

# St. Matthew's Catholic Primary School LIVERPOOL



Through respect we will work together in Christ to develop the  
whole person

## **R. E. Handbook 2022-23**

# R.E. Handbook

## Contents

	<u>Page</u>
Mission Statement_____	3
Aims_____	5
Objectives_____	5
The Religious Education Programme_____	5
Assessment_____	9
Recording_____	10
Reporting_____	10
Evaluation of Teaching_____	11
Evaluation of Learning_____	11
Staff Development_____	11
Staff Induction_____	11
Staff Communication_____	13
Resources – Staff Members_____	13
Resources - Teaching_____	13
Relationship of R.E. to the Whole Curriculum_____	14
Religious Education Development/Improvement Plan_____	22
Evaluation of Religious Education Handbook_____	22
Impact of Corona Virus 2020_____	22

## ST. MATTHEW'S CATHOLIC PRIMARY SCHOOL

### MISSION STATEMENT:

*"Through respect we work together in Christ to develop the whole person"*

### STATEMENT of INTENT:

At Saint Matthew's Catholic Primary School, we teach our Catholic faith through the "Come and See" Catholic Religious Education Programme. At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. "Come and See" gives the pupils the opportunity to explore the mystery of faith through Scripture and our Religious Tradition.

Central to the programme are these three questions:

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

"Come and See" helps our pupils to explore the beliefs, values and way of life that our Catholic faith asks of us. It supports the faith experience of all children because it starts with their real life experience and leads them to reflect upon the meaning of church, sacraments and the person Jesus in their lives.

Pupils are encouraged to develop their faith by regular prayer in class, Collective Worship, Reflection, celebration of Masses and other religious and liturgical celebrations throughout the year.

They are also encouraged to reflect upon social and moral issues, which affect our immediate and global communities. We believe that the aim of religious education is to contribute to the development of the children as individuals and valued members of society.

Our principal task is to help children to know, understand and appreciate the spiritual and religious dimension of life as expressed in the Catholic faith tradition and important aspects of other traditions. We endeavour to do this by giving pupils opportunities to develop spiritually, morally, intellectually, emotionally and physically, towards their full and unique potential, in the sight of God.

**In order to achieve this, we will work together through relationships, curriculum, environment and worship.**

#### **Relationships:**

We will have a consistent approach to discipline and behaviour-role models will lead by example.

There will be welcoming and caring atmosphere, we will listen to all concerns.

High standards will be modelled and expected by all.

We will be understanding and respectful to all members of the school community and support everyone.

We will sustain home, school, and parish links.

We will acknowledge and promote uniqueness and individual talents.

We will have positive attitudes and tolerance towards everyone.

We will celebrate success through rewards.

We will instil ownership and independence in our children and give opportunities for pupil voice.

We will promote democracy and encourage children to make the best choice.

### **Curriculum:**

We will provide a curriculum which is fun, exciting, challenging, dynamic and relevant to our children.

Curriculum leaders will strive to make their subject the best that it can be.

Everyone will show pride in their work.

The Gospel Values will be at the heart of our curriculum.

Our curriculum will celebrate cultural diversity.

### **Environment:**

We will show pride and respect in our school.

We will promote a calm working atmosphere.

Our school will feel safe and secure for all.

### **Worship:**

We will provide opportunities for outstanding collective worship across the school.

We will provide opportunities for the older children become leaders of worship.

Parents will be given lots of opportunity to share in school worship.

Our 'Come and See' curriculum will be creative, inclusive of other faiths and promotes the Gospel Values.

We will link closely with the Parish of St Matthew's.

Reverence will be modelled and instilled and quality time is given for reflection.

Children to go forth and this is visible in school life.

## THE AIMS OF RELIGIOUS EDUCATION IN ST. MATTHEW'S CATHOLIC PRIMARY SCHOOL:

Religious Education is at the heart of the curriculum and the ethos of our school:

“A vision that is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. Our educational endeavour is centred on the person of Jesus Christ, who is our way, our truth and life.”

**(Come and See)**

The outcome of Catholic Religious Education 'is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'

**(Curriculum Directory for Catholic Schools)**

## OBJECTIVES OF RELIGIOUS EDUCATION

In order to achieve our aims we will:-

- I. Help pupils to develop a respect for moral values, for each other and for themselves (See: School Mission Statement).
- II. Help pupils recognise and appreciate the spiritual and religious dimensions of life and provide opportunities for celebration, prayer and reflection in implicit and explicit ways (See: Curriculum Policy Statement).
- III. Foster a respect and love of their own Catholic Faith, and a tolerance and respect for those of other races, creeds and religions. (See Curriculum Policy Statement)
- IV. Lead our pupils to a deeper knowledge and understanding of the Catholic tradition and the ways in which it seeks to express the significance of human life. (See: Mission Statement).
- V. Focus on the development of ways of thinking, feeling and acting which will lead children to be reflective, open and enquiring. We will provide children with the language of religious experience – a literacy in religious activities, places, stories, symbols and rituals, people and objects. In this way we begin a process which will lead to a genuine, lasting understanding and provide a basis at the age of childhood for the mature commitment of faith in adult life.
- VI. We will present a R.E. programme which is as academically respectable as other curriculum areas, utilising appropriate strategies from the National Curriculum.
- VII. We will follow the R.E. topics in the National Syllabus “Come and See”, in order to continue to maintain the distinctive Catholic nature of our school and present a systematic presentation of the Christian event, message and way of life.
- VIII. We will ensure that children receive a broad and balanced integrated curriculum. This will fully embrace the National Curriculum with appropriate differentiation. (See: School Mission Statement).
- IX. We will be respectful of the different pastoral needs and practices in our diocese and include some examples of supportive and supplementary materials for sacramental catechises.

## THE RELIGIOUS EDUCATION PROGRAMME

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

## Overview of Content

For all children Religious Education is taught as a core subject in the school's curriculum. It is a rigorous academic discipline and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith, religious education will be the catechesis, and for *some* children religious education will be evangelisation, the first opportunity to hear the good news of the gospel. (RECD, p10)

### The Themes

Come and See is developed through three themes which are gradually explored at greater depth. They are **Church**, **Sacrament** and **Christian Living**. Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

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 builds on the previous understanding.

1. **Autumn- Domestic Church- Family** To start the year Come and See begins with my story: within a family. The Church honours the family because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.
2. **Spring- Local Church - Community** After Christmas the children explore the theme of local Church. They learn how the parish is a place where people gather to celebrate and practice care and love for each other.
3. **Summer- Universal Church** – Through CAFOD children learn about the wonders of God's creations.

### Sacrament

1. **Autumn- Baptism/Confirmation - Belonging.** In Key Stage 1 children learn about initiation into the Church through Baptism. In Key Stage 2 children learn about the Sacraments of Confirmation, Ordination and Marriage.
2. **Spring – Eucharist - Relating** In Spring the Sacrament of the Eucharist is explored. This Sacrament is at the heart of 'Come and See' since it is at the heart of Christ nourishing his people.
3. **Summer-Reconciliation – Inter relating** Here children learn about the joy and challenge relationships and God's love and mercy.

## Christian Living

1. **Autumn- Advent /Christmas - Loving** Children consider God's love in Jesus.
2. **Spring-Lent/Easter – Giving** Children learn about how Jesus gave his life.
3. **Summer- Pentecost - Serving** Here children learn about how the Ascension and Pentecost complete the Easter story.

## The Process

The process for delivering the topics in '*Come and See*' has three stages which enable pupils to develop knowledge, understanding, skills and attitudes. The process encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

Religious Education learns from evangelisation and catechesis that learning and growth involve active participation and response. For this reason the, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God's revelation. (Religious Education Curriculum Directory 2012)

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

## Explore (one week)

The teacher helps the children to begin to look at and focus on an aspect of life experience – 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, drama, music, dance and art
- Investigation
- Telling a story
- Consideration of the big questions
- Becoming aware of questions raised
- Reflecting on significance of these experiences

## Reveal (2 weeks)

Reveal is the heart of the process. The teacher and children together discover the Christian understanding of the mystery of the trinity, the Father, Son and Holy Spirit. The process of delivery will involve:

- Meeting new knowledge of religious education
- Developing an understanding of this new knowledge
- Reflecting on the wonder of mystery

- Gathering information
- Researching, collating and classifying
- Becoming aware of questions raised
- Working with problems
- Exploring experiences through story, music, drama, dance and art
- Valuing and sharing life experiences
- Acknowledging and respecting differences

## Respond (1 week)

**Remember:** In the first part of the section children respond by remembering celebrating all 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 is done by:

- Creating a quiet, prayerful atmosphere for reflection
- Looking at and thinking about the work done
- Drawing attention to different aspects of work
- Sharing thoughts and feelings

**Rejoice:** In the second part of the section there is opportunity to plan and take part in a celebration where the children gather, listen, respond and go forth.

**Renew:** In the final part of the process the teacher helps each child to make an individual response about what they have learnt from the topic and how they can apply their learning to their lives.

Work from the Respond section will be recorded in class floor books and sent up to the next year so that children can recap on their previous learning.

## THE APPROACH CHOSEN

The structure of the process for Years 1-6 comprises of the following sections:

1. Learning focus
2. Content
3. Key questions
4. Key activities
5. Remember, Rejoice, Renew

## PLANNING

10% curriculum time is allocated for the teaching of religious education and is indicated on the class timetable for each year group. The Bishop's requirement of 10 per cent curriculum teaching time is clearly indicated on class timetables. This time does not include time for collective worship and hymn practice. The head teacher and senior management take responsibility for positioning this important subject.



## Long term planning:

Long term planning is the responsibility of senior management. In St. Matthew's we follow the route given by Liverpool Archdiocese. The themes and topics framework sets out the programme for the year. Within each class teachers need to have regard for the attainment levels when developing activities for different abilities. The school leadership team tracks and monitors this planning.

## Medium Term Planning:

The overall responsibility for medium term planning lies with the religious education subject leader. Teachers are required to reflect on the 'Teachers Page' at the start of each topic. This can also take place as a whole school during staff meetings.

## Short Term Planning:

Short term planning is the responsibility of the class teacher. He/she uses the planning model agreed by the school in conjunction with the archdiocese. The material for this planning is found on the topic pages on the 'Come and See' website. The class teacher will be required to:

- Allocate time for each learning outcome to be achieved.
- Plan the topic to ensure achievement of the learning outcomes on the agreed planning sheets.
- Select appropriate activities for the whole class or groups of children.
- Assess the children using the model of assessment given by the archdiocese using the appropriate driver words.

## Differentiation:

As with all other areas of the curriculum the purpose of differentiation is:

1. To enable children to succeed in the set task or activity and to challenge them to take the next step in their learning.
2. To challenge the children to be self-motivated and take responsibility for their own learning.
3. To enable children to recognise and celebrate achievement.

Children learn in different ways, so as with all other subjects, it is necessary to provide a range of learning activities using a variety of media.

The agreed driver words should be evident in children's work as well as in marking. They should be selected based on the appropriate level of challenge for the children.

Children's work is marked according to the school's marking policy using a codes to assess if children have achieved the objective. These codes are displayed in class and are also stuck on the inside of children's books so that they can see what their next steps are.

## ASSESSMENT

Assessment is focussed by the overall aims and objectives of religious education 'Come and See' and the Religious Education Directory for Catholic Schools. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through exploration of the themes and learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Come and See emphasises a wide range of achievement.

## In our school this involves:

### Informal Assessment

- General observations of children engaged in classroom tasks and activities
- Observation of contributions made to classroom displays
- Marking of written work using 'Driver Word' codes
- Discussions with children
- Class discussions
- End of topic pupil evaluation

Informal assessment is recorded by writing pupils' initials on the last page of the topic planning sheet under the appropriate driver words.

### Formal Assessment

- Formal assessments are planned and recorded following the format provided by the Archdiocese. The R.E. co-ordinator downloads formal assessment sheets from the Archdiocese of Liverpool website each term and distributes them to teachers.
- Children then complete a selected task, directed by the Archdiocese, to be assessed formally. This is chosen by the Christian Education Department in consultation with teachers.
- Formal assessment is carried out using the level descriptors in 'Standards of Attainment in Religious Education in Catholic Schools and Colleges' from the Bishop's Conference Department for Catholic Education and Formation.
- Formal assessment is recorded by highlighting the level achieved in the given year group colour on the formal assessment sheet. These are then kept in the class teacher's R.E. assessment file and an example of a high, middle and lower achiever is given to the R.E. co-ordinator.
- Information gained from discussion, observation and class work is used to inform assessment to a best fit level for the child. This assessment data is then collated onto the whole school tracking sheet so that progress can be monitored and targets set.

## RECORDING

Recording provides evidence of achievement. It involves pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Children's responses to teacher marking
- Audio Visual evidence – photographs, videos,
- Class/school portfolios
- Pupils' self assessment
- Class 'Thoughts & Reflections' learning journals

## REPORTING

There are four dimensions to reporting in Religious Education. Reporting:

- Provides feedback to pupils on their achievements and progress
- Informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group
- Informs parents of the progress and achievement of their children
- Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Parents are shown Religious Education exercise books at the Parent's Evening once per term. They are informed about their child's progress in the subject. A written report is given to them at the end of each academic year.

The R.E. co-ordinator meets with a selection of governors to report on Religious Education in the school.

## EVALUATION OF TEACHING

Teachers complete an evaluation of teaching after each topic, this informs future teaching and learning. The head teacher and R.E. co-ordinator observe lessons and Collective Worships. They also monitor displays, assessments, planning and exercise books.

## EVALUATION OF LEARNING

Pupils evaluate their learning through the *Remember* and *Renew* aspects of each topic. The teachers enable the children to recall and review the work done in the topic. They then help them to hold on to, and make their own, what they have understood of the topic. Children are encouraged to apply their learning to their lives.

## OTHER FAITHS:

We live in a multi-cultural, multi-faith society and we recognise the importance of educating our pupils in the values of understanding and tolerance and to celebrate differences. Multi-cultural themes are taught throughout the curriculum in each year group. Other faiths are taught in two one-week topics – one in the autumn term and one in either the spring or summer term (whichever is longer). All year groups (1-6) study one week of Judaism because of its deep roots in the history of Christianity. Years 2-6 also study Hinduism in the Spring/Summer term to increase understanding of the Hindu community that we have within our school.

<b>Autumn Term</b>	
Years 1-6	Judaism
<b>Spring/Summer Term</b>	
Years 1-6	Islam

Teachers follow the lessons given in the Come and See. Resources are also available for teachers' own background knowledge and Ritual Objects are available for use in the classroom.

## STAFF DEVELOPMENT

Staff share the teacher page materials and theme pages before each topic. There are opportunities for prayer, reflection and discussion. Both teachers and reaching assistants are encouraged to familiarise themselves with the key words and concepts and to ask questions to clarify understanding.

The R.E. co-ordinator finds out the needs of staff through informal discussions and R.E. feedback monitoring sheets. RE INSET is given at staff meetings to address these needs. Information from R.E. co-ordinator meetings is disseminated at staff meetings, there are 4 allocated to RE per term.

Good practice is shared throughout the school through demonstration lessons and collective worship.

All training days offered by the Archdiocese are attended and regular CCRS training opportunities are given to those staff who need it.

Staff will also be given the opportunity to attend the Catholic Middle Leadership Programme (CMLP) as well as the Post Graduate Catholic Leadership Programme (PGCLP).

## STAFF INDUCTION

The primary aim of induction is to assist the professional development of Early Career Teachers and to help them to settle into school life.

A first principle will be to celebrate strengths. Induction will also identify what support is required both in and out of the classroom and will respond to these needs. It will offer constructive feedback on performance and development and will focus on improvement in the quality of pupils' learning.

Induction should be a planned exercise of Initial Teacher Training, and this programme will aim to raise the skills and build on the knowledge new teachers have gained in their pre-service training.

As members of staff at St Matthew's we acknowledge that each has an important part to play in welcoming and supporting newly qualified teachers.

We aim to take a keen interest in their welfare in order to build up effective working relationships. We will respond to each other's needs and recognise each other's strengths in order to create an effective learning environment for the children in our care.

The Teacher Mentor will ensure that all teachers know their individual roles in relation to Induction as describes in the areas of responsibility which are outlined in the staff handbook.

The Re Co-Ordinator provides on-going support for any ECTs, providing any support they should need in the teaching or assessment of RE.

The Head Teacher will negotiate appropriate non-contact time in order for the policy to be implemented and for staff to fulfil responsibilities.

Induction provides a means of communicating and promoting the school's ethos and systems: through this programme we will foster teamwork, community spirit and shared learning experiences. These factors will contribute to improving the quality of pupil's education.

Each ECT will be encouraged to attend the L.E.A. Induction Programme. This programme may change to meet the needs of each ECT group. There will be additional sessions relevant to all new teachers. They also attend any ECT courses provided by the Archdiocese.

Early Career Teachers will be included in the performance management scheme but need not be appraised in induction year.

A Pen Portrait is supplied for each new class teacher and a detailed handover is undertaken each year.

### **STAFF COMMUNICATION:**

Staff communicate with the R.E. co-ordinator informally on a day-to-day basis. Staff meetings are used for communication, consultation, updates and INSET. Information from R.E. co-ordinator meetings is disseminated to the staff through regular meetings, termly planners, questionnaire action plans and monitoring feedback forms.

Information will also be sent by email when needed.

### **RESOURCES – TEACHERS:**

**Head Teacher** - Mrs C Sime

**Deputy Head** - Mrs L Evans

- Mrs T Gaskell

**Key Stage 1/EYFS Team Leader** – Mrs J Collins

**Key Stage 2 Team Leader** – Mrs A Dunbar

**RE Coordinator** – Mr M Edwards

**Reception** Miss J McNally Miss C Earle

**Year 1** Miss A Melville Miss N Mclvoy

**Year 2** Mrs J Dillon Mr M Edwards

**Year 3** Mrs J Walsh Miss H Jackson

**Year 4** Mr M McNally Miss C Rush

**Year 5** Mr J Brooks Miss H Connor

**Year 6** Mrs A Dunbar Mrs S Broadfoot

Teaching Assistants support teachers in the preparation and delivery of Religious Education

### **RESOURCES – TEACHING**

Each class is provided with the following resources:

Access to the Come and See website

God's Story 1, 2 or 3 (appropriate to age group)

Church's Story 1 or 2 (appropriate to age group)

Resources for a class reflection table: cloth, candles, reflective music

Access to Other Faith resource boxes

Story books to support the Explore Section of 'Come and See.'

## RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

Our criteria in planning and evaluating worship in school is based on educational and pastoral principals which recognise the CENTRAL place of LITURGY and worship in our Catholic tradition, and which, at the same time, respects the needs and experiences of those who take part.

We believe that worship in school can create among our pupils and teachers a real sense of belonging, and we do our best to encourage our children to be actively involved.

We take every opportunity to extend a warm welcome to priests, parents, and the local community, to take part.

Occasions for worship include: Masses (for small groups and special occasions) Assemblies and preparation for the sacraments of reconciliation and communion.

Liturgical catechesis, prepares for the sacraments by promoting a deeper understanding and experience of the liturgy. This explains the contents of the prayers, the meaning of the signs and gestures, educates to active participation, contemplation and silence. It must be regarded as an "eminent kind of catechesis."

**"General Directory for Catechesis"**

**During these celebrations we try to bear the following principles in mind:-**

- a. that we place children's needs, age and stages of development at the heart of what we are about.
- b. we encourage children to be actively involved.
- c. we encourage children to take leadership roles.
- d. we use appropriate language, music, mime, drama and art.
- e. we recognise and respect the integrity of children and adults from other Christian and other faith communities.
- f. we help children to understand and take part in the adult worship of the parish.

**In PREPARING for WORSHIP we can help the children to:-**

- Decide the form and content
- Choose the readings
- Mime the readings if appropriate
- Pray in their own words, in their own way
- Choose suitable hymns and music
- Arrange the classroom or hall
- Welcome any visitors

Our occasions for worship are to be celebrations of the events of life addressing the emotions and feelings of children – the joy, happiness, friendship, enthusiasm, sadness, anger, jealousy, disappointment, fear and loneliness.

Our celebrations are to reflect thanksgiving, special days, feast days, schemes of work.

They are opportunities to reflect silently on the Word of God.

We attempt to make full use of music, art, drama, and all the gifts of the children.

### **Daily Act of Collective Worship:**

We hold a daily act of collective worship in the classroom three days per week. This lasts approximately for one minute for each year of the child's life. Children gather around the collective worship focus display and a lighted candle is used to enhance this focal point as a reminder of Jesus' presence in the room. A variety of resources and prayer styles are used including scripture, song, stories, discussion, silent reflection, spontaneous prayer, collective prayer and reflective music.

Each act of worship is shared by encouraging the children to gather, listen, respond and go forth.

Every Monday morning there is a whole school Act of Worship held in the school hall or via zoom and led by a senior member of staff.

### **Prayer Group**

Prayer group meets after school to discuss 'Big Questions' that arise from the Come and See Curriculum. This gives to children the chance to reflect back on and look forward to topics studied over their time in St Matthew's.

Prayer group is comprised of children from all year groups in KS 2 and changes on a termly basis to give as many children as possible the opportunity to attend.

### **Come and See Celebrations:**

A celebration is held three times a year. These are class, year group or key stage celebrations. We aim to make the celebrations a lively, stimulating experience, which grows out of, and celebrates, the life of the classroom. Parents are welcome.

The celebrations are opportunities for the children to share their thoughts, feelings and experiences. We try to ensure that all children are actively involved.

### **Spiritual & Moral Development:**

'Spiritual is not synonymous with religious; all areas of the curriculum may contribute to pupil's spiritual development. Spiritual development, then, 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, questions which are at the heart and root of existence; it is therefore also about what a school provides – through its curriculum, through Collective Worship, through its ethos and climate – to help individuals 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, Moral, Social and Cultural Development – an Ofsted Discussion Paper, February 1994)**

At St. Matthew's, we are totally committed to the view that the education of the whole person is at the centre of our work and Catholic foundation. Spiritual development is integral to the curriculum and ethos of the school. Staff ensure that pupils are given time to reflect and discuss matters of a spiritual nature, particularly during the daily act

of worship, RE and PSHE lessons. We foster spiritually through different areas of the curriculum and extra curricular activities, such as:

- R.E. lessons
- R.E. evaluations – children are invited to reflect on their new understanding
- Sacramental Preparation – First Holy Communion and Reconciliation. Links are made with the parents and parish. Children focus on building relationships with God and others.
- Whole school assemblies – building school community through prayer & reflection.
- Come and See end of topic celebrations
- Daily acts of worship involving different forms of prayer
- Special acts of worship for feast days
- School/Family/Parish Masses
- No Outsiders in our School
- Jigsaw PSHE
- Life to the Full
- Journey in Love
- School Trips – every child is given the opportunity to take part in school trips, A sense of awe and wonder can be developed through experiencing God’s creation.
  - Whole school musical productions – children’s acting and musical talents are nurtured
  - Residential trips – during their time in Key Stage 2, all children are given the opportunity to take part in a residential trip. Colomendy or Kingswood, Crosby Hall and Lockerby Adventure Centre (where the focus is on team building and experiencing God’s creation in the countryside).
  - Children experiencing some loss in their lives, e.g. death, separation or divorce, are given support through weekly sessions with a trained councillor.
  - Extra curricular activities – development of the whole person and small group relationships in choir, art club, football, netball, tag rugby, athletics, , Rainbows, school council.

‘Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong... As they develop a sense of morality, pupils should become more able to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems which are their own, together with the understanding that their behaviour and actions should derive from these beliefs and values.’

**(Spiritual, Moral, Social and Cultural Development – an Ofsted Discussion Paper, February 1994)**

At St. Matthew’s we strive to promote British Values and encourage pupils to reflect on their behaviour, actions and attitudes and the effect they have on others. Every opportunity is taken to promote the Gospel values throughout the school community. Moral development is encouraged through:

- A positive system in our behaviour policy
- P.S.H.E. lessons
- Rainbows– giving support to each other during difficult times
- Each teacher involving pupils in setting their own class rules at the beginning of the year.
- School Council – one representative from each class sits on the school council. They are involved in promoting the views of the pupils in the school and making decisions affecting school life.
- Team building in extra curricular activities.



- Pupils taking areas of responsibility in the school – prefects, dinner monitors, register monitors, classroom responsibilities.
- Service to the community – the school choir performs at many local and city-wide community events.
- Global Citizenship – links with CAFOD and Mission Together.
- Fundraising – this takes place every year during Lent. Our school charities are:  
Nugent Care  
CAFOD  
HCPT  
Food Bank  
Mission Together  
Macmillan Cancer Support

## Links with Parents, Parish and Local Community

### Parents

We actively encourage parents to participate in their child's education and work in partnership with the school to benefit the child's social, physical, moral and spiritual development. In particular we:

- Send weekly newsletters to inform parents of events in the life of the school.
- Encourage parental involvement in the classroom and school.
- Support the Parent Staff Association in their fundraising and school events.
- Invite parents to attend whole school gatherings (celebrations, plays, prize givings etc.).
- Hold Parent-School-Partnership courses for parents to further their education.
- Fully involve parents in children's Sacramental preparation.
- Invite parents to Parent' Evenings and other important meetings in the school.
- Hold an after school club to provide childcare facilities and help with homework.
- Work with individual parents on a day to day basis.
- Offer financial or community support for families experiencing difficulties.

### Parish and Local Community

We encourage our children to be active and responsible citizens. We endeavour to form links with the Parish and local community by:

- Visiting the Parish Church to develop children's understanding of particular aspects of R.E.
- Working with the Parish Priest and team of Catechists for Sacramental preparation.
- Inviting guest speakers from the local community to contribute to children's learning on particular topics.
- Taking the school choir to sing for members of the community.

### Sacramental Preparation

#### Reconciliation

The children prepare for and receive the Sacrament of Reconciliation for the first time in Year 4. The preparation process involves close links between the school, home and parish. This includes:

Parental gathering – parents and children are invited to discuss aspects of reconciliation to deepen their understanding of the sacrament. This preparation takes place in a series of after-school meetings led by the parish priest, supported by the head teacher and R.E. co-ordinator.

The celebration of the sacrament is a school, parish and family celebration.

## **Eucharist**

Pupils prepare for and receive First Holy Communion in Year 4 through the ‘With You Always’ programme. The preparation process involves close links between the school, home and parish. This includes:

- School/Parish/Family Enrolment Mass where the children preparing for First Holy Communion are actively involved in different aspects of the liturgy.
- Families are encouraged to attend the 10:00am Mass on Sundays. During the Mass, children preparing for First Holy Communion have special activities with the parish Catechists.
- Families are invited to attend a series of sacramental preparation meetings led by a team of catechists from the parish with the support of the Head Teacher, R.E. co-ordinator and class teachers.
- Practical preparation for the celebration of the Sacrament is led by the class teachers and Parish Priest.
- The celebration of the Sacrament is a school, parish, family celebration.

Throughout the preparation for the Sacraments children are given opportunities for different styles of prayer. They are encouraged to deepen their relationships with God and make links between spirituality and everyday life.

## **Relationship Sex and Health Education**

Relationship Sex and Health Education (RSHE) in St. Matthew’s is developmental and a foundation following the ‘Life to the Full’ and ‘Journey in Love’ schemes of work.

RSHE contributes to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum is one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of ‘adult life’

In RSHE we aim to help our pupils to:

- Acquire the knowledge and understanding that will enable them to choose healthy lifestyles and realise their dignity as children of God.
- Develop responsible attitudes and values towards sexuality and relationships.
- Develop respect for themselves and others.
- Have the opportunity to acquire skills, which will develop confidence, self-esteem and assertiveness so that they can make decisions, which are satisfying and socially constructive.

The school works towards these aims in partnership with the parents.

Our RSHE programme reflects the school’s over-arching aims. It is based on sound Christian principles and has a whole person within a whole school approach. It also realistically acknowledges the social climate in which we live. We demonstrate and encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and wider community.

The RSHE programme:

- Provides information that is relevant and appropriate to the age and developmental stage of the pupils
- Develops skills of assertiveness, communication and effective dialogue in relationships
- Encourages the exploration and clarification of values and attitudes
- Fosters self esteem, positive self image and confidence

A full curriculum programme can be found in the PSHE scheme of work.

## PSHE & Philosophy 4 Children

At St. Matthew's Primary School PSHE and P4C is developmental and a foundation for further development in the secondary school.

PSHE and P4C contributes to the requirements of section 1 of the 1988 Education Reform Act and the school curriculum is one which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society; and
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The school works towards these aims in partnership with the parents. The PSHE programme focuses on the four strands of the national curriculum framework:

- |   |   |
|---|---|
| • Personal development<br>their abilities | - Developing confidence and responsibility and making the most of |
| • Active citizens                         | - Preparing to play an active role as citizens                    |
| • Health and safety                       | - Developing a healthy, safer lifestyle                           |
| • Relationships<br>between people         | - Developing good relationships and respecting the differences    |

The P4C curriculum aims to develop children's confidence in expressing their views through other subjects. Children devise their own discussion points through the topics they study in RE, Geography, History, Science, English and Art. Moral and spiritual issues are embedded through these sessions and all children are encouraged to take part.

Topics and themes are revisited from year to year taking account of the pupil's development and the spiral curriculum concept.

Topics include:

- Physical and Social Environment
- Food and Nutrition
- Health Related Exercise
- Drug Education
- Education for Personal Relationship
- Child Protection

- Bullying
- Internet safety
- Mental Health and well-being
- Citizenship
- Topics from the SEAL programme

A full curriculum programme can be found in the PSHE & Citizenship policy.

'No Outsiders' is taught from Reception in Year 6 in order for children to have a good understanding of the Equality Act 2010. Plans for this are reviewed and updated every year.

## Equal Opportunities

We aim to provide all pupils with equal opportunities. They should have equal access and opportunities within the Curriculum, both formal and informal, so that when leaving our school they have the widest possible options available to them, educationally, socially and vocationally.

We support equal opportunities by countering stereotypes and prejudice, reducing the effects of sexual, racial and social discrimination, while at the same time acknowledging the diverse cultural and educational needs of our pupils.

Equality of opportunity for all children is essential, whatever their age, ability, gender, race or background. We recognise that a child's self-perception can be influenced by his or her environment. We want all our pupils to achieve their full potential during their time with us. We work to ensure that our expectations, attitudes, and practices do not prevent any child from fulfilling his or her potential.

We understand that, as children mature and their relationships with peers of both sexes develop, their perception of gender roles alters. We also accept that such perceptions are influenced by other factors, including home, peer group and the media.

As a school, we incorporate Liverpool LEA guidelines for Equal Opportunity into our primary practice. Certain strategies are employed to ensure that the cross-curricular dimension of equal opportunity permeates the life and work of the school.

All children have equal opportunities within and equal access to, all areas of the School Curriculum. This includes the Programme of Study and Attainment Targets for the National curriculum subjects, other subject areas currently outside the National Curriculum and extra-curricular activities. All children are encouraged to participate equally in the full range of activities both inside and outside the classroom.

- Efforts are made to recognise, and be aware of, the possibility of gender, race or social bias in our teaching and learning materials and in our teaching styles.
- Materials are selected carefully for all areas of the curriculum to avoid stereotypes and bias.
- Impartiality is demonstrated by teacher time, attention and resources being given equally to all children.
- All children are encouraged to work and play freely together.

Teaching and other groupings, such as dinner queues, assembly seating, lines for dismissal, classroom seating and playground areas, are organised by criteria other than gender or race, for example, age, ability, friendship.

Equality is demonstrated when giving/delegating responsibility and noting the achievement of children.

- Discipline, notably rewards and sanctions, are the same for all children.

- Our school uniform policy embodies the same standards for all children.
- Separate toilets and separate changing facilities for swimming are provided.
- Children and staff are encouraged to respect and value each other, and build and maintain co-operative working relationships both within school and in the community.

Any discrimination that arises inside or outside the classroom is handled sensitively and discussed with the children.

We recognise the value of evaluating and monitoring equal opportunities; measures include:

- Reviewing attendance and punctuality – analysing reasons for absence – where patterns affect particular groups of children
- Reviewing the quality of relationships between different groups of children
- Analysing the attainment and progress of pupils, highlighting significant variations in attainment among pupils of different gender, ethnicity or background.

We provide all staff at the school with equal opportunities. No teaching or non-teaching post is gender-specific and, when appointing staff, recruitment procedures recommended by Liverpool LEA are followed.

Tasks, duties and responsibilities are allocated without discrimination. Men and women are encouraged to teach all age groups. All staff have equal access to professional development and posts of responsibility.

All members of staff review practices and approaches involving equal opportunity.

## Special Educational Needs

We believe that all children have the right to be educated alongside their peers. At St. Matthew's we are fully committed to meeting the needs of those pupils with Special Educational Needs so far as it is reasonably practical and compatible with the provision of the efficient education of other pupils. In meeting these responsibilities, we have due regard to the SEN Code of Practice 2001 and the Disability Discrimination Act 2001.

All pupils with special educational needs are fully included in all areas of the curriculum. Differentiation by support, outcome or activity ensures that they are able to access the Religious Education programme. Our Special Educational Needs policy is followed at all times.

## ICT

Information and Communications Technology is viewed as an integral component of the curriculum an addition to being an essential life skill in modern society. We believe that all members of the school community should have access to a range of ICT resources in order to develop capability. ICT enhances the process of teaching and learning in all areas of the curriculum, including R.E.

## Display

Each classroom has a designated area for displaying RE work. Displays are changed regularly so that they are kept up to date with each *Come and See* topic covered. They include the key words to aid pupils' learning and the age appropriate driver words. Visual work, written work and annotated displays help to clarify the learning objectives behind RE activities. Progression throughout the school is made obvious through display.

## Cross Phase Links

We endeavour to make the translation of Year 6 pupils to secondary schools as smooth as possible. There are strong links with both the boys' and the girls' secondary schools. These include:

- Curriculum bridging units for maths and science
- Secondary subject specialists teaching Year 5 pupils
- Secondary teachers observing lessons to share good practice
- Children taking part in 'taster days' to familiarise themselves with secondary school and teachers
- Vulnerable pupils joining in the learning mentor or chaplain transition project to develop confidence before they begin secondary school.
- Meetings with secondary school teachers to discuss the needs of individual pupils

## **RELIGIOUS EDUCATION DEVELOPMENT/IMPROVEMENT PLAN**

The head teacher and RE co-ordinator work together to complete the RE Self Evaluation Document, highlighting the strengths and areas for development in RE. The RE co-ordinator formulates a development plan for RE in line with the School Development Plan and priorities for Religious Education. This is agreed by the senior management of the school. The RE co-ordinator is responsible for implementing the RE development plan with the support of the senior management.

## **EVALUATION OF RELIGIOUS EDUCATION HANDBOOK**

This Religious Education Handbook was reviewed and agreed in September 2021.

## **IMPACT OF CORONA VIRUS 2020**

Due to school closure in March 2020, the curriculum moved to a dual curriculum until the end of the 2020/21 academic year. This focussed on consolidating their knowledge of the RE objectives making use of Come and See online resources.

Children had to engage in activities through online platforms such as Class Dojo. Teachers followed adapted plans sent by the archdiocese to ensure that children were not missing out on the topics that were meant to be taught while they could not attend school.

For the 2020/21 academic year, a recovery curriculum was in place to ensure there are opportunities to deliver missing learning and make sure there are no gaps in children's knowledge.