School strives to be a family community, inspired by the teachings of Christ where each individual is valued, nurtured and encouraged to reach their full potential.

Living together, Loving together, Learning together

Aims

We aim to create a welcoming environment and foster a meaningful Catholic ethos which involves the home and parish community in the life of the school.

We aim to provide a child centred broad based curriculum which enables children to fully develop their talents, gifts and skills.

We aim to nurture confidence and self esteem.

We aim to inspire curiosity and encourage empathy for the global family community.

We will achieve our aims by

- Delivery of the 'Come and See' religious education programme.
- All adults presenting as good role models showing respect to each other.
- Providing opportunities to celebrate God's presence through prayer and reflection.
- Use of positive praise, encouragement and school rewards to celebrate success.
- Encouraging parents and the local community to work in partnership through assemblies and celebrations.
- Participating in projects such as CAFOD and Nugent Care which promote understanding and empathy for the wider world.

Love One Another as I have Loved You

2 The Aims of Religious Education

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

In the life and faith of the Catholic school, religious education plays a central and vital part. At the heart of catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.

We are committed to classroom religious education because all pupils have the right to receive an overall religious education which will enable them to engage with the deepest questions of meaning and life ... *finding reasons for the hope that is within them.* (1 Peter 3:15)

Religious education is the core subject which is central to the life of the Catholic school. It is the systematic study of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ. It examines the teachings of the church and the lives of the saints and explores the relationship between faith and life.

The Joint Pastoral Letter on Catholic Education (Bishops' Conference 2007) reminds us that 'classroom religious education in a Catholic school is primarily educational' and states that excellence in religious education is achieved by

- clarity of succinct religious learning objectives
- key content
- by appropriate methodologies
- rigour
- richness of resources
- achievement of identified outcomes
- accurate methods of assessment

At St Cecilia's Catholic Infant School Religious education is taught discretely and developmentally. Further opportunities are planned for children to apply and use their knowledge and skills in cross-curricular lessons allowing them to deepen their understanding of religious truths and think creatively. Religious education allows children to engage with

their own and others' beliefs and values and helping them to develop good attitudes and dispositions, instilling them with a love of learning and a desire to go on learning.

At St Cecilia's Catholic Infant School we aim:

- To respect the child's innate capacity for wonder, awe, reverence and imagination and to enable them to think critically about questions of meaning and purpose.
- To support our children in taking their first steps on their faith journey.
- To increase the children's knowledge of and deep love for God enabling them to be His joyful witnesses in the world.
- To teach the Catholic faith and to foster commitment to that faith.
- To encourage in the children a loving and caring attitude toward family, friends, classmates, teachers and all with whom they come in contact.
- To celebrate through worship and liturgy in a way appropriate to their age.

To achieve our aims we have a religious education programme which takes into account the religious and educational needs of all our children in our school. Religious education is for all and is a collaborative activity.

3 Objectives of Religious Education

The objective of religious education is to include analysis and reflection, critical appreciation and sources and examples, and a real sense of progression through the different stages of education.

The objectives of religious education in St Cecilia's are to:

- Give a systematic presentation of the Christian event, message and way of life in a variety of ways appropriate to the age and stage of development of the child.
- Provide opportunities for celebration, prayer and reflection.
- Provide children with the language of religious experience – literacy in religious activities, places, stories, symbols and rituals, people and objects.
- Provide children with the opportunity to listen and think critically – to acquire knowledge and make informed judgements.
- Foster appropriate attitudes, respect for truth, and respect for the views of others by introducing children to the background of beliefs of people of other faiths so that in our multi-faith society prejudice and misunderstanding can be overcome at an early age.
- Meet the requirements of the National Curriculum in RE at Key Stage One.

At St Cecilia's we believe that the unequivocal support of the management is necessary to achieve these aims and objectives. We allow 10% of the taught week in Foundation Stage and Key Stage One for religious education.

4 The Religious Education Programme

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

Overview of Content

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

The basic question <- > belief for each season time is explored through three kinds of themes.

Community of faith <-> Church

Celebration in ritual <-> Sacraments

Way of life <-> Christian Living

Church

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

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 here that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

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 practise care and love for each other. The **diocese** is the community of the Christian faithful.

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.'

Sacrament

The **sacramental** themes occur once in every season time and each theme gradually builds on the understanding of each previous theme.

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.

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.

Summer – Inter-relating – service to the community – **Reconciliation**

The sacrament of **Reconciliation** forms part of the work of the summer time when there is the opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament.

Christian Living

The **Christian Living** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

Autumn – loving – celebrating life – **Advent Christmas**

The **Advent – Christmas** theme considers the gift of God's love in Jesus. Christmas and our preparations celebrate the wonderful gift of Jesus and offer the witness of loving as a way of life. 'The Word became flesh so that we might know God's love'.

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.'

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 different topics 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 a 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 gifts of God's love 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 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 Holy 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 process

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation 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**. This systematic structure enables children to develop knowledge, understanding, skills and attitudes.

Search – Explore

This is the introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon. The teacher helps the children to begin to look at and focus on their 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 the significance and value of the experiential events of everyday life.

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

Revelation – Reveal

This is the heart of the programme where knowledge and understanding of the catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living. 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.

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

Response - Respond

This is where the learning is assimilated, celebrated and responded to in daily life. **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 the opportunity for the children to remember what they have understood and learnt. **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** is the final part of the section. The teacher helps each child to make an individual response to what they have understood about the topic and to hold on to it and make it their own. In this part the children will think about how they can apply learning to their lives.

At this point 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.

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

5 The Approach Chosen

Foundation Stage Approach

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 the foundation phase but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Expressive Arts and Design

Throughout the programme for Nursery and Reception the process is divided as follows

- **Whole class core input** (teacher led)
- **Adult directed group activities** (teacher or assistants work with groups of children) and
- **Continuous provision** (child centred learning across the areas of learning in the Foundation Stage)

For years 1 and 2 there will be a choice of two formats, Foundation Stage or as below for years 1 to 6.

The structures within both **Explore and Reveal** comprises of the following sections:

1. **Learning focus:** the overall focus of the session.
2. **Content:** some suggestions or input to develop the focus.
3. **Some key questions:** these are suggested questions that 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 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 is the same for Foundation Stage as well as for Key Stages 1 and 2. This is the opportunity for children to respond to what they know and understand by three means.

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.
3. **Renew:** this is where the children can make an individual response to what they have learnt and experienced and consider how they might apply it in their daily lives.

See **appendix A** for an overview of the themes and topics addressed each term by each year group.

Planning

The Bishops' requirement of 10% of the taught time for Religious Education is indicated clearly on the classroom timetables. This time does not include collective worship, hymn practice or assemblies.

Long- term planning

The senior management is responsible for choosing an approach, ensuring that 10% of curriculum time is allocated to teaching of Religious Education and monitoring timetables to ensure quality time for Religious Education.

The themes and topics framework of ***Come and See*** sets out the programme for the year.

In classes where there are mixed age groups the teacher needs to work out in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or a particular year group to ensure differentiation and avoid duplication. Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual children's' experience of the topics to ensure full coverage and avoid duplication. The school leadership needs to monitor this to ensure the avoidance of repetition.

Medium term planning

The Religious Education Coordinator 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, Hinduism or Sikhism); if it is being covered this term
- Hi-lighting significant feast days, relevant celebrations and global dimension e.g. CAFOD family fast day
- Indicating which classes planning, 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 the topic. These are the same regardless of age group because they all 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, in year groups or key stages.

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 is good practice to discuss these together.

Short term planning

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 their own teaching
- Hi-lighting the activities chosen for the formal assessed topic each term
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the Religious Education Coordinator
- Passing on the Record of Attainment sheets to the next class teacher

Short term planning is the responsibility of the class teacher. The teachers now use the planning model agreed by the archdiocese.

Differentiation

As with all other areas of the curriculum the purpose of differentiation is to enable children to succeed in the set task or activity undertaken and to challenge them to take the next step in learning. Differentiation challenges children to be self-motivated and to take responsibility for their own learning, and enables them 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 attainment level indicators, attainment level summaries and symbols showing the possible activity levels required by the activity.

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 are found within the topics. The symbol * indicates the Widgit symbol supported text website which has a number of resources which are referred to in ***Come and See***. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through web links.

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 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 illustration 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 or the use of puppet or role play.
- Reassurance and predictability are especially important. A familiar structure for each lesson 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.

6 Assessment

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 learning about and learning from religion. Assessment establishes what children know, understand, and can do and how to progress. 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 Attainment levels which are covered. At the end there is a summary of the levels for that topic. Assessment in ***Come and See*** emphasises a wide range of achievement.

In our school it involves:

Informal assessment

In St Cecilia's informal assessments are made through ongoing observation of children engaged in classroom tasks and activities, and through the observation of contributions made to classroom displays. Teachers mark written work and give comments that are positive, encouraging and developmentally appropriate. Much is made of verbal feedback to the learner. Achievement is reviewed at the end of the task, activity, lesson or topic, and evaluation of planning helps to inform assessment.

Formal assessment

Formal assessment is in line with the archdiocese recommendations and guidelines. In the Foundation stage evidence to support assessment is found in a portfolio of annotated work from each topic including for example photographic evidence. Links are made with Characteristics of Effective Learning and the Areas of Learning of the EYFS. In Key Stage 1 formal assessment is guided by the Attainment Levels on a three year cycle so that each theme is assessed formally once throughout the primary phases. Assessment tasks are identified by the Archdiocese to assess AT1 – Learning about Religion. Children are assessed in AT2 – Learning from Religion in an ongoing way. Assessments are undertaken during **Remember**. An activity is undertaken that enables the child to show how they have met the Learning Outcome. Following moderation the outcomes are added to a class tracker and then marked against the attainment levels on the child's 'Record of Attainment in Religious Education'. In each topic teachers use the level summaries of what children can be expected to know and understand and can do. Regular informed judgements on a wide variety of evidence against broad criteria allow learners to respond at different levels.

Attainment targets and Levels of Attainment

The levels of attainment provide a 'criterion referenced' measure of attainment. While teachers will be making professional judgements about children's performance almost continuously these will lead to a cumulative judgement about attainment. Teachers will need to make a best-fit judgement of a child's attainment. This process of making judgements about learners' attainments will inform decisions about future planning. When gathering evidence teachers draw on the full range of work produced by pupils in the normal

everyday teaching and learning process. They should focus on the clarity of evidence collected and make brief telling annotations in relation to significant attainments.

The levels of attainment provide a chart of educational progression. They are updated at the end of each formal assessment by the class teacher and recorded on the Record of Attainment.

7 Recording

At St Cecilia's evidence of achievement is provided through recording. Pupils are involved in self-assessment and progress in dialogue with the teacher. There is visual evidence in the form of displays and photographs of celebrations and class work. Evidence of recording can also be found in individual children's workbooks and year group portfolios as well as notes from observations in EYFS. Evidence of work is appropriate to the age and stage of development of the child. Evidence of attainment is recorded on children's individual Record of attainment and the data is added to class tracking sheets.

8 Reporting

At St Cecilia's children discuss their attainment with their class teacher. Knowledge of attainment is shared in the class setting and with the parallel class group, key stage or whole school as appropriate. Certificates and badges can be awarded for areas of attainment at the celebration assembly. Parents are advised by letter, in advance of topics to be covered asking for support with resource materials. Displays are built up with annotations of children's comments. Parents are invited to termly open evenings to discuss their child's progress. Teachers comment on achievement against the theme using the language of the level descriptors. As it is the core subject in Catholic schools, RE appears as the first subject on the report. Throughout the year governors are made aware of the content and quality of Religious Education being provided and the achievement of the pupils.

9 Evaluation of Teaching

Criteria and procedures for reviewing and evaluating the teaching of ***Come and See*** and the monitoring of teaching follow the guidelines given by the archdiocese. Teacher evaluation is ongoing and informs future teaching and learning which includes assessment for learning. Teachers make comments on the planning sheets. Teachers are observed in the classroom situation. Displays are discussed with teachers and examples of good practice are used as exemplification. Children's work is also monitored. All teachers evaluate use of resources to support the topic and there is feedback by and to all staff.

10 Evaluation of Learning

Children discuss and think about their work and that of others. They are encouraged to reflect on particular aspects of the topic, to assemble class displays of work and to focus on them independently as well as when directed by the teacher.

During the **Remember** section of the process children respond by remembering and celebrating all that they have learnt. They begin by reflecting on what they wonder about and go on to remember what they have understood and learnt.

During **Renew** the children are helped by the teacher 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.

11 Staff Development

The Religious Education Co-ordinator has attended training days provided by the Archdiocese and has attended meetings for co-ordinators at St Paschal Baylon. The Co-ordinator reports back to staff at designated staff meetings when the material requires it. Otherwise particular items are placed on the agenda in general staff meetings to discuss the content and outcomes of the above training. The whole staff discuss the '**Come and See for Yourself**' at the start of each topic. The staff meets before the seasons of Christmas and Easter to plan the timetable of liturgies, preparations and celebrations. The Headteacher has also attended a number of RE training days and conference weekends and appraises staff of developments. Note is taken of the theme pages and topic overview as part of the planning process of **Come and See**.

Come and See for Yourself

At the beginning of each topic the introductory material **Come and See for Yourself** is considered by all staff together. This usually takes place at a staff meeting and invites all staff to reflect at their own personal level on the theme before working with the children. We believe that this is important as it enables experience and ideas to be shared. If this is not possible the teachers use the material themselves. Strategies for identifying staff and pupil needs in Religious Education can be found in the **Come and See** manual.

The word of God: Scripture and Tradition (page 18)

Sacrament (page 19)

Celebration – Prayer and Worship (pages 28-33)

Religious Literacy (pages 38-39)

Using Scripture (pages 34-37)

12 Staff Induction

New members of staff are made to feel welcome and offered support. The RE Co-ordinator is currently updating the classroom based handbook for staff. This will be given to new members of staff or teachers covering for long term supply. All new staff including supply teachers are given help and support in the planning and delivery of the curriculum including the RE syllabus. The RE Co-ordinator will offer help if needed for planning RE topics and assist the available resources etc.

We work alongside HOPE in the training of students and the RE Co-ordinator observes students teaching RE as part of their teaching practice and reports on this specific aspect to the teacher tutor in the case of students studying for the CCRS.

The ethos of the school is made known to Teaching Assistants, other classroom helpers and ancillary staff. Wherever possible the members of the ancillary staff are included in the service, liturgies and celebrations in school.

13 Staff Communication

We hold a staff meeting to reflect on the coming topic and discuss *Come and See for Yourself*. We hold year group meetings to plan and review topics. We hold staff discussion before whole school celebrations such as Harvest Festival. Draft copies of any services complete with hymns are distributed amongst staff, discussed, amended then finalised.

14 Relationship of RE to the Whole Curriculum

The school mission statement is at the heart of and informs all school policies including PSHE, education for Personal Relationships, Citizenship, Equal opportunities, Special Educational Needs, Information Computer technology, Display and Cross Phase links.

Collective Worship Statement

As a Catholic school we acknowledge God's presence and relevance in all that we think, do and say.

The first act of our school day is one of worship, either as a class or as a departmental group,

Our main aims are: -

- To contemplate something of the mystery of God.
- To celebrate God working within us.
- To introduce our children to the language of worship through song and prayer.
- To praise and worship Our lord and to understand the need for and importance of prayer.
- To reflect on the Gospel values.
- To experience a sense of belonging and develop community spirit.
- To enrich religious experience and grow in liturgical understanding and development.
- To reflect on spiritual and moral issues.
- To take time to 'wonder at' 'to come to terms with' and to give worth to '

Guidelines for Collective Worship

These are times of quiet thought and reflection. To create the right atmosphere it is suggested that teachers use lighted candles, or have flowers to focus on and quiet music. Children will respond with their own prayers.

We hope during collective worship to create opportunities for thought and prayer, for stillness and silence. We hope to have a time for reflection either at the start of the day thinking of the work ahead, or at the end of the day thinking back on what we have done. It is a time for fostering an atmosphere which we hope will evoke responses from the children in many ways, which may include joy or sorrow, thanks and praise.

Opportunities for acts of collective worship will not only be based in classrooms at the beginning and end of each day but may be found during whole school and key stage assemblies, lunchtime gathering in the hall and class assemblies. They may also be informal and impromptu for example during outdoor opportunities experiencing different types of weather such as snow or seeing the beauty of a rainbow.

We know and understand that taking part in acts of collective worship is not simply a passive experience and encourage children to be active participants who are responsive to the ethos and atmosphere created.

Assemblies

At St Cecilia's we value the bringing together of the whole school or significant groups as a way of developing a collective identity.

Assembly can be a focus of what goes on elsewhere in the school. We share children's work and achievements, and enjoy sharing group activities. Assembly is an intentional learning experience to which everyone can contribute and from which we all can gain.

We believe assembly can give these benefits

- The opportunity to celebrate
- The opportunity to share and experience differences
- Fostering a sense of group identity
- Time to reflect on common values
- a break from the busyness of school life
- an opportunity to learn how to behave in a large social gathering
- an opportunity to learn how to perform in front of an audience
- an opportunity to learn how to respond appropriately to others' performances
- visible evidence of the school's patterns of leadership and responsibility
- a context within which the school can be joined by members of the wider community

Assemblies usually contain some of the following aspects:

Song, story, prayer, reflection, music, drama.

Stimuli for assembly and worship may arise from a sense of beauty, sense of awe and wonder, feeling of pride, sense of thankfulness, sense of stillness or a sense of occasion.

Spiritual Development

Spiritual development is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has purpose, and the basis for personal and social behaviour; it is also about what a school provides – through its curriculum, through collective worship, through its ethos and climate – to help individuals to make sense of these questions, and about what it does to help form pupils' response to life and to various forms of experience, or even to questions about the universe.

Spiritual development deals with what is supremely personal and unique to each individual. It is about asking who you are and where you are going. It seeks to promote the development of feelings, emotions and intellectual curiosity. It requires teachers to lead

pupils in the direction of open-ended enquiry and invites pupils to take increasing responsibility for themselves and their work.

At St Cecilia's Infant School we hope that through our attitudes towards the children we will help to foster their spiritual development. We will help them to express awe and wonder at the world around them and help them to have respect for others. We also hope to imbue in them a feeling of reverence towards things that are precious.

It is suggested that children may display evidence of having benefited from provision intended to promote spiritual development if, at a level appropriate to their age and ability, they demonstrate such qualities as

- knowledge of beliefs, ideas and practices
- understanding of how people have sought to explain the universe through stories
- beliefs which are held personally
- behaviour and attitudes which show awareness of the relationship between belief and action
- personal response to questions about the purpose of life, and to the experience of beauty, love or suffering

Moral Development

Moral development refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. Through our behaviour policy and code of Conduct we seek to encourage desirable attitudes and personal qualities. Our school values include

- telling the truth
- respecting the rights and property of others
- acting considerately towards others
- self-discipline

We reject

- bullying
- deceit
- cruelty
- dishonesty

At St Cecilia's Infant School we hope that through our attitudes towards the children they will develop respect for each other. Children are taught to appreciate not only their own self worth but also that of the other children with whom they come into contact for example in

class, at playtime or at lunchtime. They will also be helped to develop knowledge of what is right and wrong.

Cultural Development

In St Cecilia's School we aim to recognise and strengthen cultural interests the children already have and expose them to a breadth of stimuli allowing them to experience different traditions and influences. This may take the form of introducing the children to a variety of cultural achievements in music, art, drama, dance and poetry. We aim to increase respect for the values, customs and cultural heritage of pupils other than those who are dominant to our particular locality and encourage an appreciation of the quality and worth of the wider cultural society.

Social Development

Social development is concerned with the skills and personal qualities necessary for individuals to live and function effectively in a community. When children enter school they join groups that are larger and more varied than that of a family. They learn the obligations and restraints that go with membership of a group as well as the satisfactions.

When as at St Cecilia's children work in groups, and in pairs they experience a variety of roles, and acquire skills including co-operation and collaboration, leadership and responsibility. They learn to respond to others' ideas and what it means to share a common purpose. They gain social skills through physical education and team games in addition to play and collaborative work in all areas of the curriculum. We hope that our children will develop the ability to make a strong personal contribution to the well being of their group and to form effective relationships.

Links with Parents

Parents are invited to play an active role in supporting our school and their children. Each family receives a termly newsletter informing them of the coming topics. The newsletter gives ideas and suggestions about how families can support their children and become involved in the learning. Some parents come into school on a regular basis to help in the classroom, to work alongside the children, for example in the allotment, or to help with stalls at the School Fayres. Parents are invited to join the children for Advent prayers and during Lent parents of year 2 are welcomed to come and watch the Easter Mime, when children re-enact the events of Holy week. In Reception classes the parents participate in our 'Early Doors' sessions that gives them the opportunity to join the children for a variety of learning experiences including prayer and worship. We hold Parents' Evenings each term when work is displayed and parents are welcome to come and discuss their child's progress. Parents are also welcome to come and see their child's class teacher if they have anything to discuss at other mutually convenient times.

Links with the Parish/Community

St Cecilia's Infant school has forged warm relationships with the parish. We have had over many years a very successful Thanksgiving Service in Celebration at Harvest Time. All the gifts of food that are donated are distributed to the local food bank based at St Andrew's parish church. The service is recorded on the Parish Newsletter that week. The children are active in fundraising for CAFOD and the Nugent Care Society.

Sacramental Links

A sacramental celebration is a meeting of God's children with their Father, in Christ and the Holy Spirit; this meeting takes the form of a dialogue, through actions and words.

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Although children make their First Holy Communion and Confirmation in the Junior School we feel that sacramental preparation remains very much part of our overall responsibility. The ***Come and See*** programme is rooted in a sacramental view of the world that permeates every theme and topic. Work begins in the Nursery and Reception classes and continues through the child's Primary School years being developed and deepened.

Education for Personal Relationships

At St Cecilia's Infant School we believe that the better informed and more knowledgeable young people are, the more responsible they will be for their behaviour as they mature into adults. Personal relationships education is concerned with spiritual and moral as well as the physical and social development of the children in our care. In partnership with parents and the faith community children are given positive guidance to equip them to deal with the pressures of modern society. We aim to provide our children with the knowledge, understanding and skills that enable them to make the sort of choices that lead to a healthy lifestyle and develop to their full potential. Our Personal Relationships programme teaches children about respectful relationships and showing care and consideration for themselves and others. We also aim to equip them with the social skills that enable them to make informed decisions in relation to sex and relationships in society.

Citizenship

Citizenship helps to develop children's social development encouraging them to engage with others and increasing their awareness of their communities and the wider society. In our school we provide opportunities for children to be responsible and active citizens in ways that are appropriate to their age and stage of development. They are given roles of responsibility such as being monitors, play leaders and members of the School Council. They are encouraged to respect the views of others and understand that their opinions will be valued. Opportunities to express their opinions are to be found in **Come and See** sessions as well as during Philosophy for Children and Circle Time activities. Children are involved in setting up Class Promises as they begin each new school year. The development of a social conscience is an integral part of religious education. Catholic social teaching identifies this as 'seeking the common good'. The Universal Church topics in **Come and See** develop for children the global dimension of the teaching of the Church. Children develop their understanding of what it means to be a citizen of the world by taking part in Eco School activities such as recycling and saving energy by turning off lights and not wasting water.

Equal Opportunities

In RE as in all other areas of the curriculum there should be equal opportunities for all children. There is a need to ensure that all children are given the same opportunities from an early age. All children regardless of their gender are given the same opportunities and experiences in all aspects of the Religious Education. This enables all children to develop the same qualities and skills. The children are encouraged to take pride in their work and to make the most of their talents. We aim to make sure that each child is confident about his/her self worth.

Catholic schools are rich and diverse communities. **Come and See** supports and enables the faith experience of all children because it starts with their real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience.

Teachers should be aware of the needs of children with EAL and children of other faiths in the class and plan accordingly. RE presents children with an awareness of the richness of other cultures in our society today.

Special Educational Needs

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.

See Religious Education Curriculum Directory 2012

As an 'Inclusive' school, all children, including those children identified with 'Special Education Needs and Disability' (SEN/D,) are afforded access to a full curriculum, including Religious Education. Careful assessment analysis and staff knowledge of individual children

ensures lessons and activities are planned to meet the needs and preferred learning styles of all pupils. Staff work collaboratively with the school SENCO to seek advice in relation to individual children.

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. ***Come and See*** aims to provide meaningful and appropriate religious education experiences for all children, taking account of their different needs, abilities and learning styles.

Information Computer Technology

The use of ICT in all subject areas has increased dramatically in recent years and this is certainly the case in RE. ICT allows pupils to investigate and be creative in different ways. It facilitates safe communication with other communities, locally, nationally and globally and provides access to authentic information, insights and resources from the world's religious communities – bringing the world of religion into the classroom. Children use a range of ICT strategies and resources to enhance their learning opportunities including interactive whiteboards, the internet, multimedia programmes, digital cameras and video cameras.

Cross Phase Links

There is liaison between the RE Coordinator, the junior coordinator and both schools. Year 2 children visit the junior class they will be transferring to at the end of the summer term.

Display

The RE Coordinator works with the Art and Display coordinator to decide how the corridor display can reflect and celebrate the ***Come and See topic*** and makes sure that the display is organised using work from each class.

Themes and Topics

Autumn Term

Themes and Topics	Nursery and Reception	Year One	Year Two
Domestic Church/family	Myself	Families	Beginnings
Baptism/confirmation Belonging	Welcome	Belonging	Signs and Symbols
Advent/ Christmas Loving	Birthday	Waiting	Preparations

Spring Term

Themes and Topics	Nursery and Reception	Year One	Year Two
Local church Community	Celebrating	Special People	Books
Eucharist Relating	Gathering	Meals	Thanksgiving
Lent/Easter Giving	Growing	Change	Opportunities

Summer Term

Themes and Topics	Nursery and Reception	Year One	Year Two
Pentecost Serving	Good News	Holidays and Holydays	Spread the Word
Reconciliation Inter – relating	Friends	Being Sorry	Rules
Universal Church World	Our World	Neighbours	Treasures

