

ST MARGARET CLITHEROW PRIMARY SCHOOL



We live to love, learn, respect
and follow Jesus who says,
“Love one another as I have loved you.”

RE Handbook



This book is intended to be used as a guide to help all members of staff in our school, especially new colleagues.

Religious Education is a core subject in Catholic schools. Christ and his teachings are very much at the heart of all we do at St Margaret Clitherow, both in our dealings with the children and all we come into contact with. Our aim is for the children to know God in a personal relationship and we should foster this through love, caring, sensitivity and joy. To achieve this, adults are encouraged to be familiar with the mission statement and lead in its example.

LEADERSHIP OF RELIGIOUS EDUCATION

At St Margaret Clitherow for the academic year 2025 to 2026 any help or guidance needed regarding the planning and teaching of Religious Education can be sought from Stephanie Terry – RE Coordinator.

RELIGIOUS EDUCATION CURRICULUM

The Religious Education Directory (RED) is at the core of our Religious Education teaching. The Directory outlines what we are expected to teach children from Nursery through to Year 6. We are currently working towards implementation of the new RED.

At St Margaret Clitherow School – we use the Diocesan Hub planning supplemented by the “Day by Day” resources. These resources are all fully compliant with the new RED.

OTHER FAITHS

During the year we reference any important festivals of other faiths and more detailed teaching of these takes place within the “Dialogue and Encounter” branch of the RED. Details of any important festivals can be found on the RE overview of the year document.

TIME ALLOWANCE

RE must be taught for 10% of the timetable. This time does **NOT** include class worship, daily prayer or collective acts of worship such as assembly or hymn practice. This equates to the following times:

- 2 hours 30 minutes in Year 1 to Year 6

RE is an integral part of the curriculum in the Early Year Foundation Stage (Nursery and Reception). Children will engage with the themes from the RE units through a variety of both adult led and child initiated activities. EYFS follow the new RED using resources from the Diocesan Hub and “Day by Day”.

The length of each RE unit is approximately 6 weeks and there are 6 units per year. These units are the same in every year group. Each branch is taught through the lenses of HEAR, BELIEVE, CELEBRATE AND LIVE.

The Branches are:

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

Each part of our curriculum focuses on key areas to help children understand and grow in their faith. These areas are designed to help pupils know, remember, and apply what they have learned.

The names of these areas are inspired by the Catechism, which teaches us that faith is something we *hear*, *believe*, *celebrate*, and *live*. These four areas guide the lessons and help support children's learning.

- **Hear:** Learning about the teachings of the Church.
- **Believe:** Understanding and growing in faith.
- **Celebrate:** Taking part in the rituals and sacraments of the Church.
- **Live:** Putting faith into action in everyday life.

Classes in the Nursery and Reception also follow the RE Curriculum map but with added flexibility at the beginning of the Autumn term while new children are being admitted and are settling in.

RESOURCES

Resources are kept in the RE cupboard which is located in the prayer room. There is a wide range of books for class worship, statues and candles for the class prayer focus and information and resources to support the teaching of RE units and other faiths. If there are any resources you need to support the teaching of classroom RE please ask the RE coordinator.

There is also an RE folder on the shared area which has a range of resources to support both the teaching of RE and class worship.

PLANNING

Before the start of each topic teachers are provided with a medium term overview from the Diocesan Hub, outlining the length of the topic and the required core teaching. This overview is not the completed plan but will need to be extended by each class teacher for their year group and the needs of their individual class. Teachers need to complete the planning sheet, detailing the learning objectives, differentiation of tasks and the questions used to assess children's understanding. All sections need to be completed in line with the school's agreed expectations for lesson planning. A copy of the plan needs to be kept in the shared area or in the class RE file.

Medium term plans and any additional support materials for topics can be found on the Diocesan Hub.

Visits to the church are encouraged where appropriate during topics. Visits can be organised through the RE coordinator by speaking directly to Father Albert our Parish priest. (albeovie@yahoo.co.uk)

CHILDREN'S WORK

The children should feel proud of the work they do in their RE books and high standards of presentation and work are expected (See the school Presentation Policy)

- All RE books must display the correct RE label on the front cover.
- Title pages and/or knowledge organisers with targets from the Diocesan Hub need to be stuck in the children's books before the topic begins.
- If you are using worksheets please make sure they are trimmed before being stuck into books.
- Any work done by the children for display should be clearly marked on the planning sheet.
- If you are doing an assembly of a religious nature or a prayer service it is a good practice to keep evidence of this.
- If a child is absent from school for a lesson please write the date and absent at the bottom of the previous piece of work. There is no need to leave a blank page.
 - Prayer and mission statement to be stuck into front inside cover. (Staff share)
 - Caritas Heading to be stuck in the back on the first from back lined page at the top. (Staff share)
 - Old and New Testament Overview to be stuck in a flap on the back cover.
- Challenge tasks must be set for HA.

- Learning intentions must match the tasks.
 - Feedback questions should be open ended where possible and promote deeper thinking.
 - At end of topic use the assessment sheet for the unit from the RED. Highlight what is achieved.
 - Then use the self assessment sheet to give children an overall level.
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- Children's books are monitored regularly by the RE coordinator and the SLT.

MARKING

Books are marked in line with the school's marking policy. Comments should be varied, interactive and responsive to the child's work and effort, encouraging, demanding higher standards and correcting misconceptions/inaccuracies.

When marking RE all comments need to respond to the religious learning intention and not literacy.

The use of targeted questions during marking will often enable children to verbally demonstrate their understanding at a higher level. The child's comments should be recorded in the RE book by the adult if appropriate. Where a child has been asked a written question it is essential that they are given the opportunity to write their answer. All religious spellings should be corrected. Feedback questions should be used to challenge and extend learning.

ASSESSMENT

Pupils are assessed using the RED outcomes.

Core questions from the Diocesan hub should be used to plan and design assessments. Assessment sheets should be highlighted at the end of each topic and stuck into books.. Children are assessed for each topic and then an overall level for the term inputted on Insight at the end of the term. Children also complete a self-assessment at the end of each topic.

Questioning and verbal assessments are a valuable way of assessing children's understanding of RE. Teachers need to be familiar with the RED outcomes in order to assess children at a given level and use effective questioning to move children on to the next level.

Pupil assessment activities are recorded in their RE book. The teacher's annotated assessment sheet needs to be stuck in at the end of the topic and link to the topic target sheet from the start of the topic.. These need to show the level given for the topic, the dates of the assessed pieces of work and next steps where appropriate.

Parents are informed of their child's progress at parent consultations throughout the year and in the end of year written report.

- There will be no "Greater Depth" with the new RED yet. We can use the language of children working above the average of the rest of the class but not GD. This won't come until the curriculum is embedded.
 - You can assess the Understand and discern outcomes but not the respond.
 - The respond part is personal.
 - Assessment sheet will have the following categories instead-
- ✓ *Emerging (simple recall and connection)*
 - ✓ *Developing (beginning to explain and reflect)*
 - ✓ *Secure (reasoned explanations and personal reflection)*

What we can do where a child is secure but working above the average level of the class is mark this as an upward arrow in that section to show that. We can use the language of the child working above the level of the class but NOT greater depth.

MODERATION

In-school moderation takes place regularly and samples of levelled work are kept in the school RE assessment Portfolio. The RE Coordinator also attends regular deanery and diocesan moderation.

TARGETS

Children's knowledge organizer/target sheets from the Hub should be stuck in RE books at the beginning of each topic. In the Key Stage 2 these targets should be discussed in advance with the children so they know what they have to achieve during the topic. During an assessment topic these should be signed, dated and annotated by the teacher once there is evidence that children have consistently demonstrated and achieved that target.

HOMEWORK

All pupils (from Nursery to Year 6) have access to the Wednesday Word online to share with their families.

In addition, each class takes home a half termly newsletter for each topic with suggested activities to do at home.

RE creative and project tasks are given as additional tasks.

RE FILES

Each class has a class RE file that moves up the next year group with them. In here whole class evidence is kept along with planning, INSET, Assessment information etc.

CLASSROOM DISPLAY AND PRAYER FOCUS

Teachers are required to have an RE display in their classrooms which is changed each half term to reflect the current RE unit. All displays need to have a high standard of presentation and should be backed in the appropriate colour to reflect the liturgical season with a contrasting border (see appendix 1).

To ensure consistency across the school all RE displays must include

- The current RE topic title.
- Key words from the current RE topic.
- A brief explanation of the work on display.
- A selection of children's work, photos etc. which must be backed.
- 3D display included where appropriate
 - A scripture quote relevant to the topic.

Communal Displays

In addition all RE displays in corridors and around the school must include

- A year group label.
- The current RE topic title.
- A brief description about the work/display.
- Work, photos etc. which must be backed

Prayer Focus

Each class needs to have a prayer focus table. The prayer focus needs to be a main focus in the classroom and positioned in front of or next to the RE display board so that children can see it when praying. This area should reflect the current time of the liturgical year and display the correct liturgical colour (see Appendix 1).

The prayer focus should be simple, not cluttered and only include a crucifix, candle, the Bible and one or two religious objects, linked to the current liturgical season or topic A candle should always be placed on the prayer focus and this should be lit during class worship.

A crucifix needs to be displayed on the wall in each classroom above the Prayer Focus or RE display.

The Mission Statement and selected class prayers need to be displayed around the RE display and where possible at child height. See the class prayer books or the school website for prayers

Year group Class Prayer books should be available in all classrooms (these are on the shared area).

MONITORING

RE planning, children's books and the classroom learning environment are monitored regularly by the RE Coordinator and the SLT.

RE lessons are monitored in accordance with the school's monitoring policy.

CPD

Regular staff INSET takes place throughout the year to support the teaching of Religious Education. Staff are kept up to date about RE matters through regular staff meetings and emails.

Training courses also take place organised by Westminster Diocese to support staff in planning, teaching and assessing RE. Teachers will be advised by the SLT of relevant courses available.

COLLECTIVE WORSHIP

Prayer and Liturgy takes place every day either in class, as a Key Stage or as a whole school.

Worship in a Catholic school should be joyful and purposeful in order for it to become a truly spiritual experience. Class Worship is planned as a quiet time for reflection and takes place on the days children do not attend assembly. Worship follows the four step process of Gather, Word, Respond and Mission. One session each week is prepared and led by the children on a rota basis. Class worship is monitored on a regular basis by the RE Coordinator.

Monday – Whole school assembly linked to the Gospel

Tuesday/Wednesday – Mark 10 mission and Child led worship (this may vary by day but one of each per week takes place)

Thursday – Hymn Practice

Friday – Whole school assembly.

Prayer

Prayer is central to life in our school. Children participate in various forms of prayer throughout their school life (spontaneous prayer, traditional prayer, modern prayer, biblical and liturgical, silent prayer, hymns and praise). Prayer can happen anywhere and should be a true relationship between God and the child.

The day begins and ends with a prayer in each class and prayers are also said before and after lunch. Each year group has their own class prayer book which outlines which prayers the children are expected to learn during the year. A copy of the class prayer book should be kept in class and prayers displayed as the children learn them.

Copies of the school prayers for each year group can be found in the RE folder on the shared area and are available on the website for parents. Varying the prayers you use is a good idea and the prayers children write for each topic should also be used during worship if children are happy to do this. Private prayers or intentions can be referred to in a more general prayer. See Prayer and Liturgy policy for more detail.

Hymn practice takes place once a week and is led by our music specialist with the help of a teacher on a rota basis. A list of hymns and words is available on the shared area in the RE folder or Hymns folder.

Mass and Assemblies

Mass is celebrated at the beginning of each term and on special days.. A special Leavers Mass is celebrated for Year 6 children and their families shortly before they leave for secondary school.

Whole school assembly takes place on a Monday morning. Special assemblies and Liturgies are celebrated in school throughout the year for example, Advent, Lent and Easter. Class or themed assemblies take place on a Tuesday morning and Celebration Assembly takes place on a Friday afternoon.

Children in Year 4, 5 and 6 attend mass in the Parish throughout the year and children in Year 1,2 and 3 attend mass as appropriate depending on the needs of the class, in the Summer term.

SEX AND RELATIONSHIP EDUCATION (RSE)

Sex and Relationship Education is taught each year in accordance with the “Ten Ten” scheme of work “Life to the Full” – please see RSE policy for more details.

Appendix 1

Liturgical Colours for the Academic Year

Time of the year	Colour
Beginning of the school year – Beginning of Advent	Green
During Advent	Purple
Beginning of Spring Term – Epiphany	White or Gold
Day after Epiphany – Day before Ash Wednesday	Green
Ash Wednesday – Easter (During Lent)	Purple
Easter - Pentecost	White or Gold
Pentecost	Red
<i>Pentecost – End of school year</i>	<i>Green</i>

- *During Easter time – green is used with some white/yellow and reference to liturgical colour due to the difficulty in seeing pale colours.*