

# The Religious Education Programme

To fulfil our aims and objectives we use the 'Come & See' programme of Religious Education recommended by the Archdiocese of Liverpool.

## Overview of Content

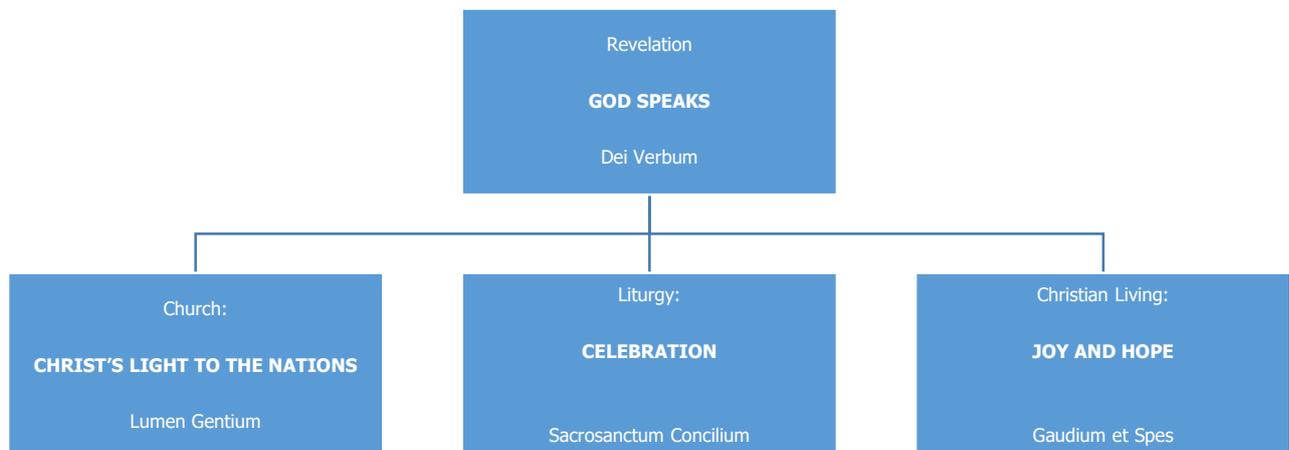
The 'Come and See' programme has its core three basic questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from?	Life – Creation
Who am I?	Dignity – Incarnation
Why am I here?	Purpose – Redemption

In 'Come and See' these questions are considered in the light of the Scriptures and Tradition of the Church.

## Topics

'Come and See' is developed through three themes based on documents of the Second Vatican Council. They are Church, Sacrament and Christian Living.



For each level there are clearly stated learning outcomes and objectives. These are matched to a variety of learning experiences thus ensuring cohesion and progression.

## The Process

The process for delivering the topics in 'Come and See' have 3 stages that enable the pupils to develop knowledge and understanding skills and attitudes. The stages are:

- Explore
- Reveal
- Respond

Although all stages play important roles in delivering our aims and objectives, the **Reveal stage is the heart of the process**. It is during this stage that we introduce to the children the Christian understanding of the mystery of God and human life as expressed in the person, the life and the gospel of Jesus Christ.



At St Ambrose Barlow we deliver a whole school approach and have done since 2001. Each class explores each topic at the same time.

	<b>2019-2020</b>
<b>Autumn</b>	Domestic Church <i>Family</i>  Baptism/Confirmation <i>Belonging</i>  Advent/Christmas <i>Loving</i>
<b>Spring</b>	Local Church <i>Community</i>  Eucharist <i>Relating</i>  Lent/Easter <i>Giving</i>
<b>Summer</b>	Pentecost <i>Serving</i>  Reconciliation <i>Inter-relating</i>  Universal Church <i>World</i>

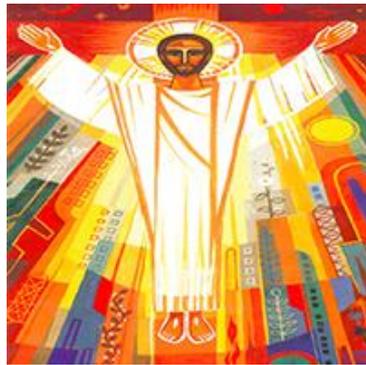
## Planning

Long term planning is the responsibility of the Spirituality Team. It includes:

- Monitoring timetables to ensure 10% curriculum time and ensuring appropriate slots within the timetable (Not last 2 hours on a Friday!)
- Selecting the appropriate direction of Religious Education
- Deciding on what element of Religious Education appears on SDP and Performance Management for that year.

Medium term planning is the responsibility of the RE Lead within the Spirituality Team. It includes:

- Providing staff with a yearly overview of topics to be covered, with start and finish dates for each topic. This overview will also include dates for the 'Other Faith' topics.
- Ensuring all staff download the short term planning sheets from the LACE website or provide paper copies if preferred.
- Ensure all staff understands the time allocation for each stage.



## Differentiation

Differentiated activities are used to enable children to succeed in their set task or activity; to offer challenging activities to stretch and excite children; and to enable children to recognise their achievements and celebrate them.

In 'Come & See' differentiation is provided through a variety of activities the teacher can select from in their Year group handbook and can alter the tasks so as to best support the learning of the children in her class. All activities are differentiated by the class teacher to best suit the particular need of their class. At times teachers may choose to deploy LSA and other adults to support children thus providing differentiation by support.

## Formal Assessment

At St Ambrose Barlow School we follow the guidance offered by the archdiocese. We use the formal assessment tasks. Assessment judgements can be made by observing pupils, their work, discussions in class, questions they have answered and the set assessment task.

Each formal assessment is kept in a class portfolio which moves up with them throughout their time at St Ambrose Barlow. When Year 6 finish their portfolio will be passed up to our feeder secondary school (St Mary's)

## **Evaluation of teaching**

- Planning is evaluated by the RE Coordinator.
- Teaching is observed and evaluated by the RE Coordinator and the Head teacher.
- NQTs and supply teachers are supported by the RE Coordinator.
- The Head teacher takes decisions about classroom observations based on the level of need. Judgements are made on the extent to which teachers have a secure knowledge and understanding of the faith and the programme in use. High expectations should be evident and appropriate planning is evident.



## **Evaluation of Learning**

Children's work is evaluated and marked in line with the school's Marking and Feedback Policy. Children are guided to be reflective of their own work, both oral and written. Each child is afforded opportunities to reflect on each topic at the end of each phase of learning.