

How to deliver the programme

9. The process

It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.

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The Catechism of the Catholic Church addresses the human **search** for meaning, God’s initiative in Revelation who comes to meet us and our **response** of faith.²⁶ This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal and Respond.**

THE PROCESS



The Word who is life – this is our subject

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.

REVELATION – REVEAL

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

RESPONSE – RESPOND

This is where the learning is assimilated, celebrated and responded to in daily life.

26 cf. CCC26

EXPLORE

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 experiential events 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.

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

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EXPLORE will take **one week** of Religious Education time to complete.

REVEAL

Reveal is the heart of the process. 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 Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an 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, dance, 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.

REVEAL will take **two weeks** of Religious Education time to complete.

RESPOND

Remember is the first part of this section. 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. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

This 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 the 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. The grid below, which is in every topic, offers guidance as to content of the celebration.

See below in Section 12 *Celebration* for more detail on the planning.

GATHER
Consider how the children will begin the celebration.
WORD – LISTEN
To some scripture read or enacted
RESPONSE
How will the children respond to all they have heard?
GOING FORTH
How will the children take away the message?

Renew the teacher helps each child to make an individual response, to hold on 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. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

RESPOND will take **one week** of Religious Education time to complete.

10. Planning

a) Time allocation curriculum

The Bishops' require 10% of the taught time for religious education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this.

Within each lesson there needs to be a balance between input, discussion and activity.

b) Long term planning

The themes and topics framework sets out the programme for the year.

In classes where there are **mixed age groups**, the class teacher needs to work out, in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication. Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics to ensure full coverage and to avoid duplication. The school leadership needs to monitor this to ensure the avoidance of repetition.

c) Medium term planning

The overall responsibility for medium term planning lies with the religious education subject leader. It is essential for the understanding of the topic that teachers reflect on the **theme pages, *Come and See for Yourself*** at the start of each topic. These are the same regardless of age group because they explore the theme which underpins the topic. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year phase groups or Key Stages.

The **overview** which is the medium time plan is to be found at the start of each topic. A copy of this is on the ***Come and See website*** so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together. The following template shows the content and purpose of the overview.