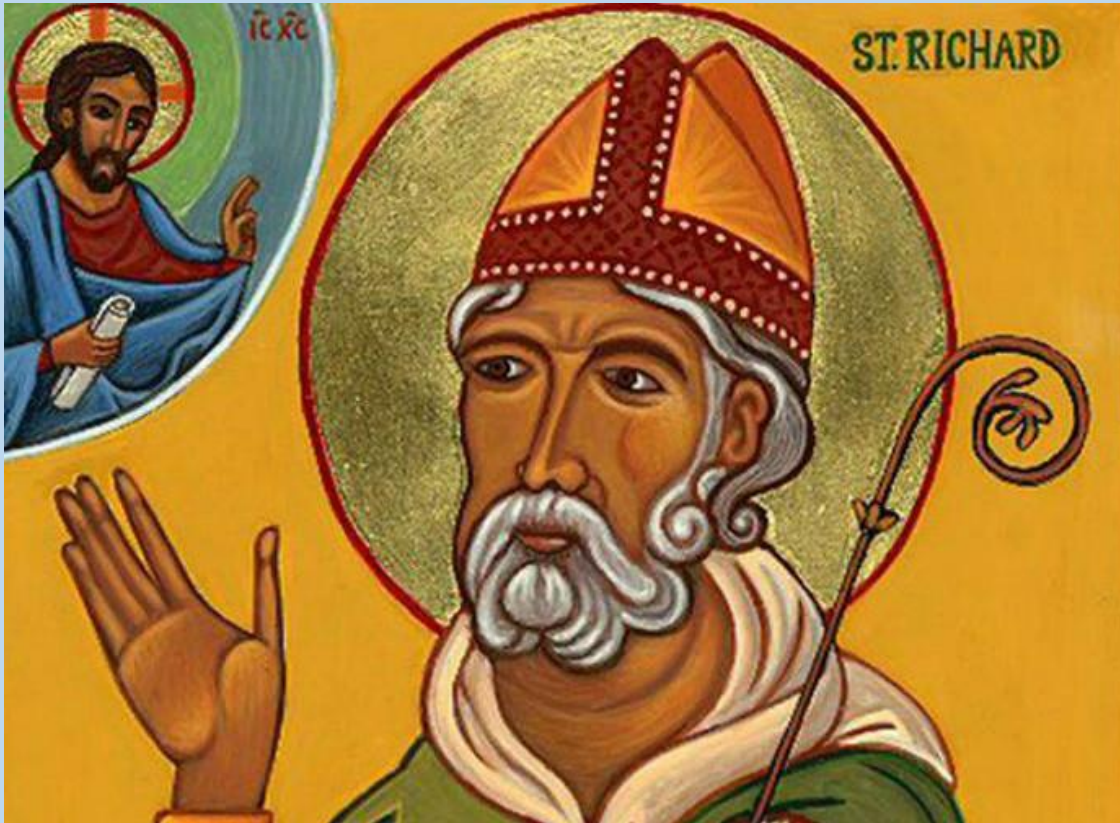


Parents' RE Workshop Opening Prayer

Prayer of St Richard of Chichester



Thanks be to You,
my Lord Jesus Christ,
for all the benefits you have given to me,
for all the pains and insults
you have borne for me.
O most merciful redeemer,
friend and brother,
may I come to know you more clearly,
Love you more dearly,
and follow you more nearly,
day by day.
Amen.



St Antony's Catholic Primary School



Parent RE Up-Date & Inspiration 2024-25

WHAT IS RELIGIOUS EDUCATION?

At The Heart of Every Catholic School Is The Person of Jesus Christ.

This presence of **Christ** is in the present tense:

He is the real presence, in the here and now.

Religious Education is religious by virtue of its intent to serve the mission and mandate of the school. **The Catholic school is a community of faith**, and religious education is where that faith seeks understanding, where pupils learn to love God with all their hearts and minds, where they learn to 'know their creed so well that they can give an account of it'. In an atmosphere of faith, religious education is the engine room of the missionary dynamic of the Catholic school as a whole. It is for this reason that religious education, although distinct from catechesis, can be received as catechesis by those students for whom the study of 'the Catholic religion' is a study of the faith that makes them who they are.

The Requirements of the Diocese

Each Catholic School (nursery, primary, secondary, all through, sixth form college) falling under the remit and directive of their specific Diocese are required to follow the objectives outlined below -to be in full compliance regarding the teaching and learning of Religious Education:

- **The unequivocal support of the Leadership (MAT, Governors, SLT) supported by Parents** of every Catholic school to be in full compliance of Diocesan requirements
- **The conscious analysis, reflection and critical appreciation of sources** provided/recommended for teaching and learning in RE
- **10% of all curriculum teaching time** taught weekly for each Key Stage of Catholic schools must be dedicated to the teaching of RE
- **The use and application of transferable skills** such as: speaking and listening, reading and comprehension at the literal, inferential and critical thinking and analysis level, effective written communication and use of language, creativity, planning, structuring and organisation of work, working collaboratively and independently applied in other areas of the curriculum must be applied in RE.
- **Development of appropriate Life Skills and attitudes in learners** such as: appreciation, tolerance, openness, fairness, balance, reason and analysis as well as **awe and inspiration** which allows for a free, informed response to God's call in everyday life,
- **Ensuring all pupils make marked progression** through the different stages of their Catholic Education from their starting point to their end point.

More Requirements of the Diocese

Teaching and Learning

The Religious Educator or RE Teacher is required to plan and teach all the threads of the RED. **The vocation of 'Teacher' (which includes parents as first teachers), is a high calling in the Church: 'God has appointed in the Church first Apostles, second Prophets, and third Teachers'** (1 Corinthians 12:28). In any school, the engagement of the teacher with young minds at their critical formative period of development should evoke a sense of privilege and awe. All who teach children (including parents) are called by God to guide and direct young minds.

Time Allocation for RE

The Bishops' Conference of England and Wales require 10% of the total curriculum teaching time for Religious Education. This usually means at least, **2 hrs 15 minutes at Foundation Stage** and for **KS1 and 2 -2hrs 30 minutes**. More time may be allocated but never less, and this needs to be clearly indicated on class timetables which will be checked on inspection internally and externally.

- **This time does not include Celebration of the Word/Collective Worship, hymn practice or assemblies** etc.
- **This time allocation needs to be distributed effectively and appropriately across the timetable** to ensure quality time is given for effective teaching and learning throughout the week so that RE is not being treated any less important than other core areas such as Phonics, Reading, English and Maths- there must be parity between the quality of work for these and RE. Parents should ensure time is taken at home to teach prayers, read and discuss scriptures daily.
- **The school leadership and management should take responsibility for this ensuring that RE Lessons are taught at prime times in the school day to maximise on the quality of engagement from children.**

RE Non-Negotiables As 'Core Of Core'

- ❖ We Teach RE for 2.5 Hours Per Week (at least)
- ❖ RE is largely taught in the mornings across KS1 and KS2 in the school and our time tables reflect this
- ❖ RE is taught linked to all areas of learning across EYFS and purposeful links are made through continuous provision within and outside the classroom daily
- ❖ **RE Vision, Values, Morals** are a common thread evident within all other curriculum areas taught and within operational procedures across the school among staff, parents and pupils: we care, share, support, help, listen, mentor, model, appreciate & show respect to/for all



RE Non-Negotiables As 'Core Of Core'

- ❖ All classes to have a Crucifix hung centrally or in the RE area as a focus point for prayer time. Parents should have one at home.
- ❖ Pupils are taught to be respectful of prayer time at all times: in class, Collective Worship/Celebration of The Word, Prayer and Liturgy and at Mass
- ❖ Pupils are taught to treat RE resources: Bibles, RE Books & RE artefacts with care and respect
- ❖ RE Resources are evident in all classes and are kept in good condition (not hidden under/behind other resources)
- ❖ There are Bibles in each classroom appropriate to the age and key-stage of the pupils. Parents should do same at home.
- ❖ Bibles relevant to the age/key stage of pupils are in appropriate numbers in each class.
- ❖ RE displays are colourful, relevant, impactful and linked to scriptures, core values or content being covered and feature key RE vocabulary
- ❖ RE classroom focus tables are covered with the correct colour altar cloth for the season within the Church's Liturgical Calendar Year
- ❖ RE Focus tables & areas across the school should be reflective of the altars in the Church during Lent- solemn with no decorative elements- no plants/flowers: only cloth, Bibles, candles, cross & Icon



RE Resources We Have/Use Across School

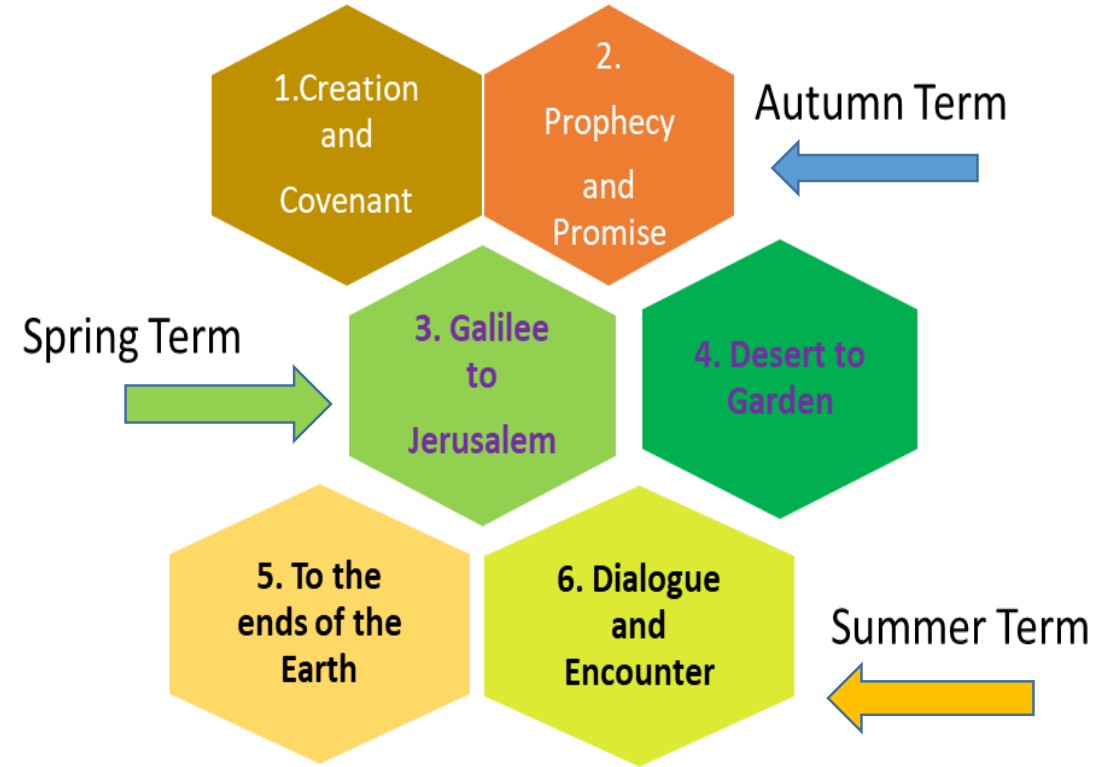
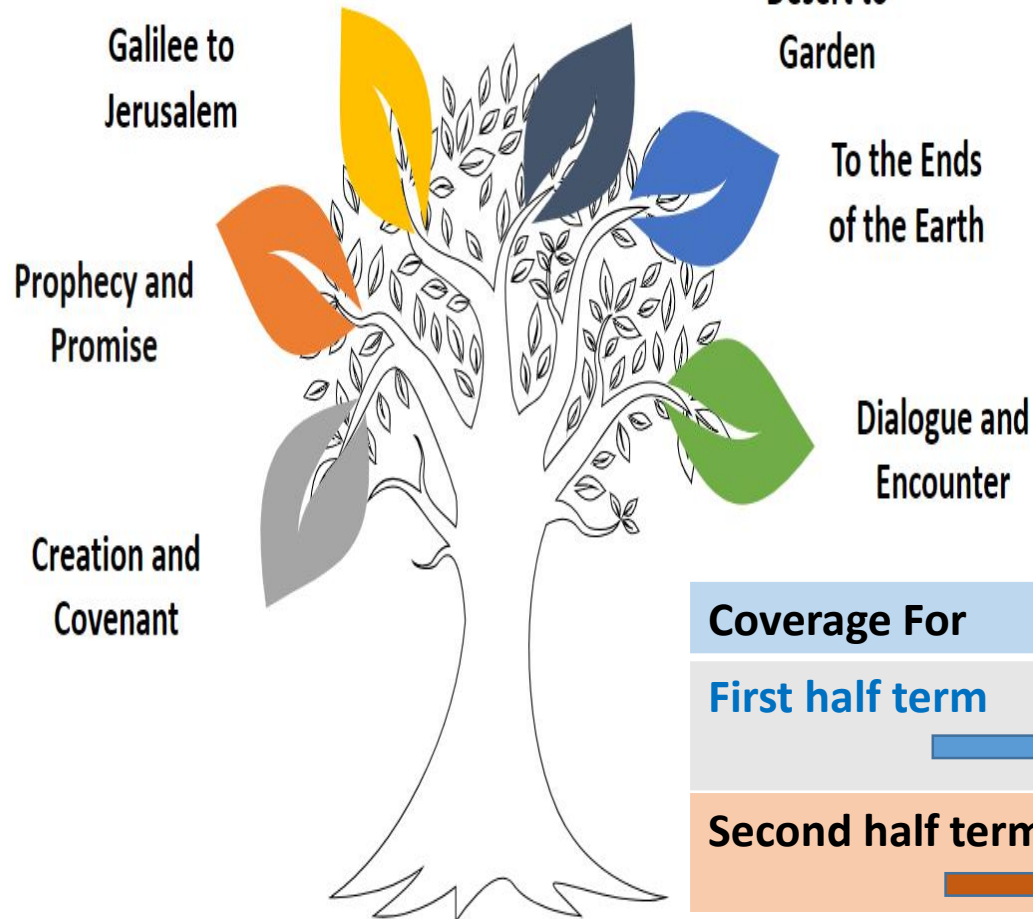
In Class/On-line/Virtual	Books/Artefacts/Special Provisions	Resource People and Locations
Crucifix in classrooms, Offices, Staff and Meeting Rooms and Common Areas	Bibles -appropriate to children's age in classes good range: Good News, Children's, Jerusalem	The Pope, The Bishop, Vicar General, Dean, Parish Priests,
Rosaries in each classroom	RED Curriculum: To Know You More Clearly	Director of Education & Deputy
RE Focus Table	Prayer and Liturgy Directory- for CTs	Deacons, Brothers, Sisters/Religious
RE Focus Table Cloth in correct colour	Additional Prayer Books	CSEL, CFO, Trustees
A Plant, Religious Pictures, Art work	Books on Life of the Saints	Governors
A Candle & Lighter as appropriate	Statues, Sculptures, Posters, Displays, Tableaus	CAFOD Team
RE Displays and Scripture Quotes	Missals, Hymn Books, Church Year Readings	CARITAS Team
A Prayer Request Box	Catechism of the Catholic Church	Local & International Charity Leads
Children's Work	YouCat-Youth Catechism	Cathedrals: Brentwood & Westminster
Key RE Vocabulary	RE Banners, Wall Plaques	Churches across the Deanery/Diocese
TEN TEN Curriculum Come & See Curriculum	Prayer Banners Jubilee Year Banner	The School's Mini-Chapel/Prayer Room

Come & See Current Statutory Curriculum For RE Across KS2 (Yrs. 3-6) ...All Now On ‘Eucharist... into Lent’

THEMES & TOPICS	EARLY YEARS 1 & 2	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

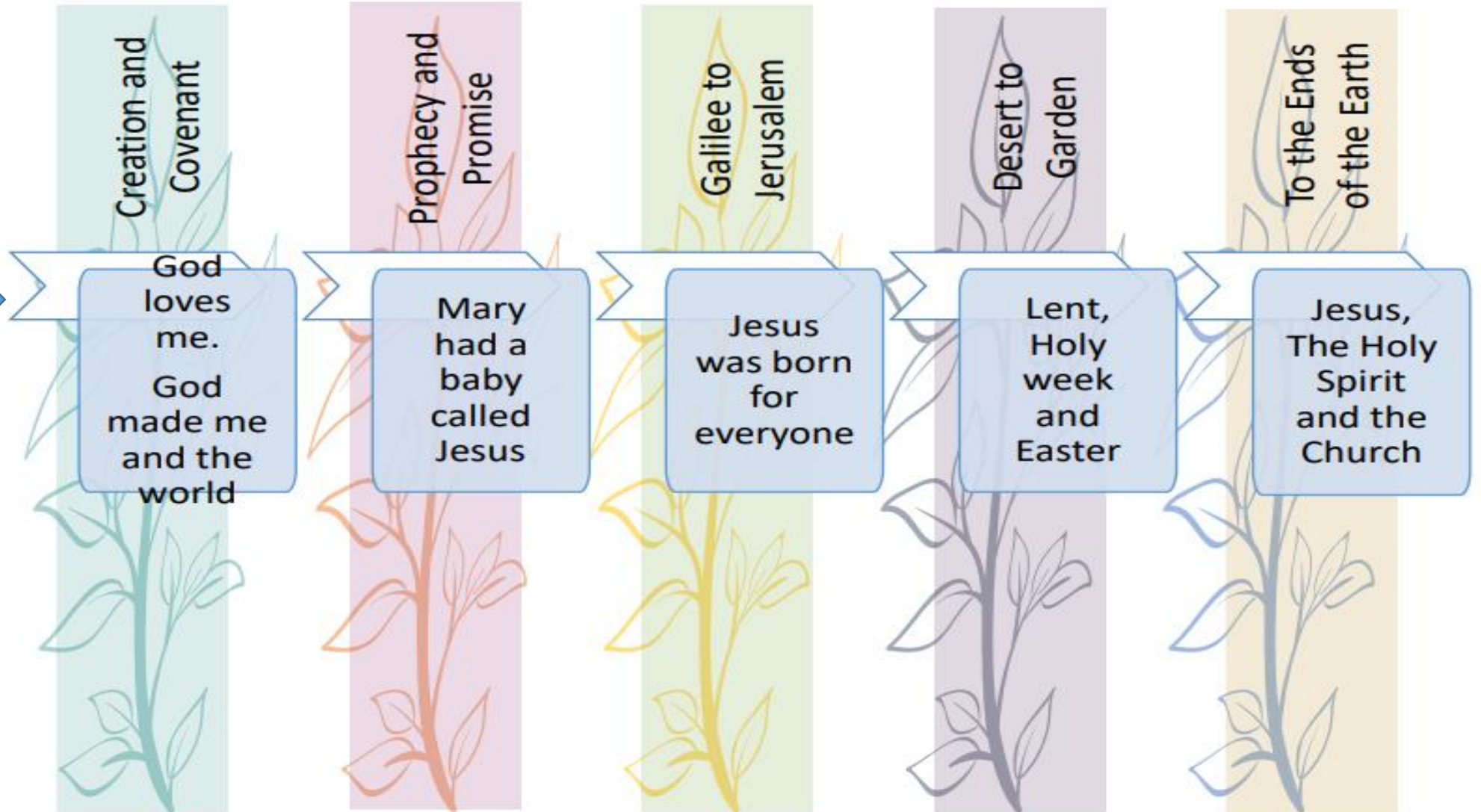
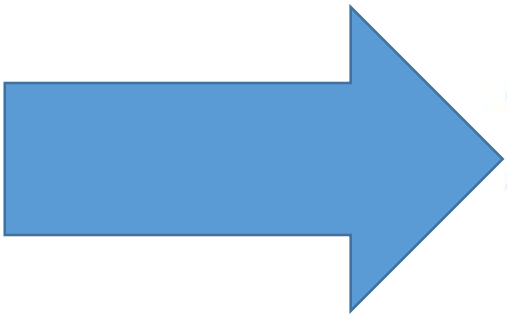
Current Overview of Statutory RED Curriculum For RE Across EYFS & KS1 ...Now On 'Desert to Garden'

Curriculum branches



Coverage For	Autumn Term	Spring Term	Summer Term
First half term	Creation & Covenant	Galilee to Jerusalem	To the ends of the Earth
Second half term	Prophecy & Promise	Desert to Garden	Dialogue & Encounter

Current Statutory RED Curriculum Progression for EYFS & KS1...Ultimately For All Classes



RED Curriculum Structure & Planning

BRANCHES

Creation and covenant

Galilee to Jerusalem

To the ends of the Earth

Prophecy and promise

Desert to garden

Dialogue and encounter

4 Knowledge Lenses + 2 More

HEAR

BELIEVE

CELEBRATE

LIVE

DIALOGUE

ENCOUNTER

UNDERSTAND

3 WAYS OF KNOWING:

DISCERN

RESPOND

Understand	Discern	Respond
See 	Judge 	Act 
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

BDES



WHAT ARE KNOWLEDGE LENSES?

HOW WE ACQUIRE, USE & APPLY KNOWLEDGE

These are referred to as such because they are the areas of focus we are looking at and they divide the content of the programme of study into four systematic sub-sections for the study of Catholicism.

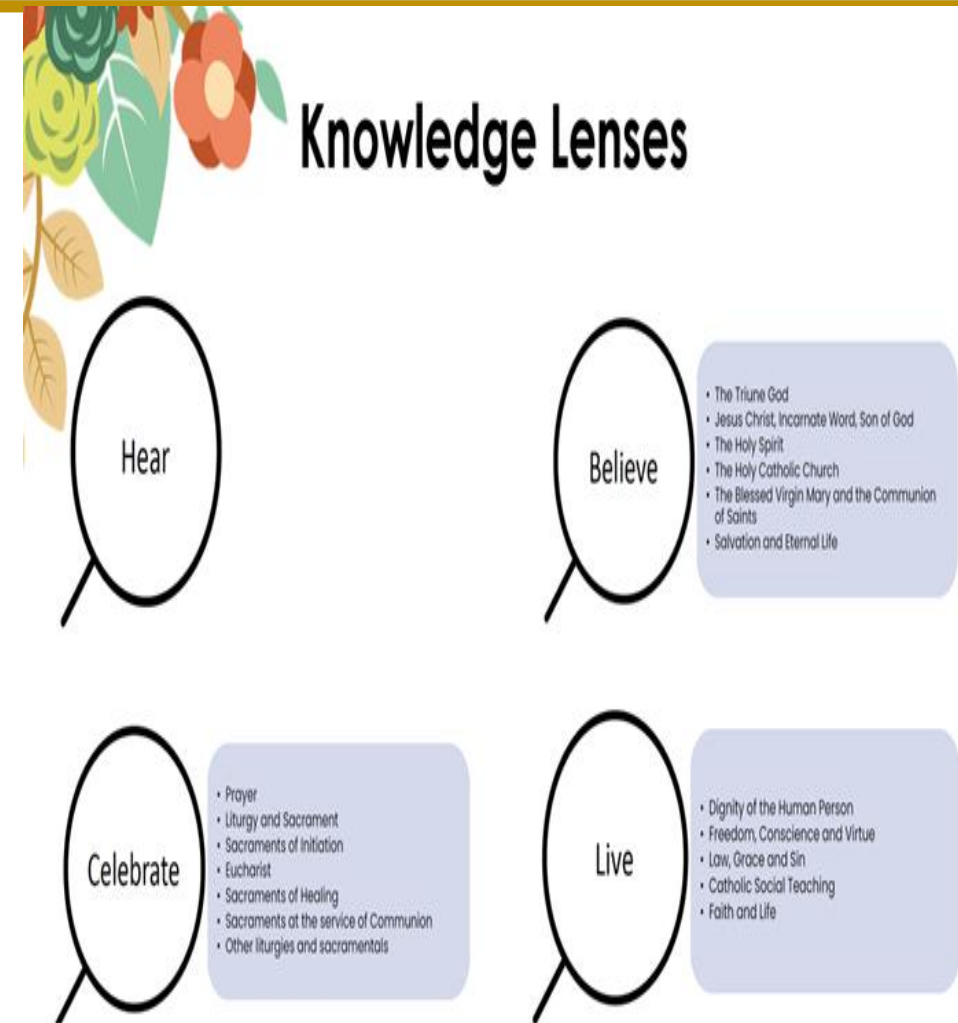
These 4 Knowledge Lenses covering the study of the Catholic Religion are:

- ❖ Hear
- ❖ Believe
- ❖ Celebrate
- ❖ Live

Additionally, there are **two further lenses dedicated** to the study of other religions and worldviews these are:

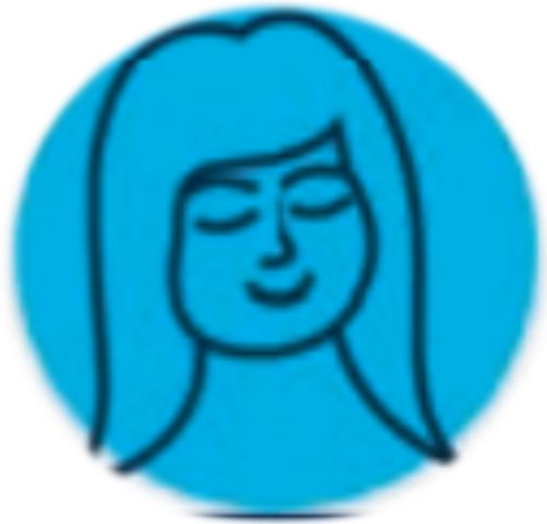
- ❖ Dialogue and
- ❖ Encounter

Together all the lenses comprise the six knowledge lenses of **hear**, **believe**, **celebrate**, and **live** (the study of the Catholic religion) as well as **dialogue**, and **encounter** (the study of other religions and worldviews).



Ways of knowing: How Pupils Learn The Content

Head-Know More **Heart-Understand More** **Hands-Do More**



UNDERSTAND * DISCERN * RESPOND

Ways of Knowing

Understand		Discern		Respond	
See		Judge		Act	
What will I see and hear to help me understand?		How will I discover more?		What can I do now?	

THE THREE WAYS OF KNOWING ARE:

- ❖ Understand,
- ❖ Discern, and
- ❖ Respond

The Ways of Knowing Set out the skills that pupils should be developing as they progress through their **RED Curriculum** journey. Whenever we know something, we always get to know it in more than one ways:

- ❖ WE STUDY IT TO **REMEMBER IT**..... SO WE CAN RECALL IT
- ❖ WE **CRITICALLY ASSIMILATE IT** UNPICK, ANALYSE, QUESTION AND DISCUSS IT... THEN
- ❖ WE **PUT IT INTO PRACTICE**.....USE AND APPLY IT IN OUR DAILY LIVES

All three are ways of coming to know the things that are the **OBJECT AND FOCUS** of our study. The ways of knowing are an evolution of the Age-related Standards in Religious Education, which were themselves an evolution of the Levels of Attainment in Religious Education (AT1...AT2 & AT3).

**AGES 5 - 7 :
61 Outcomes**

**AGES 9 - 11 :
64 Outcomes**

**AGES 7 - 9 :
79 Outcomes**

**AGES 11 - 14 :
117 Outcomes**

Expected outcomes

	...ain why the Church is referred to as: the People of God (see CCC 781-786); the Body of Christ (see CCC 787-796); the Temple of the Holy Spirit (see CCC 797-799), making links with the doctrine of the Trinity.
	...be the rite of Confirmation (one of the three sacraments of initiation), explaining its origin, meaning and effects, making relevant connections between the Sacrament of Confirmation, Pentecost (Acts 2:1-12), and the symbols of the Holy Spirit.
	Respond ...end of this unit of study, pupils will be able to think critically and creatively about what they have studied, for example, by being able to:
D7.5.1.	Consider the claim that the Church can't be the Body of Christ if it is filled with sinners and construct a Catholic response to this.
D7.5.2.	Consider the claim that confirmation is not necessary and construct a Catholic response to this.
D7.5.3.	Consider the claim that the widespread use of social media leads to envy and jealousy. Present arguments for and against the claim, including a Catholic response (with reference to what you have learned about the fruits of the Spirit).
D7.5.4.	Investigate 'Celebrate', as an example of a Spirit led Catholic Charismatic movement and the extent to which it is a faithful reflection of the role of the Holy Spirit in scripture and the life of the Church.
	...gigate the different ways Pentecost is celebrated around the world (e.g., Italy, France, Russia, Hungary) and assess the extent to which they are expressions both of Catholic belief and of the Holy Spirit and of a particular Christian community's culture. (RVE)
	...an interpretation of a relevant work of art, making links with Catholic sources, beliefs and practices related to the Holy Spirit. Compare and contrast it with another relevant artwork. Discuss the makers could have intended to communicate and how effectively each conveys Catholic beliefs about the Holy Spirit.
	Respond During this unit of study, pupils will be invited to, for example:
R7.5.1.	Reflects on the ways in which the Holy Spirit is active in their own life (see YC 120).
R7.5.2.	Reflect on their own gifts and begin to discern which definite service God may be calling them to in the Church and in the world.
R7.5.3.	Reflect on their own behaviour, and consider the extent to which it reflects the fruits of the Spirit or the works of the flesh (see Gal 5, YC 120).
R7.5.4.	Consider the extent to which their own prayer life is Spirit-led.

**HOW DO WE ASSESS
PUPIL PROGRESS IN...?
COME & SEE?... RED?**

Current Statutory Curriculum For R(S)HE Life To The Full (TEN TEN) Across The School

Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Module 1
Created and
Loved by God

Units:

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

Module 2
Created to
Love Others

Units:

- Religious Understanding
- Personal Relationships
- Life Online
- Keeping Safe

Module 3
Created to Live
in Community

Units:

- Religious Understanding
- Living in the Wider World

OUR ACTIONS ON THE GROUND & GOING FORWARD

- **Continue Training and Staff Development (CPD) in New RED Curriculum**
- **Head and RE Lead will keep up to-date with Diocese and OLOG MAT Trainings/Network**
- **Continue PARENTS WORKSHOPS & UP DATES on New RED Curriculum in School/website**
- **Continue with exploring Scriptures with children across the school-deepen knowledge**
- **Continue with children learning and using their prayers at school and at home**
- **RE LEAD TO CONDUCT BOOK LOOKS AND DROP -INS AS NORMAL ACROSS SCHOOL**
- **CONTINUE WITH HIGH EXPECTATIONS OF ALL PUPILS IN RE'S QUALITY OF WORK**
- **CONTINUE TO ENSURE PARITY - QUALITY & QUANTITY OF WORK WITH OTHER CORE AREAS**
- **CONTINUE TO ENSURE PUPILS ARE LEARNING THEIR PRAYERS & USING THEM IN CLASS**
- **Continue with staff & children leading prayer & liturgy in their class and within the school.**
- **Continue to support staff with relevant resources for RE :Bibles, Bible Story Books etc.**
- **Continue with weekly Adoration on Thursdays for all classes in rotation at the Church**
- **Continue with Rosary Club with Sister Lavi-Shanthi every Friday**
- **Continue with Celebration of the Word/Collective worship X 3 per week**
- **Further Develop ART IN RE ...VIA LESSONS & SPECIAL PROJECTS with Parents' support**

WE ARE CELEBRATING THE JUBILEE YEAR OF HOPE IN 2025



God, our loving Father, in this Jubilee Year,
You remind us of our call to love creation.
Help us to work together to replant, repair, and
renew

R: Guide us on our journey as pilgrims of hope.

Jesus, our light, in this Jubilee Year, you remind us
of our call to love our neighbours and to set free
those who suffer.
Help us to treat everyone with dignity; to be fair,
forgiving and kind.

R: Guide us on our journey as pilgrims of hope.
Holy Spirit, our inspiration, in this Jubilee Year,
You remind us of our call to grow in faith and love.
Help us to hear you in scripture, to see Jesus in
others,
And to be united as God's global family.
R: Guide us on our journey as pilgrims of hope.
Amen.

Expose Our Children to Great Masters of Art

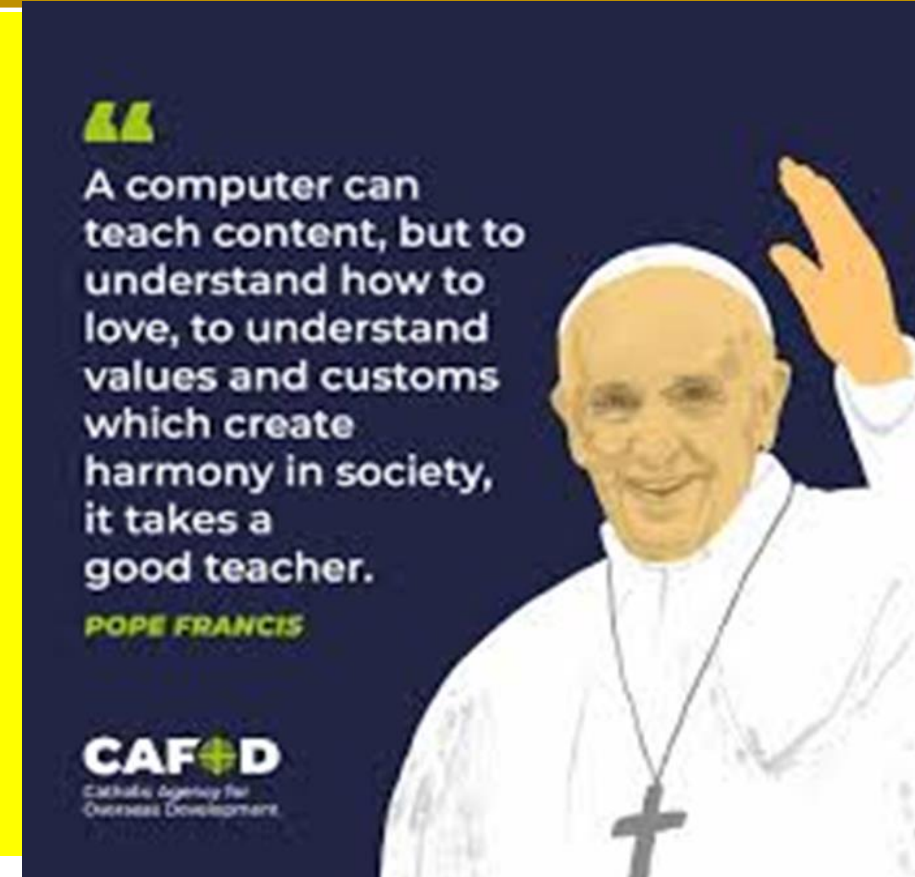


Preparing For CSI By Getting To Know Judgement Criteria

All inspections under the **CSI National Framework** makes judgements on :

- ❖ The **Catholic Life and Mission** of the school (CLM1, CLM2 and CLM 3)
- ❖ **Religious Education** (RE Teaching & Learning) and
- ❖ **Collective Worship**

Leaders and Staff should be aware of the fact that they are involved in **the only individual subject inspection in schools** so expectations are very high for RE Inspections.



What Do You Do Across Your Phases To Ensure Pupils

Know More

Explore, Discuss and Analyze

THE BIG QUESTIONS

Linked to the Come & See Curriculum

Ensure purposeful cross – curricular links are made between RE and other

curriculum areas: English, History, Geography, Art& DT,

***Conduct research on topics being taught in RE**

***Hold debates/discussions on**

Remember More

***Recall, Review and secure facts and skills taught**

***Study the Prayers specified for each year group and learn them by heart**

***Use the prayers daily in class Celebration of the Word & Assemblies**

***Learn all the prayers and responses for the Mass**

***Use and apply the responses at every Mass hosted by the school**

***Study important passages of**

Do More

***Learn about How Our Actions in Catholic Social Teachings make a difference in the lives of those we advocate for via :**

***Living Wage Campaign**

***Raising funds for charity**

***Visiting the sick and aged**

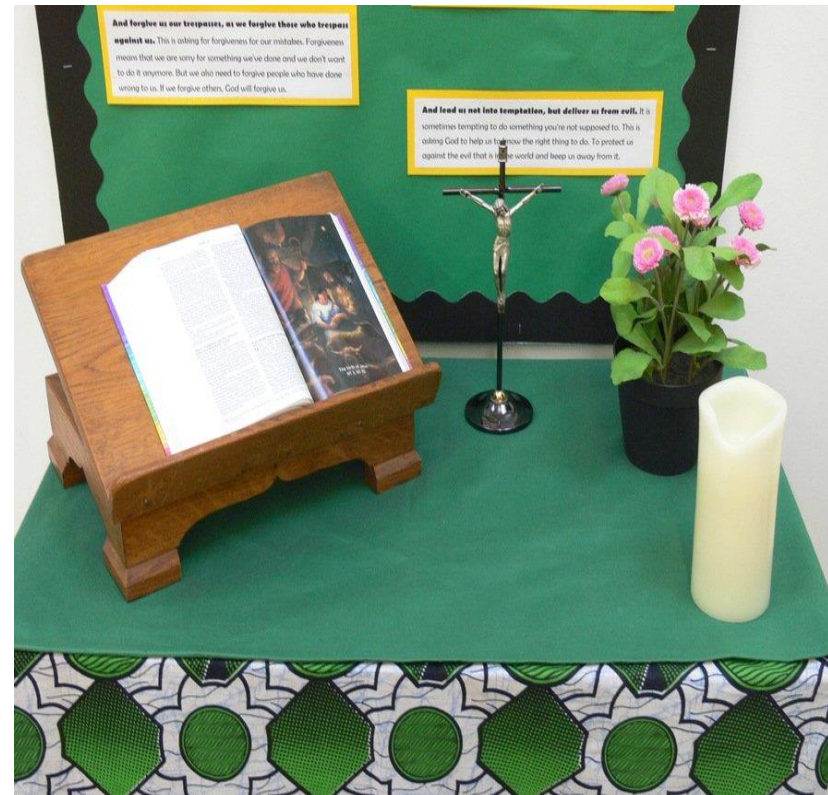
***sing at Mass every Sunday**

***Singing at the Hospital every year**

***Go to Adoration**

Go

What Should Our Class Prayer Focus Table/ Altar look Like?



All Three Prayer Tables/Class Altars Are Beautiful... But which best meets requirements? Why? The one in the center -as it is not cluttered and has the core factors: Crucifix, Bible opened to a specific scripture, a candle and a plant with an RE Display Board reflecting a relevant theme behind. What does the **colour of the cloth on the prayer table signify? When do we use **Purple/Green/Gold**? What should be on our Display Board behind our Prayer Tables? ...Use Core RE Themes.**

The Church Liturgical Year

