



# St. Hugh's Catholic Primary School

## Mission Statement

### *Learn, Love, Pray*

*At St. Hugh's, we grow together with Christ in our hearts. We reach our potential in a learning community and we welcome all with respect and understanding.*

## RE Handbook 2024-25

<b>Chair of Governors</b>	Angela Glanville
<b>Executive Headteacher</b>	Andrea Connearn
<b>Head of School</b>	Andrea Flood
<b>Subject Lead</b>	Helen Thomas
<b>Review Date</b>	September 2025

## **Curriculum Intent**

Our children are entitled to grow into independent, confident adults who are well prepared for life in modern Britain and who can contribute positively to their community and to wider society. It is our responsibility to provide a fully inclusive, broad and balanced curriculum with a range of opportunities and experiences to all of our children regardless of their ability, background, religion, race or gender.

St. Hugh's is a Catholic school which is underpinned by our Mission Statement. Our Catholic ethos and values are at the centre of our curriculum.

## **Mission Statement**

**Learn, Love, Pray**

*At St. Hugh's, we grow together with Christ in our hearts. We reach our potential in a learning community and we welcome all with respect and understanding.*

## **Aims of Religious Education**

### **The Outcome of Religious Education:**

The outcome of excellent religious education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life.

*(RED, To know You more clearly)*

### **The aims of Religious Education in St. Hugh's Catholic Primary School.**

#### **We aim:**

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

## Objectives

### We will:

- Teach Religious Education discretely and developmentally.
- Give each child access to a broad and balanced curriculum.
- Give each child the opportunity to experience celebration, prayer and time for personal reflection.
- Respect each child's inner spiritual self and allow for awe, wonder reverence and self-exploration.
- Give each child the opportunity to explore the language of religious experience – through stories, visitors, visits, artefacts, religious activities, prayer and liturgy, computing, drama, art and music.
- Work closely with the home, parish and community.
- Respect the academic subject of Religious Education as much as other core curriculum areas.
- Use a variety of teaching styles and strategies.
- Present an authentic vision of the Church's moral and social teaching.
- Offer ample opportunities for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.

## The Religious Education Programme

At St. Hugh's, we are following the Archdiocese's implementation timeline for the new RED, 'To know You more clearly'.

New RED implementation overview 2023-2026

	Autumn 2023	Spring 2024	Summer 2024	Autumn 2024	Spring 2025	Summer 2025	Autumn 2025	Spring 2025	Summer 2025	Autumn 2026
<b>EYFS</b>	To know You more clearly									
<b>Year 1</b>	Come and See	To know You more clearly								
<b>Year 2</b>	Come and See		To know You more clearly							
<b>Year 3</b>	Come and See			To know You more clearly						
<b>Year 4</b>	Come and See						To know You more clearly			
<b>Year 5</b>	Come and See							To know You more clearly		
<b>Year 6</b>	Come and See									To know You more clearly

### **'To know You more clearly' – Early Years – Year 3**

The new Religious Education Directory 'To Know You More Clearly' was shared in February 2023. St. Hugh's have implemented this on a rolling programme from Early Years – Year 3, working closely alongside the Archdiocese for guidance and support. The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the

development of humanity. The structure invites teachers to expose students to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy. The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind.

### The Process - Branches and Lenses

There are six branches in 'To know You More Clearly' - one per half term. The branches are:

1. Creation and Covenant
2. Prophecy and Promise
3. From Galilee to Jerusalem
4. From Desert to Garden
5. To the Ends of the Earth
6. Dialogue and Encounter

Each branch follows:

- Here
- Believe
- Celebrate
- Live

At the end of each branch and lenses the children will:

- Understand
- Discern
- Respond

Each year six branches will be taught, two each term. With 2½ hours of RE per week, a branch should last for half a term.

### **'Come and See' - Y4-Y6**

Until the implementation of 'To know You more clearly' in these year groups, to fulfil our aims and objectives, we use the 'Come and See' programme of Religious Education as recommended by the Archdiocese of Liverpool for Years 4-6.

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.

### **Overview of Content of Come and See**

Come and See helps us search for the answers to;

Where do I come from? (Life-Creation)

Who am I? (Dignity – Incarnation)

Why am I here? Purpose-Redemption

The Come and See flower has the image of Christ in the centre of it symbolising that everything is rooted in Christ. Jesus is at the 'heart of the programme.'

In the Autumn Term we consider God the Father and the question, 'Where do I come from?' – Life and Creation through the:

Church Theme: Family-Domestic Church

Sacramental Theme: Belonging – Baptism/Confirmation

Christian Living Theme: Advent Christmas – Loving.

In the Spring Term we consider God the Son, Jesus and the question, 'Who am I?' – Dignity and Incarnation through the:

Church Theme: Local Church – Community

Sacramental Theme: Relating – Eucharist

Christian Living Theme: Giving – Lent/Easter.

In the Summer Term we consider God the Holy Spirit, and the question, 'Why am I here?'-Purpose and Redemption through the:

Church Theme: Pentecost -Serving

Sacramental Theme: Inter-Relating-Reconciliation

Christian Living Theme: Local Universal Church – World.

Each term, each Year group works through the same theme within a different topic.

### **The Process**

Knowledge/Understanding/Skills/Attitudes

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

### Search-Explore

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

### Explore (This will take one week of Religious Education time to complete)

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 experiences 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.

There is only one learning intention for Explore.

### Revelation-Reveal

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

### Reveal (This will take two weeks of Religious Education time to complete)

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-it's tradition,
- prayers, rites, psalms, hymns and
- other expressions of Christian faith and
- the lives of outstanding Christians.

The process of delivery will involve:

- learning about religion
- developing and 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, 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.

There are 6 learning focuses for Reveal. The content of all 6 focuses must be studied.

In the Reveal part of the process, a wealth of scripture is explored. It is expected that the children study the Word in an appropriate way and can fully access it. To this effect, most of the passages used come from God's story.

#### Response-Respond

This is where the learning is assimilated, celebrated and responded to in daily life. 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.

#### Respond (Respond will take one week of Religious Education time to complete)

Remember is the first part of this section. Teachers provide 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 this 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. There is a format in every topic, to offer guidance as to the content of the celebration.

In Renew the Teacher helps each child to make an individual response, to hold in 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.

There is a reminder that the Teacher will undertake an evaluation which will inform future teaching and learning and include assessment of learning (knowledge circle).

## 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.

## **Planning**

### **Long Term**

It is the responsibility of the Senior Leaders and the RE Co-ordinator to:

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

### **Medium Term**

It is the responsibility of the RE Co-ordinator to:

- Allocate the start date for each topic
- Allocate time for each learning focus to be achieved - delivery of a Come and See topic requires approximately ten hours. A RED topic requires approximately 15 hours.
- Allocate time for the exploration of Judaism in the Autumn Term and Other World Religion in either the Spring or Summer Term.

### **Short Term**

It is the responsibility of the class teacher to:

- select appropriate content to ensure the achievement of the learning objectives.
- choose appropriate activities to explore this content.
- adapt the learning for different groups and children
- evaluate teaching.

## **Teaching strategies**

At St. Hugh's, we endeavour to incorporate an interesting variety of tasks such as using prayer, story, drama, writing and art activities.

Children are also given opportunities to discuss the topics in groups, pairs or one-to-one. This is an excellent opportunity for us to allow the children to speak and be listened to.

We encourage active learning techniques such as artwork, creative writing, role-play, discussion groups, drama and music. The children are also encouraged to use the Internet to collect more



information for their topics.

### **Adaptive Teaching**

As with all other areas of the curriculum, the needs of our children are met through adaptation;

- To enable children to succeed in the set task or activity.
- To challenge children and deepen their knowledge of religious education encouraging them to expand and apply their knowledge, understanding and skills
- To enable children to recognise their achievements and celebrate these. In Come and See, suggestions for adaptation is provided through a variety of driver words and activities in Explore and Reveal which meet the differing needs and abilities of children.

### **Recording**

Children record individually in their own RE exercise books. Other work, such as collaborative work, drama, speaking and listening activities, etc, may be recorded with photographs. A sample of these photographs or videos are added to an a digital floorbook for each year group.

### **Marking**

The class teacher will mark in line with the school's marking policy. Key words and topic-related vocabulary will be corrected, the amount depending on the age and ability of the child. Marking will be related to the learning objective and positive comments about the children's understanding and interpretation of the key concepts taught will be the main emphasis.

### **Displays**

Displays take the form of working walls, used to support teaching and learning throughout lessons. They must be purposeful. Working walls should include the recommended vocabulary for each topic, alongside key images and points of learning.

Each class teacher is responsible for their own RE display.

### **Assessment**

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

In 'Come and See' and 'To Know You More Clearly', it is related to the concepts, skills and attitudes to be developed through the exploration of these themes and the expected learning outcomes for each topic.

Assessment establishes what children know, understand and can do. It does not assess faith or the practice of faith.

Assessment in religious education emphasizes a wide range of achievement.

Assessment is a continuous process involving the co-operation of the teacher and child.

### **Informal Assessment**

Teachers are continually making informal professional assessments of individual pupils. They become aware of a pupil's level of understanding and growth in skills, by observing their ability to:

- Listen
- Ask relevant questions

- Respond to questions
- Interact with others
- Work with others
- Be still
- Understand
- Remember

At St. Hugh's, this informal assessment is achieved by teachers observing classroom tasks, which demonstrate the extent to which pupils are achieving the intended learning outcome.

These observations will include:

- Engaging in creative play
- Planning and completing a piece of written work
- Creating and performing drama
- Discussing an issue and drawing conclusions
- Engaging in role play
- Composing a hymn, song or poem
- Planning and completing a piece of art or craft.

Informal assessment is also achieved by asking the children to assess the work they have done:

- At the end of a task
- At the end of a lesson
- At the end of a topic

Criteria for this type of assessment is agreed with the children and should include such questions as:

- Do we understand the task?
- How far have we got?
- What do we know and understand now?
- How well have we worked together?

Children are also encouraged to reflect on and share what they have learned during the lesson, either as individuals or as part of a group.

## **Formal Assessment**

More formal assessments are completed using Star Questions. Each of these is a question and answer generated by the children themselves at the end of each RE lesson. This question serves to remind the children of the key point of learning from that lesson. Each lesson begins with a review of the previous Star Questions from the topic. This serves to continually review prior learning and to assess each child's knowledge and understanding. These Star Questions are used to support teachers' formal assessments of both the 'To know You more clearly' and 'Come and See' curriculums.

### 'To Know You More Clearly'

The ways of knowing describe the skills that pupils develop as they progress through the religious education curriculum. They are called ways of knowing since they describe the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one's own life. The three Ways of Knowing are 'understand', 'discern', and 'respond'. Teachers use the ways of knowing

alongside general classroom observations and scrutiny of children's work, to make termly judgements about the children's attainment.

Early Years Staff assess children's understanding of each topic using the Ways of Knowing. A termly judgement of children's progress is made using the Religious Early Learning Goals, as agreed upon by the RE Coordinator and the EYFS Coordinator.

### Come & See

In Spring 2023, the Archdiocese informed schools that, due to the planned changes regarding the new Religious Education Directory 'To Know You More Clearly', no further Formal Assessments would be sent. Schools were advised to decide upon their own method of formal assessment.

At St. Hugh's, teachers use the 'Come and See Standards of Attainment' alongside general classroom observations and scrutiny of children's work, to make termly judgements about the children's attainment.

### Recording assessments

At the end of each term, teachers make a judgement as to whether each child is working below, towards, in-line or above age-related expectations.

Teachers record these judgements on O Track.

The RE coordinator uses this information for tracking and identifying next steps for action.

### Moderation

Teachers gather each term to hold internal moderation.

For 'To know You more clearly', this is judged against the aims of each 'way of knowing' for each topic and the skills that are required to develop them.

For 'Come and See', these are judged against the 'Come and See Standards of Attainment'.

### **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. Providing feedback to pupils on their achievements and progress through informal discussion with pupils and regular marking of pupil's work.
2. Informing teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on information including summative assessments as recorded on OTrack.
3. Informing parents of the progress and achievement of their children through termly parent meetings and a written annual report.
4. Informing 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

- Policies
- Termly curriculum leaflets outlining topics to be covered
- 1:1 subject leader meetings with governors
- Headteacher's report to governors
- Regularly updated School Website including: School, Parish and Sacramental information;
- Photographs of significant learning or events.

### **Evaluation of Teaching**

Teaching and learning is monitored continually on an informal basis by:

- Observation of displays
- Learning walks
- Book looks by the Headteacher and/or Head of School
- Pupil voice

General feedback will be given to the whole-teaching staff. Individual feedback will be given if necessary.

Teaching and learning is monitored formally by

- Scrutiny of work by the RE Co-ordinator, including children's books and digital floorbooks
- Observations of lessons

Individual feedback will be written and fed back to each teacher on a one-to-one basis.

There is a yearly monitoring timetable which is shared with all teaching staff at the start of each term. This is produced by the Executive Headteacher and Head of School, after discussion with each subject leader.

### **Evaluation of Learning**

All children are assessed by their class teachers in their contribution to discussions, attitudes to others, activities, picture and written work.

At the end of each topic, children will be given an opportunity to identify what they have learned, which is the culmination of a topic and a chance to reflect on their learning.

Children record their work in a specific RE exercise book.

Learning is also evaluated by a termly pupil voice.

### **Relationship of RE to Whole School**

10% of teaching time is allocated to RE across the school.

## **Resources – Staff members 2024-25**

Miss Andrea Connearn	Executive Headteacher	CCRS
Mrs Andrea Flood	Head of School	CCRS
Mrs Helen Thomas	SLT/Subject Lead and Year 4 teacher	CCRS
Miss Kate Bushell	Inclusion Manager/PPA cover	
Mr Alex Bruce	Y6	
Mr Jon Binns	Y6	
Mr Sam Musgrave	Y5	CCRS
Miss Martina Stelges	Y3	Working towards CCRS
Miss Mia Fleming	Y2	
Miss Heidi Burrows	Y1	CCRS
Mrs Steph Baddeley	EYFS	CCRS
Mr Tom Mair	PPA teacher	CCRS

## **Resources - Teaching**

As a general principal, money from the budget each year is available for whatever needs are identified in RE, in line with other core subjects.

General classroom resources include God's Story 1, 2 or 3, (including God's Story 1 big book), Church's Story 1 or 2, Journey in Love, The Bible, Come and See and Golden Box storytelling resources. There are also a number of religious artefacts, including those for other faiths. Those resources specific to year groups are kept within those classes. All other resources are kept centrally in a dedicated cupboard.

All resources are freely available to staff.

## **Staff Development**

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

We value the importance of staff attending Archdiocesan courses for Religious Education regarding the new Religious Education Directory 'To Know You More Clearly', coordinator training and Cluster Group meetings 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.

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

Requests for professional development are considered with reference to individual need and to the school's priorities, as identified within the school's development plans. This may be by attending a formal training day or provided internally.

The RE Coordinator delivers regular updates during staff meeting time. They are also responsible for identifying areas of need and arranging/delivering CPD to support.

(See also the RE CPD log)

### **Staff Induction**

New staff (and students, if appropriate) are given:

- A copy of the 'Come and See' / 'To Know You More Clearly' programme for Religious Education.
- A schedule outlining topics to be covered during the year along with starting and finishing dates for topics.
- The medium-term planning for their year group.
- A copy of the RE Handbook
- A copy of all relevant policies and documents.

The RE Co-ordinator discusses the teaching programmes with new staff and is available for support as and when necessary.

### **Staff Communication**

<b>Weekly meetings</b>		
Monday	8.30	All staff
Tuesday	3.40-4.40	Senior Leadership Team
Wednesday	3.40-4.40	Teaching staff

LSAs also meet with the Head of School at least once each half term.

A board in the staff room is used to outline the week's notices and events so that all staff are always fully aware of current plans.

### **Cross-Phase Links**

Cross phase links are encouraged.

The transition from KS1 to KS2 is a natural progression for the children within our school as we are a Catholic Primary School. The children progress to many different secondary schools and relevant contact is made to ensure a smooth transition.

### **Links with Parents & Parish**

'Any worthwhile programme for Religious Education ... must aim at bringing together, home, parish and school, into a partnership of mutual understanding and co-operation'.

Throughout the year, opportunities are taken to support the religious education of the children by close co-operation with the parents and with the Parish.

All staff are committed to fostering this partnership by:

- Making parents welcome
- Regular Wellbeing Coffee Mornings
- Being available to talk to parents about their children
- Providing opportunities for parents to share in a wide variety of school activities
- Inviting parents to special assemblies and Celebrations of the Word.

- Sharing information about Sacramental Preparation with families.
- Preparing a liturgy for special feasts.
- Visiting the community i.e. the Children's Centre to sing Christmas Carols.
- Supporting Archdiocesan and other charities.

### **Preparation for The Sacraments**

The school supports our parish priest, Father Aidan Prescott, and parish catechists as needed in preparing our pupils for Holy Communion. This can include liaison with parents, passing on information, ensuring children learn any prayers, hymns required, providing opportunities for the celebration of the children's achievements.

### **Equal Opportunities**

At St. Hugh's, we aim to provide a breadth of education encompassing the National Curriculum in such a manner as to meet the needs of each individual. We ensure that the curriculum and school organisation express equal respect for boys and girls, offering them equal access to the full range of learning opportunities.

We believe the whole essence of RE is to liberate the individual and to allow them to achieve their potential as one of God's children.

We aim to equip our children with the knowledge, skills and values necessary for participation in our modern multi-cultural society.

### **Special Educational Needs**

We treat every individual child with dignity and respect.

We allow for the children being at different levels and encourage them to grow as individuals at their own rate and relative to their own ability.

### **See also the following relevant documents (available on our school website):**

- Prayer and Liturgy Policy
- Moral Development Policy
- Spiritual Development Policy
- Relationship Sex and Health Policy
- Personal Development Overviews (under PSHE)