

Holy Spirit Catholic Academy

*Jesus holds my hand and guides me on my
way: The Holy Spirit Way.*



Religious Education Handbook

1. Our Mission Statement

Holy Spirit Mission

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The Holy Spirit Way



Holy Spirit Vision

Our vision is for every child and adult to thrive and achieve their full potential - *the Holy Spirit Way*.

The Holy Spirit Way is to inspire and nurture:

	Christ	School	Community
Respect	Understand our faith and beliefs and follow the teachings of Christ	For self, others, our school, our faith and the wider community and world	Treat all others the way we would like to be treated
Resilience	Use prayer and reflection to deepen our connection with Christ and ourselves	By teaching self-awareness, self-regulation, perseverance, courage and a positive mind-set and attitude	Live sustainably, protecting the world and the people who live in it
Love of Learning	Enjoy learning about our faith, asking big questions to deepen our knowledge and understanding	Ensuring opportunities to develop curiosity, creativity and thirst for knowledge through an engaging and ambitious curriculum	Explore local and global groups and charities who support those in need
Excellence and Achievement	Put Christ at the centre of all we do	Through a culture of high expectations for all in teaching and learning and taking responsibility for ourselves and the whole school team	Build a worshipping community that supports and nurtures everyone in their journey of faith

Our Vision as a Trust

a) Keeping Christ at the Centre

We keep Christ at the centre of all we do, including the curriculum, pastoral care and spiritual development. This is because we know that strong academic achievements enable our young people to successfully access their next steps in education, employment or training.

b) Educating The Whole Person

We believe that all young people can and will achieve if given a nurturing, support and well-rounded education. Each individual is made in God's image and has unique God-given talents that we harness and celebrate across the Trust.

2. The aims of Religious Education

Religious Education is an integral part of our daily school life and fulfils all legal requirements. It is the core subject in the curriculum and influences all that we teach and enables us to develop the whole person. Discrete religious education "plays a central and vital part in the life of faith of the Catholic school." (CBCEW, 2000).

The aims of Religious Education at Holy Spirit are:

- To give every child the opportunity to explore, discover and respond to religions and beliefs.
- To provide each child with the opportunity to develop their relationship with God.
- To promote knowledge and understanding of Catholic faith and life.
- To develop awareness and understanding of the impact of faith upon our daily lives.
- To foster attitudes of respect towards all who live in our society.
- To gain an informed understanding of Religious Education through a range of experiences.
- To develop an awareness and appreciation of Catholic beliefs.

RE underpins the values and beliefs of everything we do in our school. As stated in the non-statutory guidance for Religious Education in 2010, 'RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.' We believe in a holistic approach in teaching RE as it can make important contributions to other parts of the school curriculum such as citizenship, personal, social, and health education (PSHE).

3. Objectives

The objectives for the RE curriculum at Holy Spirit are:

- To gain knowledge and understanding of the Catholic faith.
- To know about and understand a range of religions and worldviews.
- To express ideas and insights about the nature, significance and impact of religions.
- To explore key concepts and questions of belonging, meaning, purpose and truth.
- Develop the skills required to reflect on religious beliefs.
- Develop a deeper knowledge and understanding of Catholic and other religious traditions.
- To provide opportunities for celebration, prayer and reflection.

4. 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. We use this programme as a whole school approach

from Nursery to Year 6. The aim of this programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupil's own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'. For all children the programme will raise questions and provide materials for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate, of other faith traditions.

The programme does not presume that children come from committed Catholic families. For those from committed Catholic families, it will deepen and enrich their understanding and living of their faith.



Come and See

Overview of content

Come and See is developed through three themes based on the documents of the Second Vatican Council, which are gradually explored each time in greater depths. These themes are: Church, Sacrament and Christian Living.

Each topic is opened up through three sections – Explore, Reveal and Respond.

See the 'Come and See' topic overview documents on our school website (Under Catholic Life) for a further insight into each year groups' topics.

In addition to learning about the Catholic faith, the children have the opportunity to learn about Judaism, Hinduism, Sikhism and Islam.

The Church theme occurs in each season time and each theme gradually builds on the understanding of the previous theme.

- Autumn – Domestic Church
- Spring – Local Church
- Summer – Universal Church

The sacramental theme occurs in each season time and each theme gradually builds on the understanding of the previous theme.

- Autumn – Baptism
- Spring – Eucharist
- Summer – Reconciliation

The Christian living theme occurs in each season time and each theme gradually builds on the understanding of the previous theme.

- Autumn – Advent Christmas
- Spring – Lent and Easter
- Summer – Pentecost

The Come and See flower has the image of Christ in the centre of it symbolising that everything is rooted in Christ. Jesus is at the 'heart of the programme.'



In the Autumn Term we consider God the Father and the question, 'Where do I come from?' – Life and Creation through the:

Church Theme: Family - Domestic Church

Sacramental Theme: Belonging – Baptism/Confirmation

Christian Living Theme: Advent Christmas – Loving.

In the Spring Term we consider God the Son, Jesus and the question, 'Who am I?' – Dignity and Incarnation through the:

Church Theme: Local Church – Community

Sacramental Theme: Relating – Eucharist

Christian Living Theme: Giving – Lent/Easter.

In the Summer Term we consider God the Holy Spirit, and the question, 'Why am I here?' - Purpose and Redemption through the:

Church Theme: Pentecost -Serving

Sacramental Theme: Inter-Relating-Reconciliation

Christian Living Theme: Local Universal Church – World.

Each term each Year group works through the same theme within a different topic.

The Process – Knowledge/Understanding/Skills/Attitudes

The process for delivering the topics in 'Come and See' has three stages – Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes. This is delivered through a process recognised in the Catechism of the Catholic Church:

Explore - by exploring their life experience to discover value and significance.

Reveal - by hearing, understanding and reflecting on the Christian message.

Respond - by bringing it to mind, by celebrating and by applying it

Search - Explore

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Explore (This will take one week of Religious Education time to complete)

The teacher helps the children to begin to look at and focus on the experience within their own lives, concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiences of everyday life.

This will involve:

- Exploring experiences through story, music, drama, dance, art etc.
- Investigation
- Story telling
- Consideration of the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences.

There is only one learning intention for **Explore**.

Revelation - Reveal

This is the heart of the process where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Reveal (This will take two weeks of Religious Education time to complete)

The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and Gospel of Jesus Christ.

It will involve:

- learning about Scripture;
- the teaching of the Church-its tradition;
- prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- learning about religion;
- developing and understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;

- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

There are 6 learning focuses for Reveal. The content of all 6 focuses must be studied.

In the Reveal part of the process, a wealth of scripture is explored. Please refer to the Scripture grid so that you can see what is used and when. It is expected that the children study the Word in an appropriate way and can fully access it. Most of the passages used come from God's story.

Response - Respond

This is where the learning is assimilated, celebrated and responded to in daily life. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives.

Respond (Respond will take one week of Religious Education time to complete)

Remember is the first part of this section. Teachers provide opportunity for the children to remember what they have understood and learnt.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection;
- looking at and thinking about the work done;
- drawing attention to different aspects of this work;
- sharing thoughts and feelings.

Rejoice is the second part of this section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. There is a format in every topic, to offer guidance as to the content of the celebration. (To be added to the learning journey 'Respond' book)

In **Renew** the teacher helps each child to make an individual response, to hold in to and make their own, what they have understood of the topic. In this part, the children will think about how they can apply their learning to their lives.

Search

At the end of Explore, pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

Revelation

At the end of Reveal, pupils will have grown in knowledge, understanding and appreciation of Scripture, Tradition, Celebration, Christian living and prayer as the response of faith to these questions.

Response

At the end of Respond (Remember, Rejoice and Renew) pupils will have celebrated their learning and will have begun to take hold, through remembering, of the insights that will inform their lives

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

'Respond' book to support their learning as they move through the school.

5. The approach chosen

At Holy Spirit, we have decided to implement 'Come and See' using the whole school approach. This means that the whole school will explore each theme through different topics.

THEMES & TOPICS	EARLY YEARS (E & Y)	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism: a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent: a time to look forward to Christmas	Preparations Advent: preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent: waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass: Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent: a time for change	Opportunities Lent: an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent: a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent: a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost: a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure: the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

Planning

Allocation of Time:

Ten per cent of the curriculum teaching time is set aside for RE. This is approximately two and a half hours per week for Key stage 2 and two and a quarter hour for Key stage 1 and one and a quarter hour per session for the EYFS.

Long Term Planning:

The themes and topics framework set out the programme for the year. The themes are broken down into topics.

Medium Term Planning:

The R.E. Co-ordinator is responsible for:

Providing each teacher with a planner for each term's work and allocating the starting and end date for each topic.

It is recommended that:

1. A quarter of the time is devoted to Explore
2. Half the time to Reveal
3. A quarter to Respond.
4. Allocating time for the exploration of another 2 faiths throughout the year.

Short Term Planning:

The short-term planning is the responsibility of the class teacher. The teachers will use the medium-term planning provided by the RE Co-ordinator to plan each topic. The layout of the short-term plan is the template that is agreed by the Archdiocese of Liverpool. The topic information used to plan will be from the 'teacher's handbook' on the Come and See website.

The class teacher's responsibilities are:

- To select appropriate content to ensure the achievement of the learning objectives. This will ensure the achievement of the learning outcomes.
- To choose appropriate activities to explore this content.
- To state the days on which these activities are to take place and date the planning sheet.
- To indicate, at the 'Explore and Reveal' stages of the process how the differing needs and abilities of the children are to be met.
- To evaluate teaching and assess children at the end of each lesson and topic.

Class planning is kept by class teachers.

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 celebrate these.

Additional Needs:

It is essential to consider children with any additional needs. In 'Come and See', differentiation is provided through a variety of activities in 'Explore and Reveal' which meet the differing needs and abilities of children. Teacher's will use Come and See SEND resources to plan for children with additional needs.

6. Assessment

Assessment is focused by the overall aims and objectives of Religious Education. In 'Come and See', it is related to the concepts, skills and attitudes to be developed through the exploration of the 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 'Come and See' emphasises a wide range of achievement.

The standards are organised into 3 sections:

- Knowledge and Understanding (learning about)
- Engagement and response (learning from)
- Analysis and Evaluation

The assessment of each child's ability begins at the very start of the topic during the planning process, where staff will use the standard summaries alongside the standard driver words, to develop the

learning objectives to be covered during the topic. To accompany this, at the beginning of the topic, children will explore a 'Big question' linked to the topic being studied.

SUGGESTED 'BIG QUESTIONS'

THEMES & TOPICS	EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself Why am I precious?	Families Why do we have a family and who is my family?	Beginnings Who made the world and everything in it?	Homes What makes a house a home?	People Where do I come from?	Ourselves Who am I?	Loving Do you have to earn love?
Baptism/confirmation belonging	Welcome Why is welcome important?	Belonging What does it mean to belong?	Signs & symbols Are signs & symbols important?	Promises Why make promises?	Called What does it mean to be called and chosen?	Life choices Is commitment important?	Vocation & commitment What is commitment in life?
Advent/Christmas loving	Birthday Why do we celebrate Birthdays?	Waiting Is waiting always difficult?	Preparations Do we need to prepare?	Visitors Are visitors always welcome?	Gift What's so special about gifts?	Hope What does it mean to live in hope?	Expectations Should we have expectations in life?
Local church community	Celebrating What and why do people celebrate?	Special people What makes a person special?	Books Why do we need books?	Journeys Is life a journey?	Community What makes 'community'?	Mission Do we all have a mission in life?	Sources Are books enriching?
Eucharist relating	Gathering Why do people gather together?	Meals What makes some meals special?	Thanksgiving Why should we be grateful people?	Listening & sharing What's so important about listening and sharing?	Giving & receiving What's more important - giving or receiving?	Memorial sacrifice Why do we need memories?	Unity Why are we happiest when we are united?
Lent/Easter giving	Growing How and why do things grow?	Change How and why do things change?	Opportunities How does each day offer opportunities for good?	Giving all What makes some people give everything for other people?	Self discipline Is self-discipline important in life?	Sacrifice Why do we need to make sacrifices?	Death & new life Can any good come out of loss and death?
Pentecost serving	Good News What is good news?	Holidays & holidays Do we need holidays and holidays?	Spread the word Why should we spread Good News?	Energy What's the use of energy?!	New life What's so important about new life?	Transformation How can energy transform?	Witnesses What do I want to witness to in my life?
Reconciliation Inter-relating	Friends Is it good to have friends?	Being sorry Why should we be sorry?	Rules Do we need rules?	Choices What helps me to choose well?	Building bridges Why are bridge-builders important in life?	Freedom & responsibility How do rules bring freedom?	Healing Who needs healing?
Universal Church world	Our world What makes our world so wonderful?	Neighbours Who is my neighbour?	Treasures Is the world a treasure?	Special places What makes a place special?	God's people Why do some people do extraordinary things?	Stewardship Can I be a steward of creation?	Common good How can we work together to build a just and fair world?

Children will independently record their ideas (scribed support where required) at the beginning of the topic and then again at the end of the topic in a different coloured pencil to show the difference in pre and post learning then throughout the delivery of the topic, staff will make ongoing observations using children's written and practical work to support the judgements they make at the end of a topic.

Once per term, one topic will be formally assessed using tasks provided by the Archdiocese. These will be used in conjunction with observations and class work to help form an overall judgement of each child's attainment at the end of the topic. Each child will be assessed on a 3 point scale, working towards, expected or greater depth, in line with other core subject assessment.

As in other subjects, it will be expected that staff use assessment data to support future planning and learning by targeting support and/or additional resources where necessary.

Formal Assessment Cycle

Nursery/Reception – portfolio of annotated work from each topic including for example, photographic evidence.

These may be linked with Early Learning Goals. There is an assessment booklet on the CED website that will help.

Years 1-6 - Formal Assessment is on a 3-year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (N.B. Other strands may also be covered in these topics)

Year	2021/22	2022/23	2023/24
	<i>Christian Living Theme</i>	<i>Church Theme</i>	<i>Sacramental Theme</i>
Autumn	Advent/Christmas ~Loving	Domestic Church ~Family	Baptism/Confirmation ~Belonging
	<i>Church Theme</i>	<i>Sacramental Theme</i>	<i>Christian Living Theme</i>
Spring	Local Church ~Community	Eucharist ~Relating	Lent/Easter ~Giving
	<i>Sacramental Theme</i>	<i>Christian Living Theme</i>	<i>Church Theme</i>
Summer	Inter-relating ~Reconciliation	Pentecost ~Serving	Universal Church ~World

Assessment should be undertaken following Remember.

An activity will be undertaken that enables children to show how they have met the Learning outcome.

There are examples on the Archdiocese website.

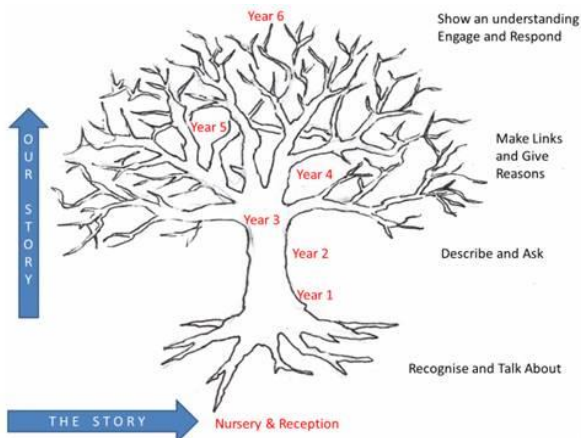
Following moderation, the outcomes will be added to a class tracker that must also identify each individual's progress over time.

Moderation

What skills (driver words) can I use to help me show an understanding of ...? The Driver words are a key aspect of the planning, delivery and assessment of Religious Education. The language of them must be incorporated into these 3 key areas.

Children will need to use all their skills to show an understanding. Within their work you should be able to see evidence of **recognising, describing, giving reasons** and **making links**.

<i>Standard- Driver Words</i>	
<i>AT 1: Knowledge and Understanding Learning about</i>	<i>At 2: Engagement and Response Learning from</i>
<i>Recognise</i>	<i>Talk about</i>
<i>Labelling, naming, matching, sorting</i>	
<i>Describe (retell)</i>	<i>Ask</i>
<i>Retelling, sequencing, discussing, recalling, identifying</i>	
<i>Give reasons</i>	<i>Make links</i>
<i>Answering questions, describing, making links and connections, investigating, reflecting</i>	
<i>Show understanding</i>	<i>Engage and respond</i>
<i>Applying ideas, comparing, responding using examples, interpreting</i>	



Showing understanding and Engaging and Responding are seen as aspirational for Year 6 across a range of topics. Creating 'greater depth' or mastery, is not about adding in additional content, it is giving more opportunities to think about and make sense of, reflect on with others, collaboration and sharing of ideas. Making links and connections between topics is the key to this. The Catholic tradition is not taught in isolation, it is about the rhythms of the year and how these are inter-connected.

7. Reporting

Reporting on achievement in Religious Education is included in the end of year reports in the Summer term. There is also opportunity at the two Parent/Carer evenings to provide feedback if deemed necessary by the class teacher. When completing the final year report, it is important to remember that we are not commenting on how religious a child is but the progress that has been made during the year. By thinking in terms of knowledge, skills and understanding it can be easier to come to a well-informed judgment. The language of the Standards Driver words should be incorporated into the RE comment for each pupil as well as comments about the child's experience of Collective Worship. In the case of pupils of any other Religion or Faith, it is important to remember that we are teaching the Catholic tradition and we should therefore report on the children's knowledge of this tradition in relation to their own religious tradition

8. Evaluation of Teaching and Learning

Evaluating teaching and learning is an essential element of Religious Education, giving the teacher and pupils opportunity to reflect on current and future learning. Teacher evaluation is carried out in the short term through discussion with children, other professional colleagues (Teaching Assistants) and through the marking of work.

At the end of each topic, each teacher must take the opportunity to evaluate the teaching and learning that has occurred in that topic. This is to be completed on the planning pro-forma

Monitoring

Monitoring of the different aspects of the Catholic Life of our school, including Religious Education will be carried out on a termly basis by the Subject Leader and members of the Senior Leadership Team (SLT). Areas that will be monitored include: timetables, planning, assessment, teaching and learning, focus tables, displays and collective worship. Methods of monitoring will include: learning walks, book scrutiny, lesson and worship observations, pupil voice interviews and questionnaires. Staff will be made aware of which aspect is being monitored by the SLT at the beginning of each half term on the whole school monitoring cycle.

It is professionally expected that staff will have prepared the evidence/items requested ready on the date it is recorded to be carried out to maximise the effectiveness of the time set aside for monitoring.

All staff will receive a copy of a report of monitoring, with areas to celebrate, next steps and clear milestones and responsibilities highlighted.

The RE Subject leader monitors planning and children's work termly. This monitoring also includes pupil interviews to give greater insight into the children's attitudes and understanding. Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school. RE teaching, along with other curriculum subjects will be observed by the subject leader and the Head and Deputy headteacher on a rolling programme, according to the School Development Plan and RE Development and also Appraisal.

With regard to monitoring teaching, the school follows the Diocesan guidelines. Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, effectively and efficiently; Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Set homework to extend or reinforce the work done in lessons;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

And the extent to which pupils and students:

- Acquire new knowledge or skills, develop ideas and increase their understanding in RE;
- Consolidate prior learning and apply it to new contexts in RE;
- Apply intellectual or creative effort in their work;
- Are productive and work to a good pace;
- Show interest in their work in RE, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they are doing, how well they have done and how they can improve.

10. [Evaluation of Learning](#)

The children evaluate their own learning at the end of each topic. Children are also encouraged to reflect on their experience and learning through rejoice.

Policy created: September 2022

Next review due: Autumn term 2023

RE Subject Lead: Joanne Parkinson

Head teacher: Michelle Forrest

Chair of Governors: Fr Chris McCoy