

Religious Education



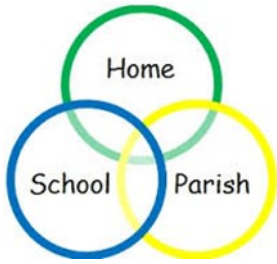
St Peter's Catholic Voluntary Academy



Information for Parents and Carers



DIOCESE OF
NOTTINGHAM



A partnership

The first educators in the faith are parents. By their example in the home and in their participation in the Mass and other sacraments, the foundations of life-long faith and discipleship in their children are laid down.

This partnership between home and parish is enhanced by the role of the Catholic school. Through the pattern of daily prayer, through the celebration of the sacraments of the Church, through works of charity, through a striving for justice in all it does, a Catholic school seeks to be a catechetical community in which the content and the life of faith is shared.

The meaning of life, as understood in the Catholic faith, is explored and experienced by all those taking part in the life of the school, whether they are baptised Catholics or not, practising their faith in their own parish or not. The partnership between home, parish and school is the best setting for the formation of maturing Catholic young people.

Religious Education

In the life of faith of the Catholic school, Religious Education (RE) plays a central and vital part. It is the foundation of the entire educational process. The beliefs and values studied in Catholic RE inspire and draw together every aspect of the life of a catholic school.

We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons.



Expectations of Classroom Religious Education

As with other core subjects, RE is characterised by succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE is a challenging educational engagement between the pupil, the teacher and the authentic subject material.

RE is taught, developed and resourced with the same commitment as any other subject. Tasks given to pupils are clearly focused and sufficiently demanding. The objective of RE is to include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education.



Time Allocation

The allocation for RE teaching is 2 hours 10 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This represents 10% of curriculum time.



This time does not include collective worship, hymn practice or assemblies.

Come and See

At St Peter's, in line with other Catholic primary schools in our Diocese, we follow a programme for Foundation Stage and Key Stages 1 and 2 called "Come and See."

The programme was written by a group of experienced diocesan advisors. It is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory and includes the Catholic attainment levels.

**"Come and See" is taught through three main themes:
Church, Sacrament and Christian Living.**

There are nine topics for each year and there is a specific programme for each year group.





Advent Term



Topic 1:

CHURCH Domestic church/Family

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 parents are the first teachers of faith with regard to their children.

Topic 2:

SACRAMENTAL Baptism/ confirmation/ belonging

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. At key stage 2 children will learn about the Sacrament of Confirmation, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of Ordination for the service of the Church and the Sacrament of Marriage, perfecting the human love of wife and husband.

Topic 3:

CHRISTIAN LIVING Advent/ Christmas /loving

The Advent – Christmas theme considers the gift of God’s love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life.

Lent Term



Topic 4:

CHURCH / Local church /community

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.

Topic 5:

SACRAMENTAL /Eucharist /relating

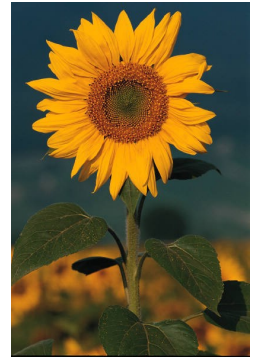
In the Spring time after learning about the local Church community, the Sacrament of the Eucharist is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of “Come and See” since it is at the heart of Christ nourishing his people.

Topic 6:

CHRISTIAN LIVING/Lent/Easter giving

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.

Pentecost Term



Topic 7:

CHURCH/Pentecost /serving

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.

Topic 8:

SACRAMENTAL/Reconciliation/Inter-relating

The Sacrament of Reconciliation forms part of the work of the summer time when there an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2, children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

Topic 9:

CHRISTIAN LIVING/ Universal Church world

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. This topic is complimented with a range of activities and resources from CAFOD (Catholic Agency for Overseas Development).

The Lessons

Each topic is opened up through - Explore, Reveal and Respond

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

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 experiential events 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.



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.

‘Reveal’ is the heart of the process. 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 Christians. 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.

The process of delivery will involve:

- **meeting new knowledge of religious education;**
- **developing an 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, dance, 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.**



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 providing the 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 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 respond, where the teacher helps each child 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.



Assessment in RE

During each term children are assessed on their learning and understanding through an assessed task which is set by the diocese. This task is always linked to one of the topics that is being covered during that term. The assessed tasks work on a 3 year cycle, which means that all children will have an assessment in each of the 9 topics during the cycle.

The assessments take the form of an activity or task that is similar to an activity of task that the children would normally undertake during an RE lesson, they are not formal test assessments.



Assessment Topics 2021—2024

Year	2021/22	2022/23	2023/24
Advent Term	Christian Living Theme At1 (iii) Advent/Christmas Loving	Church Theme AT1 (i) Domestic Church Family	Sacramental Theme AT1 (ii) Baptism/Confirmation Belonging
Lent Term	Church Theme AT1 (i) Local Church Community	Sacramental Theme AT1 (ii) Eucharist Relating	Christian Living Theme AT1(iii) Lent/Easter Giving
Pentecost Term	Sacramental Theme AT1 (ii) Inter-relating Reconciliation	Christian Living Theme AT1 (iii) Pentecost Serving	Church Theme AT1 (i) Universal Church World

Others Faiths



During the school year we will also study two world religions: one will be Judaism (taught in the Advent Term) and the other one from Sikhism, Islam and Hinduism on a rolling programme (taught in the Pentecost Term).

We live in a pluralistic country with people of different races, cultures and religions. *Within our schools we are seeking to educate all pupils of whatever religion to be able to live a way of life that integrates their beliefs with all other aspects of what it means to be human. As part of this, they must learn to live alongside others who are different and hold alternative views, including religious views.*

Children today live in a fast changing global world, where communication and travel opens them to diversity and challenge. It is important that we prepare them for this.

Pupils are encouraged not simply to learn facts about other religions but also to reflect upon them and gain insights from them.

The teaching of other religions for primary-aged children is about how the members of that faith community live as a family and how they worship. It begins from the faith community's own understanding of itself and what it is to be a member of a particular community.

Some Principles

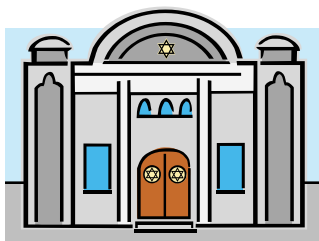
Each religion is taught separately in order to avoid confusion. Comparison can lead to inaccurate teaching and does not do justice to the integrity of each religion. Comparisons may be noted by the pupils, but that will not be the starting point of the teaching.

Teaching of Judaism needs special attention because of the intrinsic relationships between Judaism and Christianity – our very roots lie in Judaism. However, while it is important to teach about Jesus' Jewish background this should be taught separately from modern Judaism as a world faith.

When children handle ritual objects, which are important to people of other religions, they are taught to do so with reverence and respect.

We try to visit places of worship on a rolling programme so that children can also learn about religions from members of that religion.

As with Christianity there are various expressions of any one religion. What is being taught here is *a middle of the road view*. It is too complex and confusing to go into too much detail about variations within religions.



We take care at assemblies or collective acts of worship. A *show and tell* information sharing is acceptable but we cannot worship as people of another religion, to do so would give the wrong message and might compromise the integrity of the Catholic faith.

Each topic has an overview page with some background information for the teacher, a description of the process of the teaching of that religion and a list of possible resources and key words. The structure of teaching Other Faiths is as follows:

- **LOOK:** a very short introduction to the topic, starting with the children's own familiar experience. This is not a whole session but the opening part of the first session.
- **DISCOVER:** is the main section of teaching and learning about this religion and includes a range of activities which might include a visit to a place of worship, or a video.
- **RESPECT:** is the plenary when children are given the opportunity to reflect on what they have learnt, appreciated and respected and what it means for the followers of that religion.



Collective Worship

We gather together every day in collective worship either as a class, or as a school.

We pray at regular times daily as a class.

We gather together for assemblies, which include prayer and reflection.

We gather together for class liturgies.

We gather for whole school Masses.

Child-Led Worship

When worship is planned and led by children it has a powerful impact on their level of involvement and engagement.

Children planning and leading their own liturgies is an important part of collective worship at St Peter's and time is made for this in each class.



Let Us Pray 2Gether



To enable children to plan their own collective worship each class uses a resource called “Let Us Pray 2Gether”.

Each class has a small box and this contains three packs of cards which are labelled:

Gather

Word

Response to the Word

Mission

The children decide how they would like to gather, which gospel to read, how they will reflect on the Word and how they will live out the message of what they have shared.

The cards give them a selection to choose from.

The children then lead their class through this act of collective worship.

The children and the other participants are given time to reflect on their liturgy when they have finished.

Chaplaincy Team

At St Peter's we have a pupil Chaplaincy Team, that is led by our school chaplain Mrs. Connor.

These children have applied to join the team and meet regularly pray, plan and to guide the rest of the school in school and class collective worship.

These children receive regular training at school from Mrs White. They learn how to develop their own skills to share with others and so enhance the Catholic life of our school.

Our Chaplaincy Team also helps to run lunch time prayer meetings with their peers and provide the pupil voice in decisions about the direction the school is going in terms of our lives as a Catholic community.



Meditation

Each class in the school has the opportunity to take part in a meditation session straight after lunch. This involves the children spending a short period in silence, trying to tune out the loudness and busyness of a classroom and listening in silence to the voice of God.

In teaching children to meditate we are helping them to develop a living, personal relationship with Jesus, a relationship where they can have a conversation with Jesus, where they can listen as well as they can talk.

We feel sure that the meditation session has a positive impact on the spirituality and prayer life of our children.



If you wish to discuss the teaching of RE in our school, or you have any thoughts or ideas that you would like to share with us, you could speak to your child's class teacher. Alternatively you can contact:

Mrs Helen White (Head Teacher / RE Coordinator)

h.white@stpetersprimary.org

Mr Stuart Wright (RE Coordinator)

s.wright@stpetersprimary.org

Mrs Jean Connor (School Chaplain)

j.connor@stpetersprimary.org

