

Holy Family Cronton
Catholic Primary School



Religious Education
Handbook

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MISSION STATEMENT

Following in Jesus' footsteps we
will:



Pray together, Play together,
Learn together.

In fulfilling our Mission Statement we aim to:

Pray together:

- Through our family and community of faith we strive for all to hear the message of God.
- Through the promotion of the Christian values of love, acceptance and respect for all, we will provide opportunities for all to develop an awareness of God's presence in themselves and in others.
- Through the teachings and practice of our faith we will provide opportunities to respond to the word of God through collective worship, celebration and quiet reflection.

Play together:

- Through the development of excellent relationships in our school community we will strive to ensure all experience mutual respect, acceptance and love.
- Through fun filled activities, projects and social events we will provide opportunities to promote community cohesion and togetherness.
- Through our creative curriculum we will strive for all to seek excellence and experience enjoyment.

Learn together:

- Through the provision of a stimulating, well-balanced, forward thinking, diverse curriculum we will provide opportunities for all to develop an awareness of themselves, others and the world in which we live.
- Through inspirational, innovative, holistic teaching we will seek to create learners who aspire to succeed.
- Through the promotion of learning and equality for all we will strive to create independent, life long learners.

We pray together. We play together. We learn together.

The Aims of Religious Education

The aims of Religious Education in Holy Family Cronton Catholic Primary School are taken from 'Religious Education Curriculum Directory for Catholic Schools' (The Bishop's Conference of England and Wales, Pub. CES 1996). We aim to promote

- ◆ The dignity and freedom of every person as creatures in the image and likeness of God.
- ◆ Knowledge and understanding of the Catholic faith and life.
- ◆ Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- ◆ The skills required to engage in examination of and reflection upon religious belief and practice.

In addition to this, we aim to inspire and encourage the beliefs and values which are lived out in the daily life of the Catholic school.

The intended outcome of the Catholic, Religious Education in our school is religiously literate children who have the knowledge, understanding and skills appropriate to their age and capacity, to think spiritually, ethically and theologically. (Adapted from *Here I Am*, page 10)

The Objectives of Curriculum RE

The objective of Religious Education is to include analysis and reflection, critical appreciation of sources and examples, and a real sense of progression through the different stages of education. (*Here I Am* page 6)

The objectives of Religious Education in our school are:

- ◆ To develop knowledge and understanding of the mystery of God and of Jesus Christ of the church and of the central beliefs which Catholics hold;
- ◆ To develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- ◆ To encourage study, investigation and reflection by the pupils;
- ◆ To develop appropriate skills for example, ability to listen, to think critically, spiritually, ethically and theologically, to acquire knowledge and organise it effectively; to make informed judgements;

- ◆ To foster appropriate attitudes; for example respect for truth, respect for the view of others, awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multi-faith society.

Holy Family Cronton will also endeavour to implement the following additional objectives;

- ◆ We in Holy Family Cronton Catholic Primary School aim to achieve these objectives through detailed planning, regular assessment and monitoring and the teaching of RE for 10% of the timetable;
- ◆ Opportunities for celebration, prayer and reflection will be provided.

The Religious Education Programme

To fulfil our aims and objectives we use the 'Here I Am' programme of Religious Education recommended by the Archdiocese of Liverpool. We follow approach 1: a whole school approach, which requires the whole school to explore each topic at the same time following a four-year cycle A-D.

Overview of content

Central to the Here I Am programme are three basic human questions and the three Christian beliefs that are the church's response in faith. Each term has a basic question ⇔ belief about the mystery of life is explored within the Catholic faith tradition.

| | |
|--------|--|
| Autumn | Where do I come from? Life ⇔ Creation |
|--------|--|

| | |
|--------|------------------------------------|
| Spring | Who am I? Dignity ⇔ Incarnation |
|--------|------------------------------------|

| | |
|--------|--|
| Summer | Why am I here? Purpose ⇔ Redemption |
|--------|--|

We pray together. We play together. We learn together.

The basic question ↔ belief for each term is explored through three kinds of themes.

THE COMMUNITY OF FAITH ↔ CHURCH THEMES

Autumn Family ↔ Domestic Church
Spring Community ↔ Local Church
Summer World ↔ Universal Church

THE CELEBRATION IN RITUAL ↔ SACRAMENTS THEMES

Autumn Belonging ↔ Baptism/ Confirmation
Spring Relating ↔ Eucharist
Summer Inter-relating ↔ Reconciliation

THE WAY OF LIFE ↔ CHRISTIAN LIVING THEMES

Autumn Loving ↔ Advent/Christmas
Spring Giving ↔ Lent/ Easter
Summer Serving ↔ Pentecost

The process

The process for delivering the topics in Here I Am has seven stages, which enable pupils to develop knowledge, understanding, skills and attitudes.

- ◆ *Recognise* The children begin to look at and focus on an aspect of life experience in order that they acknowledge and become aware of it.
- ◆ *Reflect* The children explore this aspect of life experience by examining and investigating it, considering it from different angles, realising that it raises questions and addressing these questions.

- ◆ *Respect* The teacher leads the children to deeper understanding, clearer vision, the discovery of significance and value and enables them to grasp the richer meaning of this life experience.
- ◆ *Relate* The heart of the process is reached - Christian understanding of this life experience. The children are introduced to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.
- ◆ *Remember* The children recall and review the work done in the topic.
- ◆ *Rejoice* The children celebrate in worship all that has been done and learned.
- ◆ *Renew* The children and teacher hold onto what they have understood of their own experience and of the experience of the church community.

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

We, the staff of Holy Family Cronton have used and expanded upon the suggested teaching activities for each of the seven processes provided in the Here I Am file in order to provide a rich and stimulating religious education curriculum for our children.

| Process | Suggested Here I Am Teaching Activities | Other Teaching Activities |
|-----------|---|--|
| Recognise | <ul style="list-style-type: none"> • Sharing a personal experience or providing an experience. • Telling a story. • Watching a television or video. • Looking at photographs or slides. • Listening to a poem, song or piece of music. • Listening to an invited guest | <ul style="list-style-type: none"> • Telling story : props/ role play/ different story from that of Here I Am/ tell it in role/ story sack/ felt board/ puppets/ power point. • Big paper - don't speak - tell it through pictures/ symbols/ tell others. • Artefacts/ show and tell/ pair - share. |
| Reflect | <ul style="list-style-type: none"> • Reliving experiences through story, music, drama, dance or art. • Gathering information and collecting facts. • Asking questions and discussing. • Researching. • Collating and classifying their findings and focusing significant ones. • Discovering meaning and value and drawing conclusions. | <ul style="list-style-type: none"> • Research chart/ questionnaire/ pictogram. • Talking partners • Cartoon strips • Speech bubbles • Group chart - rotation/ presents just one aspect. • Use of speaking and listening - group roles. • One group presentation • Power point. |

| | | |
|----------|---|--|
| Respect | <ul style="list-style-type: none"> • Creating a quiet, prayerful atmosphere. • Looking at and thinking about work done. • Drawing attention to different aspects of this. • Sharing thoughts and feelings. • Making a personal response. | <ul style="list-style-type: none"> • Display focus - visual/ table • Post its - to do with theme • Music/ candles/ atmosphere • Children lead • Role play |
| Relate | <ul style="list-style-type: none"> • Learning about scripture, tradition and teaching of the Church. • Prayers, psalms, hymns and other expressions of Christian faith. The lives of outstanding Christians. • Explore all these in creative and practical ways through drama, writing, poetry, song, dance, music, personal research. | <ul style="list-style-type: none"> • Scripture: retelling from characters point of view/ hot seating/ freeze frame/ news report/ compare and contrast/ pick out favourite phrases/ annotate text/ power point/ highlighters/ rap/ record onto tape/ video. • Recording: news report/ cartoon/ diary/ story board/ fact file/ compare and contrast/ advert/ poster/ letters/ poem/ research internet/ phrase from hymns/ write new verse to hymn/ write own psalm/ explain to someone else/ prayer. |
| Remember | <ul style="list-style-type: none"> • Giving time for children to remember, make a conscious effort to bring together what they have done and learned as individuals and as a group. • Asking specific questions to discover what learning objectives have been achieved. • Using gathered examples of work and resources as prompts. • Summarizing and reinforcing learning that has taken place. • Expressing something of the new knowledge, insights, skills and attitudes acquired. • Formulating and recording statements of new knowledge. • Evaluating the topic. | <ul style="list-style-type: none"> • Pair and share - 3 things know now • Post its • True or false • Quiz - make up questions for others • Market place - concept maps as groups • Class mind map • Fill in what I know now leaf • Formal assessment - mind map |
| Rejoice | <ul style="list-style-type: none"> • Bring together the work done. • Select from work what is significant, relevant and meaningful. • Create opportunities for thought, for prayer, for stillness and silence. • Fostering an atmosphere which may evoke responses of joy, sorrow, thanks, praise and acceptance. | <ul style="list-style-type: none"> • Celebration: different groups do different jobs - record on sheet (poster/ poem/ prayer/ drama/ hymn) • Use of celebration planner • Drink and biscuit • Photograph of event • Artefacts from focus table • Candles and music. |

| | | |
|-------|--|--|
| Renew | <ul style="list-style-type: none"> • Giving children time to reflect on what they would like to hold on to and never forget. • Helping them to focus on and choose a song, a hymn, a doctrinal statement, a poem, phrase or line, picture, photograph, symbol, story or reading which encapsulates their understanding and enables them to bring it to mind again. • Exploring the possibility and potential for living in a deeper and fuller way. • Identifying ways of applying this in real life. • Making entries in a personal journal. | <ul style="list-style-type: none"> • Homework • Tell people at home • Renew box on focus table - each child put in one thing. • Entry on back of RE book |
|-------|--|--|

The Approach Chosen

Holy Family Cronton have chosen to follow the whole school approach to Here I Am which requires the whole school to explore each topic at the same time following a four-year cycle, A-D.

| Sept 2008 - July 2009 | Sept 2009 - July 2010 | Sept 2010 - July 2011 | Sept 2011 - July 2012 |
|------------------------------------|---|---|---|
| Autumn | Autumn | Autumn | Autumn |
| Myself Invitations Birthdays | Beginnings Friends Preparations | Babies Initiation Gifts | Homes and Families Signs and Symbols Visitors |
| Spring | Spring | Spring | Spring |
| Journeys Communion Growing | Special People Meals Good and Evil | Books Memories Death/New Life | Celebrations Thanksgiving Self-Giving |
| Summer | Summer | Summer | Summer |
| Good News Choices Neighbours | Messengers/Witnesses Change Treasures | Energy Freedom and Responsibility Special Places | Holidays/Holydays Building Bridges Difference |

Planning

Long-term planning

Long-term planning is the responsibility of our senior management team. They chose the most suitable approach for our school - the whole school approach.

The Bishops requirement of 10 percent of the curriculum teaching time is clearly indicated on class timetables. This time does not include time for collective worship and hymn practice. Teachers arrange their own timetable, which is checked by the senior management team.

Medium-term planning

Medium-term planning is the responsibility of the R.E co-ordinator
The RE Co-ordinator:-

- ◆ Uses the overview in Here I Am to note the basic question and Christian doctrine for the term;
- ◆ Uses the theme pages to note
 - * the content and the focus of each theme
 - * links to the catechism of the Catholic Church and religious Education Curriculum Directory
 - * key concepts, skills and attitude
 - * attainment targets;
- ◆ Provides a planner for each term's work - this is supplied by the archdiocese and photocopied by the co-ordinator and given to staff. It includes:
 - * The basic question ↔ Christian doctrine for the term
 - * The three themes and topics through which these will be explored.
 - * Starting dates for each topic.
 - * Feast days and holy days
 - * Special notes for planning
 - * Global dimension
 - * Other faith week

Short-term planning

This is the responsibility of the class teacher. The teacher uses the planning model provided by the school. The amount of detail required will vary from topic to topic and class to class. The class teacher will:-

- ◆ Plan the topic to ensure achievement of the three learning outcomes;
- ◆ Select appropriate activities for the whole class or groups of children;
- ◆ Indicate the children to be assessed, either, the whole class, groups or individuals and the activities chosen for this. Select 3 children for moderation during each topic.

Differentiation

As with all other areas of the curriculum, the purpose of differentiation in Religious Education is:

- ◆ To enable children to succeed in the set task or activity;
- ◆ To challenge children beyond their comfort zone of knowledge, understanding and skills;
- ◆ To enable children to recognise their achievements and to celebrate these.

In Here I Am, differentiation is provided through a variety of activities, stimulus and questioning, which meet the differing needs and abilities of children. It is essential to refer to IEP's of children on the Special Educational Needs register.

Assessment

Assessment is focussed by the overall aims and objectives of RE. In Here I Am, it is related to the concepts, skills and attitudes to be developed through the exploration of these themes and the 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 Here I Am emphasises a wide range of achievement.

In Holy Family Cronton it involves:

Informal Assessment

- ◆ Marking
- ◆ Discussions
- ◆ Observations
- ◆ Plenary

Formal Assessment

- Each child is assessed once a term by the class teacher (as advised by the Archdiocese)

The Archdiocese informs our school which topic and which section of the topic to assess to gain a wide range of assessments throughout the children's school life. Children evaluate their work at the end of every topic.

- ◆ RE books, planning and lessons are monitored by the Headteacher and the co-ordinator
- ◆ Learning is continuously assessed through each topic and children above and below expectations are noted on all short term plans

Expectations

In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for other subjects, these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting. Children's levels are recorded within teacher's files.

Attainment Targets and Levels of Attainment

At Holy Family Cronton we follow the attainment targets and levels of attainment as outlined by the bishops conference

Name of pupil.....

AT1: Learning about Religion:

AT2: Learning from Religion:

Knowledge and Understanding of:

Reflection on Meaning

| | i) beliefs, teachings and sources | ii) celebration and ritual | iii) social and moral practices and way of life | i) engagement with own and others' beliefs and values | ii) engagement with questions of meaning and purpose |
|----------------|---|---|---|---|---|
| | Pupils: | Pupils: | Pupils: | Pupils: | Pupils: |
| 5 | Identify sources of religious belief and explain how distinctive religious beliefs arise | Describe and explain the meaning and purpose of a variety of forms of worship | Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs | Explain what beliefs and values inspire and influence them and others | Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life |
| 6 | Explain how sources and arguments are used in different ways by different traditions to provide answers to questions of religious belief, ultimate questions and ethical issues | Explain the significance for believers of different forms of religious and spiritual celebration | Explain how religious beliefs and teaching influence moral values and behaviour | Express insights into the reasons for their own and others' beliefs and values and the challenges of belonging to a religion | Explain with reference to religious beliefs their own and others' answers to questions of meaning |
| 7 | Show a coherent understanding of faith, religion and belief using a variety of sources and evidence | Use a wide religious and philosophical vocabulary to show a coherent understanding of religious celebration | Critically evaluate the ways of life of religious groups with reference to their history and culture and show a coherent understanding of differences | Articulate their own critical response(s) to different religious beliefs and world views | Evaluate religious and nonreligious views and beliefs on questions of meaning and purpose |
| 8 | Analyse a range of faiths, religions, beliefs and teachings, making reference to the texts used and how adherents interpret them | Use a comprehensive religious and philosophical vocabulary to analyse and interpret varied religious and spiritual expression | Show a coherent understanding of the impact of a belief system on the way of life of individuals, communities and societies | Critically analyse and justify own and others' religious beliefs and world views | Synthesise a range of evidence, arguments, reflections and examples to justify their own views and ideas on questions of meaning and purpose |
| E P | Provide a coherent and detailed analysis of faith, religion and belief | Evaluate in depth the nature of religious and spiritual expression in contemporary society | Provide a coherent, philosophical and evaluative account of the relationship between belief systems and ways of life | Provide independent, well-informed and highly reasoned insights into their own and others' religious beliefs and world views. | Provide an independent, informed and well-argued account of their own and others' views on questions of meaning, purpose and fulfillment with reference to religious and moral traditions and standpoints |

Recording

In Holy Family Cronton we record achievement in several ways:

- All children in Year 2 and key stage 2 have a Here I Am book, a Remember Book and assessment file where all their written work is recorded. Books are marked by the class teacher and commented upon as appropriate in accordance with our marking policy. These books are monitored by the co-ordinator and the head teacher.
- The Reception and Y1 classes have portfolios of work for each topic. Examples of recording in these books may be photographs of role play, group work, drawings or annotated work. Y1 also has a Remember book and an assessment file
- At the end of each topic the children record what they know now in their Remember books.
- Children in reception record these on an A3 assessment sheets.
- Photographs are taken throughout topics and may be used on display or collated in individual class portfolios.
- Concept maps are used at the end of all topics to record children's knowledge and understanding and also used at the beginning of those topics to be formally assessed.

Reporting

In Holy Family Cronton, reporting is completed in a variety of ways:

- Discussion with the children about their work. This is done by the class teacher and should provide positive comments on their achievement and progress.
- Termly assessment. Our assessment procedures should inform other teachers of the achievement of individual pupils.
- Annual report to parents. This allows for teachers to comment on the progress, strengths and achievements of the children.
- The RE co-ordinator submits an RE action plan to the head teacher annually.
- The RE co-ordinator meets with the SMT to discuss, review and monitor the implementation of the action plan.
- The RE co-ordinator informs the parents of the RE topics and content for each year group each term in the RE newsletter.
- After the monitoring process the RE co-ordinator gives feedback to governors where she reports on relevant information, recent successes and achievements within the subject.
- Termly parent evening are held where parents are free to come and view their children's RE books and discuss any concerns with the teacher.

Evaluation Of Teaching

- In Holy Family Cronton, teaching is reviewed and evaluated by the teacher at the end of each lesson and recorded on the short term planning sheet. RE is monitored by the Headteacher and RE co-ordinator.
- The RE co-ordinator observes RE lessons as part of the monitoring cycle. Individual written and verbal feedback is given to each teacher and generic feedback is given in staff meetings. An overall evaluation report is compiled identifying key areas of strength and development to further support the development of Religious Education Teaching.
- The RE co-ordinator also monitors short term planning, pupil books, reviews RE displays, interviews pupils and staff, all as part of the monitoring cycle.
- Teachers update their individual pupil profiles during the formal assessment process and all teaching staff take part in reviewing and moderating samples of work.

Evaluation of Learning

Children are encouraged to evaluate every lesson verbally in a plenary. This encourages children to recall points of interest and retain new information.

During the remember sessions, the teacher enables the children to recall and review the work done in the topic. The teacher helps the children to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community during the Renew sessions.

Teachers use a variety of methods during Renew sessions to enable children to hold onto new learning, this may be through pair and share activities, where the children tell each other 3 things they know now. The children may be encouraged to make up questions for each other to be used in a quiz.

Staff Development

At Holy Family Cronton we are fully committed to the development of staff training to ensure the highest quality of teaching and delivery of 'Here I Am'.

All staff are given the opportunity to complete RE courses where appropriate. The co-ordinator attends the termly RE co-ordinator meetings and ensures all relevant information is disseminated to the staff.

Newly Qualified teachers attend relevant training to further their understanding of the Here I Am curriculum.

Collective worship is modelled by experienced staff.

Staff within each Key Stage engage in joint planning to ensure continuity and progression across all classes.

Whenever appropriate staff observe peer teaching in other classes in order to observe good practice of teaching in RE.

If identified, support in Religious Education teaching is provided according to the professional development needs of staff.

Before you begin sessions are led by the RE co-ordinator before the beginning of each topic.

Staff are encouraged to use Here I Am to further their knowledge.

Staff Induction

All new members of staff receive a Staff Induction policy. This policy introduces them to the school ethos and mission statement. Most newly qualified teachers at Holy Family Cronton are familiar with Here I Am. They all plan with an experienced member of staff who, along with the R.E co-ordinator and Headteacher, is willing to help and answer any questions.

All new members of staff will receive a copy of the RE handbook and are introduced to RE resources. New members of staff are also given the opportunity to attend a 'Here I Am' topic day to help broaden their knowledge. If necessary, RE will form one of the NQT half termly action plans and consequently they will receive necessary support.

Staff Communication

Staff meetings are held to discuss the teaching of R.E and the delivery of 'Here I Am'.

Time is also given to feedback from staff who have attended relevant R.E Inset/ courses.

All staff prepare together for each new topic using the 'Before you begin' material from 'Here I Am'

Staff regularly discuss the R.E topics with the R.E co-ordinator formally and informally.

All staff plan collective worship for whole school celebrations.

Relationship of RE to The Whole Curriculum

Collective Worship

Holy Family Cronton Catholic Primary School in its approach to Collective worship endeavours to take into account the religious and educational needs of all who share in it.

The Act of Worship at Holy Family Cronton is in accordance with rites, practices and beliefs of the Catholic Church. It is the responsibility of the governors. Every child has the opportunity to participate in daily worship. Parents have the right to withdraw their child from worship if they so choose.

There will be daily acts of worship within each class and children from year 1 to year 6 also participate in key stage and whole school collective worship once a week(Reception pupils are involved at an appropriate time)

Opportunities for Spiritual and Moral Development

Children at Holy Family Cronton will be given opportunities which will promote their spiritual and moral development not only through the RE curriculum and liturgical celebrations but in all aspects of school life. We seek to promote a Catholic setting where loving Christian relationships are developed and that we develop all our children to their full potential. To achieve this we aim to develop an atmosphere where positive relationships are valued and encouraged. We aim to ensure an experience of acceptance and tolerance within school situations and to nurture trust. This is evident in policies such as Behaviour, Bullying, R.E, Health Education, Sex Education and through assemblies.

We strongly believe that the Christian perception should permeate the entire curriculum and seek to recognise, affirm and celebrate the gifts and talents of all our children,

Links with Parents

All parents are given a welcome pack containing relevant information about our school.

Each term the RE coordinator produces a newsletters informing parents of the 'Here I Am' topics for the term. We encourage parents to link home life with the topics pupils are covering. Each topic is explained and aims are outlined so that the parents have the opportunity to become part of the R.E Education in their children's lives.

Each term welcome meetings are held in our Reception class and follow up visits arranged to welcome children and their parents and to introduce them to the school and staff.

Parents and parishioners are invited to join with our children in all whole school assemblies, school masses and productions throughout the year.

Parents are encouraged to attend Open Evenings with their child's class teacher and discuss their child's progress across the curriculum.

Parents of children with S.E.N are invited into school in order to discuss their child's progress and their new individual education plan.

During the preparation for the Sacraments of Reconciliation and First Holy Communion, parents of year 3 children were invited to attend preparation lesson with their child, which was led by the parish catechists from the five parishes. This ensures they are fully aware and involved in their children's preparation.

Curriculum and class meetings are held to ensure parents are kept informed of their child's education and any new strategies that may be put into place - for example Numeracy or Literacy initiatives.

We also offer initiatives such as Stay and play which encourages parents to work and play alongside their child throughout the day .

We also invite parents to become involved in the education of their children in school through helping within the classroom, listening to readers, accompanying classes on trips or helping with costumes for productions.

We have a very active P.T.A. who work very hard to raise extra funds for our school, this also helps to strengthen our home/ school links.

Parents are invited to become actively involved in the revision of our school development plan through the completion of questionnaires.

Parents are kept informed of what is happening in school through weekly newsletters, which are written by our Headteacher and distributed to children every Monday.

Links with our parish

Holy Family Cronton Catholic Primary School has a close link with the Parish Community. Members of the Parish are invited to whole school Masses and celebrations. We are a part of the parish of St.Charles de Borreo

Father Andrew Robinson comes into school to meet the children and to celebrate Mass with us.

Catechists from the Parish work alongside staff in the preparation of the Sacraments.

Holy Family Cronton Parish is regularly updated on events at school through the parish newsletter.

Inter-relationship between other school policies

Education for Personal Relationships - the school prospectus gives indication of the fact that RE is linked to the whole curriculum. Not only does it give a brief explanation of our approach to RE, but it also specifies the ways in which it is linked to EPR.

Special Educational Needs

In Holy Family Cronton we recognise that all of our children are special and unique, we aim to provide a broad and balanced curriculum catering for each child's spiritual, intellectual, aesthetic, physical and moral development. We have a whole school approach to children with Special Educational Needs and we aim to provide a stimulating environment where pupil's interests are aroused and challenged and by providing extra stimulus and encouragement to those pupils with learning difficulties to allow them opportunities to enjoy success.

We aim also to recognise those pupils who need stimulation to challenge them to reach their full potential.

We recognise the vital need for partnership with parents and other agencies. These will include parents, the Archdiocese of Liverpool and the LEA.

Information and Communication Technology

ICT is to be used in RE whenever possible. This could include use of interactive whiteboards, the digital camera, audio and visual equipment during lessons.

Display

All classrooms have a Religious Education display board and a focus table where children's work and objects relevant to the particular 'Here I Am' topic are displayed. Children are encouraged to use this during times of prayer. We aim to use high quality displays to show we value to children's work and to provide a stimulus for each topic.

Cross - Phase Links

Each class 6 child is prepared for their transition to Secondary Schools through visits from their staff and visits to the school.

At Holy Family Cronton, we work hard to ensure a smooth transition for our pupils. We invite all Secondary Schools into school to do a presentation to the parents of year 6. This provides valuable information about their child's new school. Pupils visit the Secondary School of their choice and staff from the Secondary Schools visit the children where possible. The children also have the opportunity to attend Secondary School and experience lessons for a day.

During the summer term, year 5 explore their own feelings as part of their Sex Education. They explore feelings, anxieties and concerns about moving to Secondary School. We aim to prepare children as much as possible for this transition in order to relieve some of their anxieties about the move.

The children's leaving is specially celebrated at the end of the year with a Leavers Mass. We celebrate their achievements in Holy Family Cronton and wish them well for the future.

Equal Opportunities

- All children have the same access to RE activities regardless of their gender, race or cultural background.
- Each child is expected to listen to the views of other people, and respect that sometimes there will be differences of opinion.
- In the delivery of the syllabus the children are introduced to the views, beliefs and cultures of other faiths.

Resources - Teaching

Teachers Resources

Parish Mass Book
Together at Baptism
My Missal
Gifted in the Spirit - A Confirmation Workbook
We Celebrate Reconciliation
Making Things Right
Celebrating the Gift of Jesus
RE Today
Children's Mass Book
Book of Children's Prayers
Lectionary
Growing with Jesus
Religious Education in the Infant school
Building Family Faith
My Rosary Colouring Book
Moments that Matter
Starting School (x2) Moving on (x2)
Preparation for Sacrament of Reconciliation
Teaching RE - Community 5 - 11, The Church 5 - 11
My Lourdes Book
My Lourdes Prayer Book
Mass for Young People
Help, I Can't Draw
Jigsaw
My Prayer Book
RE - The Primary Years (x2)
Sharing the Gift
Catholic Primary School for School
Lent is for Children
Gospel Prayers
Children's Lent and Easter
Called to his Supper
Help I Can't Draw
Celebrating Mass with Children
A Good Friday Liturgy
Children's Lent and Easter
We Celebrate the Eucharist (x2)
Bible Stories Big Book

Teaching Resources

God's Story (1 per class)
Church's Story (1 per class)
God's Story Big Book
Church's Story Big Book
Picture Books
David Meets Goliath
Jonah and the Big Fish
Joseph the Dreamer
Five Loaves and Two Fish
Sampson the Super Strong
Jesus gets Lost
Ruth and Naomi
The Secret on the Mountain
Jesus goes to a Wedding
Wind and Fire
The Lost Sheep
The Road to the Cross
Jesus is Risen
Jesus on a Donkey
Jesus on the Sea
The Christmas Miracle of Jonathon Toothy
The Story of Christmas
A Night the Stars Danced for Joy
Easter
I'll Always love you
St Francis of Assisi
Countdown to Christmas
Wish You Were Here
The Saints Vol 1.
Hands Together Eyes Closed
Man of the Cross
Bernadette
The Easter Story
Noah's Ark
Jonathon looks for God
Celebrating Confirmation
An Easter Parade
Joan of Arc
Variety of St. Paul Banners with CD
Welcome to the Mass Big Book and DVD

Key Stage One Assemblies

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| Assemblies for Infants | R Faulkner |
| KS1 Creative Assemblies | Heather Butler |
| Liturgies for little ones | C Rezy |
| The Tinder Box Assembly book (x2) | |
| Assemblies for infants | D Walker |
| Welcome - Celebrations with young children | J. Pate |
| The Infant assembly book | |
| It's our Assembly | |
| Good Morning Everybody | R Brandling |
| First Assemblies | R Pourton |
| 40 Assemblies for Infants | |
| Wonderful World | M. Forster |
| Assemblies for Primary Schools | M. Cooling |

Key Stage Two Assemblies

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| Tell Us A Story | Rev. G Stewart |
| Bible Stories | M. Horton |
| Junior Assemblies | G. Witcher |
| Complete Assembly Resource Book | M. Anderson |
| Children's Daily Prayer | |
| Act One - 45 Bible Stories | M. Forster |
| Act Two - 45 Bible Stories | M. Forster |
| 50 Stories for Assemblies | D. Self |
| And Jesus Said | A. J. McCallen |
| Time For Assembly | |
| A Book of Assemblies | |
| Join With Us Book 2 | |
| Reflections | Rev. R. Askew |
| Telling the Easter Story | B. Martino |
| Meeting Points Assembly Book | F. Pinfold |
| The Junior Assembly Book | |
| First Focus - Stories for Assemblies | |
| More Assemblies for Young People | A. Bullen |
| The Time Line Assembly Book | B. M. Cooling |

| Other Faiths Books | |
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| Out of the Ark | A Gareri |
| What do we know about Hinduism | A Gareri |
| Visit to a Hindu Temple | |
| Teaching RE - Islam | |
| Teaching RE - Judaism | |
| Folens Religious Education - Christianity & Judaism | C. Moorcroft |
| Folens Religious Education - Christianity & Buddhism (x3) | C. Moorcroft |
| Folens Religious Education - Christianity, Islam & Sikhism | C. Moorcroft |
| Exploring a Theme - When Christians Meet | |
| The Wizard Punchkin | J. Troughton |
| Badger Religious Education | C. Moorcroft |
| Water, Moon, Candle, Tree and Sword | |
| My Life as a Hindu | T. Guy |
| Folens Primary RE | P. Emmet |
| Teaching RE | |
| – Key Figures | |
| – Expressing Beliefs | |
| – Special Times | |
| – People and Worship | |
| – Creation | |
| My Little Siddur | |
| Children's Siddur | |
| BBC Festivals Resource Pack | |
| What do we know about Judaism | |
| My Life as a Jew | |
| Quest - Animated World Faiths | |

| Other Faiths Resources |
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| Judaism Key Stage 1 Teachers Resource Pack (1, 2a&b) |
| Judaism Key Stage 2 Teachers Resource Pack (3a&b, 4a&b) |
| Kippah caps (x2) |
| Seder Plate |
| Havdalah Candle |
| Hanukah Candles |
| Covers (x2) |
| Animated World Religions Video |

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| Bibles |
| The Lions Children's Bible (x6) The Lion First Bible (x2) Children's Illustrated Bible (x7) Other Children's Bibles (x4) |

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| Visual Resources |
| Selection of themed RE posters Flipchart (x2) |

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| Videos |
| Jesus and his Kingdom The first Christmas The Miracle Maker (x2) |

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| Music |
| Selection of Taped Reflection Music Selection of reflection Music on CD Rejoice 1 CD x 1 Rejoice 2 CD x 2 |

Resources are stored in labelled baskets in the coordinators cupboard.
Each teacher has their own Here I Am file, Religious Education Teaching file and CD, God's Story and Church Story and CDs