



**Love, Learn, Respect and Appreciate**

# **Religious Education Handbook**

<b>Religious Education Handbook</b>		
<b>Approved by</b>	Board of Governors	September 2023
<b>Next Review Due</b>	October 2024	

## THE MISSION STATEMENT

*At St Oswald's together we:  
Love, learn, respect and appreciate.*

*Love - God is at the centre of everything we do.*

*Learn - We try our best to be the best that we can be.*

*Respect and Appreciate - We respect and appreciate ourselves, each other, our school and the world around us.*

### Our vision is:

That all children should leave St. Oswald's with a love of learning, a thirst for knowledge, an understanding and appreciation of their faith and religion, and the world they live in and, above all, many happy memories.

### School Mission Objectives:

St Oswald's will achieve our vision by...

- encouraging children to grow within the Catholic faith,
- promoting the highest possible achievement for our pupils, enabling them to reach full potential, and live life to the full,
- establishing the foundations for lifelong learning,
- welcoming input from parents to complement the skills and experience of our professional teaching staff,
- ensuring that our school is central to the parish, reaching out to embrace the wider community,
- uniting all staff, governors and parents in our aim to be a leading school in the borough of Warrington.

## SECTION 1 - THE AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION

### The outcome of Religious Education

*The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills (appropriate to their age and capacity) to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.*

*(Religious Education Curriculum Directory for Catholic Schools 2012)*

### The aims of Religious Education

The aims of Religious Education in St Oswald's are:

- To teach Religious Education in a way that enables the children to deepen their knowledge and understanding of key theological ideas and know how to apply them to their lives.
- To give the children the opportunities to apply and use their knowledge and skills in cross-curricular lessons which will deepen their understanding of religious truths and encourage them to think creatively.
- To give the children opportunities to express their own beliefs and values and to be aware of the beliefs and values of others.
- To engage the children with difficult questions of meaning and purpose which everyone has to face, enabling them to think critically about their own questions of meaning and purpose.
- To offer the children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

(Come and See pages 10 and 11)

### **The objective of Religious Education requires:**

- Analysis and reflection and critical appreciation of sources.
- Marked progression through the different stages of education.
- The unequivocal support of the management of every Catholic school.
- 10% of the length of the taught week for each Key Stage of education.
- The encouragement of investigation and reflection.
- Development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life.
- The use of skills in other areas of the curriculum.

## SECTION 2 - THE RELIGIOUS EDUCATION PROGRAMME

To fulfill our aims and objectives we use the 'Come and See' programme of Religious Education prescribed by the Archdiocese of Liverpool.

"Come and See is an invitation to exploration and a promise of life for everyone" (Come and See, page 9). The invitation is open to all, we can invite others and the promise offers reassurance. This programme gives the children the opportunity to search, explore, discover and to respond while reflecting on their own experiences. It will help them to explore the beliefs, values and way of life of the Catholic tradition, and other faiths.

<b>Children</b>	<b>God</b>	<b>Teachers</b>
<i>Come and See</i> the wonder of all that is within them and beyond them.	Offers the invitation to <i>Come and See</i> .	Facilitate the opportunity for children to <i>Come and See</i> .

(Come and See, page 9)

### \*Overview of content

There are three themes that are explored through the *Come and See* programme. These are:

- Church
- Sacrament
- Christian living.

Each theme is taught once in the Autumn term, once in the Spring term and once in the Summer term. The understanding of each theme is gradually built during the three terms.

	<b>Church theme</b>	<b>Sacramental theme</b>	<b>Christian living theme</b>
<b>Autumn</b>	<u>Domestic Church</u> My story, my family.	<u>Belonging</u> Born into Christ's life. Baptism and Confirmation.	<u>Loving</u> Celebrating life. Advent and Christmas.
<b>Spring</b>	<u>Local Church</u> Our story, local community.	<u>Relating</u> God's love in our lives. Eucharist.	<u>Giving</u> The cost of life. Lent and Easter.
<b>Summer</b>	<u>Universal Church</u> The story, the worldwide community.	<u>Inter-relating</u> Service to the community. Reconciliation.	<u>Serving in love</u> Feasts to celebrate. Pentecost.

During each term, the themes are developed based on the understanding of:

- Autumn - Creation - God, Creator.
- Spring - Incarnation - God, Saviour.
- Summer - Redemption and the work of the Holy Spirit - God, Spirit.

In Year 1 to Year 6 there are nine topics to be covered during the academic year. This is organised into three topics per term following the above themes. See the appendix for an overview of the topics in each year group.

**\* The process (knowledge, understanding, skills and attitudes)**

The process for delivering the topics in 'Come and See' has three stages - *Explore*, *Reveal* and *Respond* which enable pupils to develop appropriate knowledge, understanding, skills and attitudes. Each topic lasts for four weeks and follows the three stages during this time.

Explore - week one of a topic.

This is the introductory stage of the process. The children are encouraged to explore their life experiences and to raise questions that are wondered about. This stage is a time to share experiences and reflect upon the importance of them.

The activities the children will take part in usually involve storytelling, discussion of *big* questions, investigation through music, drama, dance, art etc.

Reveal - weeks two and three of a topic.

This is the heart of the process. The knowledge and understanding of the Catholic faith is focused upon and experienced through the Word, in Scripture, Tradition, doctrine, prayers rites and Christian living.

In these two weeks, the children will acquire new knowledge, reflect on their learning, gather information, work with problems, explore and value life experiences, respect difference and be open to new perspectives.

Respond - week four of a topic.

During this part of the process the learning is assimilated, celebrated and responded to in daily life.

This stage of the process is divided into three parts - Remember, Rejoice and Renew.

*Remember* - Firstly the children respond by remembering and celebrating all that they have learnt. They are given the opportunity to use their new understanding to make a personal response in their daily lives. This is done through looking and thinking about the work done, reflecting in a quiet atmosphere, and sharing thoughts and feelings. Formal assessments are completed in this time.

*Rejoice* - Secondly the children plan and take part in a celebration of their learning. A planner is completed to record this celebration. Rejoice assemblies take place in this time, one per class per academic year.

*Renew* - Finally the children are encouraged to make an individual response to what they have learnt during the topic. Also, the children need to think about how they can apply their learning to their lives.

Throughout the process a variety of teaching and learning styles (e.g. whole class teaching, groups discussions, circle time) are used to deliver the programme throughout the school to

meet the needs of the children. Teachers plan for a range of activities to engage the children such as discussions, writing, artwork and role play.

### SECTION 3 - THE APPROACH CHOSEN

St Oswald's has chosen to deliver 'Come and See' with the same approach throughout year groups 1-6.

The structure in Explore and Reveal follow the sections below:

- Learning Focus - the focus of the session.
- Content - teaching and learning needed to develop the focus.
- Key questions - to help develop the children's knowledge and understanding after the content.
- Suggested activities - for children to take part in independently, in pairs, in a group or whole class. These activities can be differentiated through the tasks or the use of skills words to alter the expected outcome of each task.

The structure of the Respond section of each topic is the same for all year groups. This section of 'Come and See' gives children the opportunity to respond to their learning by demonstrating what they have understood. They do this through:

- Remember - they will demonstrate what they remember and wonder about.
- Rejoice - a celebration of the children's new knowledge and understanding.
- Renew - an individual opportunity to consider how the learning can be applied to daily life.

Evidence gathered during this section is recorded in a floor book that moves throughout the year groups as each cohort progresses through the school.

#### Early Years

After the publication of the RED 'To know you more clearly', we have opted to begin the new RE curriculum in EYFS. *"The Religious Education Directory serves the Bishops of England and Wales, the Catholic Education Service, and diocese and Catholic schools in revealing the Good News and making the little stories of children meet the big stories told by the disciples. Wonder at God's gifts inevitably flows into reflection and enjoyment of the gifts, into prayers of praise and thanksgiving. Through the curriculum, children learn about the story of the life, death, and resurrection of Jesus through sacred texts, parables, sensory experiences, and the symbols and gestures of the sacraments"* (RED p64).

RE in the early years is structured around activities and experiences for children set out under each of the areas of learning: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Activities are also planned to involve the 'Effective teaching and learning for Religious Education' involving playing, exploring, active learning, creating, thinking critically, and wonder and awe (RED EYFS Booklet).

The RE curriculum is enriched by 'Ways of Knowing' and throughout the curriculum children will experience, be taught through and learn by *understanding, discerning and responding*.

**Understand - See - What will I see and hear to help me understand?**

**Discern - Judge - How will I discover more?**

**Respond - Act - What can I do now?**

The process for delivering RE in the early years has six branches which can be seen below. Branches 1-5 last for up to 6 weeks with Branch 6 being taught and woven into the teaching throughout the year.

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Branch 1: Creation and Covenant	Branch 3: Galilee to Jerusalem	Branch 5: To the ends of the Earth
Branch 2: Prophecy and Promise	Branch 4: Desert to Garden	
Branch 6: Dialogue and Encounter		

## **SECTION 4: PLANNING**

### **Long-term planning**

The long-term plan for each academic year is set and monitored by the RE team. The themes and topics are set on a yearly cycle for each year group and the areas to be formally assessed, as directed by the Archdiocese, are identified in planning each academic year.

### **Medium-term planning**

Medium term planners are distributed by the RE Team at the beginning of each term. These planners indicate a start date for each theme so that each class has guidance on how much time they need to allocate to the themes. These planners also indicate if any feast days, special celebrations, other faith/religion weeks or Rejoice assemblies are taking place. Formal assessments are also highlighted on these planners.

At the start of each topic for Years 1-6, there is an overview (Come and See) which teachers use in their planning. This overview has information about the Scripture to be used, vocabulary, standard indicators, and cross curricular links.

### **Short-term planning**

Short term planning for Religious Education is the responsibility of each class teacher. The teachers are planning on a format that is consistent with planning for other subjects. The teachers are:

- selecting appropriate activities and altering them to fit with their children
- indicating the dates when they are teaching lessons
- adding learning objective titles using skills words

- noting groups of children with different abilities and if the activity is independent, paired or grouped
- adapting their tasks to challenge children and to provide support for those who need it
- evaluating their lessons
- making note of the children who are displaying evidence of the ability to use the skills in their RE work.

#### \*Adapted learning

Adaptations in Religious Education are provided where necessary to enable less able children to succeed in an activity and to provide appropriate challenge for some children. Tasks are scaffolded and carefully planned so that all learners, regardless of any learning needs or barriers, can access the lesson and the task fully so they are given every opportunity to achieve. We adapt activities by support, outcome, resource, or task and this is evident in the planning.

#### \*Feedback

Feedback is given to the children in line with the school's marking and feedback policy.

Teachers are asked to quality mark two pieces of work per child from the Reveal section of each topic. Work that is quality marked must give a positive comment and the next step, referencing the skills words and key vocabulary where possible. The learning objective is ticked if it has been achieved for each piece of work. If a teacher gives verbal feedback to a child VF is to be recorded on the work. Learning Focus numbers must be included next to the learning objective in work recorded in books.

#### \*Evaluation of learning

The children are able to evaluate their learning in each lesson through the plenary when they are given the opportunity to talk about or demonstrate what they have learnt. Self-assessment procedures such as thumbs up, thumbs down are also used to help the children evaluate their Religious Education sessions.

The final week of each topic gives the children an excellent opportunity to evaluate their learning from across the whole topic. In the 'Remember' section, the children reflect on what they have learnt during the four weeks. Formal assessments are also completed in this session. This information is recorded in the floor book and celebrated in the 'Rejoice' time of this final week. Finally, the children use their new knowledge and deepened understanding and apply it to their own lives and experiences. In this 'Renew' time, the children can evaluate how much they have understood by relating their new learning and achievements to themselves.



## SECTION 5 - RECORDING

Regular assessment, pupil tracking and record keeping are carried out in a number of ways listed below:

- observation notes
- formal assessment
- lesson evaluation
- noting of children who fall below and above expectations in each topic
- comments in children's work
- displays
- photographs of activities
- Insight tracking (online tracking system used across all subject areas).

### Marking

RE books and work are marked in line with the school's marking policy. Our marking and feedback aim is "to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood" (St Oswald's Marking and Feedback policy).

RE work is acknowledged with stickers, stamps, ticks and/or brief comments. The skills word in the learning objective title is ticked or circled to indicate if the learning objective has been achieved. Positive, encouraging comments are made and then children are given the Next Steps (NS) to help move their learning on when work is quality marked. Teachers aim to quality mark two out of the six Learning Focus activities completed during each topic. Teachers aim to return the books to the children as soon as possible so that the children can respond to the comments and Next Steps verbally in KS1 and in purple pen in KS2 classes. There is also the opportunity for the children to be given verbal feedback in all classes.

### Presentation

The date is always written on the top line of the page with the learning objective title below. All titles are written in the style of 'L.O. LF2 To recognise...'

Children in KS2 are given the opportunity to respond to teacher comments and next steps using a purple pen in their books. They may also peer review their work using a pink pen in books.

At the bottom of every piece of work, the symbols H (Handwriting) and P (Presentation) help the children to keep track of how they are setting out their work. Each piece of work is awarded an R (Red), Y (Yellow) or a G (Green) for both handwriting and presentation. This system follows whole school procedures that are used in every subject.

## SECTION 6 - ASSESSMENT

Assessment is focused by the overall aims and objectives of Religious Education 'Come and See' (h) page 27 and the Religious Education Curriculum Directory for Catholic Schools and

Colleges pages 65-66. 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.

**In our school it involves:**

### **Informal assessment**

The teachers use their questioning skills through their input of content, work with groups and in the plenary to assess if the children have achieved the outcomes of their lessons. Discussions with individual children and work in their books provides further evidence for informal assessment. During the 'Remember' session in the final week of each topic, the teachers assess the knowledge of the children through discussion and formal assessments. At the end of each teachers' planning, children's initials are recorded next to the standard indicator they are working within during each particular topic. Teachers also record achievements in Insight (an online tracking system) as part of their ongoing assessment and recording.

### **Formal assessment**

The Archdiocese provides Formal Assessments (with the exception of Spring and Summer 2023) to be completed three times every academic year in the Autumn, Spring and Summer. Samples of this work is moderated during a staff meeting and taken to the Warrington RE Co-ordinator's Cluster Meetings for further validation. The Warrington RE Co-ordinator's Cluster group have also devised our own formal assessments for each topic throughout the year which are used to quality assure standards across the borough.

After the assessment has been completed, the standards for the topic are put into books (working towards/expected/exceeding) and then highlighted by the class teacher for each child, indicating their attainment throughout the topic, using different collated evidence.

### **Standard Indicators/End of Year Standards**

Each year group has their own set of End of Year Standards that they aim to achieve by the end of each year group. These standards are set for Catholic schools nationally and are currently in draft format.

During the year, Teachers use the objectives for their year group to keep track of where the children are up to with their learning. At the end of each term (Autumn, Spring, Summer) each class teacher records each child's progress in Religious Education against the Standard indicators in line with the procedures for other subject assessment. Insight (an online tracking system) is used for this. Teachers use a 'best fit' judgement and use a range of sources of evidence to assess (e.g. written work, discussion, art work etc). These assessments are then viewed by the RE Team and teacher discuss their next steps for their classes and groupings (e.g. EAL, SEND).

## **RE Early Learning Goals**

The RELGs are guided and linked by the EYFS Statutory Framework 2021, enabling RE to be assessed in line with other areas of learning in the EYFSP during the Summer term. The RELGs are included in the Insight assessment system and will be used to identify Year 1 readiness and inform parents, SLT and Governors of the progress of RE in EYFS.

## **SECTION 7 - REPORTING**

The reporting of the progress and achievements of each child is done by:

- An annual written report to parents that includes a section on Religious Education.
- Verbal feedback with parents twice a year at Parents' Evening.
- A termly RE newsletter indicating the areas to be taught and assessed.
- A half term overview for parents including the objectives being taught for all curriculum areas, including RE, RSE and PSHE.
- Moderation of RE assessments during a staff meeting when discussions about children take place.
- Positioning statement annually for Governors.
- Completion of tracking and progress using Insight.

## **SECTION 8 - MONITORING**

The RE Team monitors the teaching of Religious Education, Prayer and Liturgy and RSHE.

The monitoring includes:

- book scrutiny
- planning scrutiny
- lesson observations
- Prayer and Liturgy observations
- staff moderations sessions with the completion of the Context Sheets after discussion
- class assessment grids
- displays
- assemblies
- learning walks
- Insight data
- audit of resources.

After the completion of monitoring, feedback is formally recorded and signed by both class teachers and the RE Team. A copy of this is given to the Head Teacher. The RE Team give verbal feedback on the monitoring, highlighting strengths and discussing key development points.

## **SECTION 9 - STAFF**

### **Communication**

During our weekly staff meetings, there is a Part 1 on the agenda for any staff to feedback on any CPD they have attended, which includes Religious Education. After each Religious Co-ordinator's meeting, the RE Team feedback to the staff at the staff meeting and/or send a memo with important information on.

At the beginning of each academic year, an RE update is handed out to all staff members to remind them about their roles and responsibilities and to identify which topics will be assessed and when throughout the year.

Before every assessment topic, the assessments and any additional notes are handed to each class teacher and briefly discussed to identify any problems.

### **Development**

Members of the RE Team attend the RE Co-ordinator termly meetings provided by the Christian Education Team. The information from the termly meetings and the courses are fed back to staff during staff meetings and key information is distributed. The RE Team are also members of the Warrington Cluster and attend these meetings at different schools.

The RE Team provide training on Inset Days, Twilights or RE staff meetings for members of staff on Prayer and Liturgy , Come and See and RSE.

### **Induction**

New staff members are given a copy of the 'Staff Code of Conduct'. This contains the Mission Statement, aims and objectives, and information on Prayer and Liturgy and prayers. All staff are aware of the 'Come and See' programme and new staff are supported by the RE Team in teaching it and supporting the children in their learning. A copy of the staff code of conduct can be found on the school website.

The table below shows the members of staff involved in teaching Religious Education or delivering Prayer and Liturgy :

<b>Staff member</b>	<b>Responsibility</b>	<b>Qualification</b>
Ms Helen Lennon	Headteacher	CCRS
Mrs Sharon Orwin	Assistant Headteacher RE Co-ordinator RSHE Co-ordinator Prayer&Liturgy Co-ordinator Mini Vinnie's Co-ordinator	CCRS
Miss Clare Morris	Reception Teacher RE Co-ordinator RSHE Co-ordinator Prayer&Liturgy Co-ordinator	CCRS

Mrs Gail Furness	Year 1 Teacher	
Mrs Lisa Gambles	Year 2 Teacher	3 modules completed.
Miss Chloe Nesbitt	Year 3 Teacher	
Mrs Jane Foy	Year 4 Teacher	
Mrs Leeanne Neiland	Year 5 Teacher	
Mrs Jill Thomason	Year 6 Teacher	
Mrs Sharon Barclay	PPA teacher (Infants)	
Mrs Annemarie Roberts	PPA teacher (Junior)	CCRS

Father Dave Heywood	Chair of Governors Religious Education Link Governor
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## **SECTION 10 - RELATIONSHIP BETWEEN RELIGIOUS EDUCATION AND OTHER SCHOOL POLICIES AND CURRICULUM**

Religious Education is an integral part of the school curriculum and activities.

### **Prayer and Liturgy**

Whole school Prayer and Liturgy starts the week and then classes hold daily Prayer and Liturgy for the rest of the week.

<b>Monday</b>	Whole school Prayer and Liturgy
<b>Tuesday</b>	Class Prayer and Liturgy or Class Buddy Mass in church
<b>Wednesday</b>	KS1 and KS2 Prayer and Liturgy
<b>Thursday</b>	Class Prayer and Liturgy
<b>Friday</b>	Class Prayer and Liturgy

Class Prayer and Liturgy is planned and carried out by the children in individual classes with support and guidance from class teachers (this varies between Key Stages).

Buddy class prayer and liturgy takes place on the last Friday of the month.

### **Assemblies**

Assemblies bring together the children, staff, parents and the local community in the celebration and sharing of the Good News.

Each school week begins with a whole school Prayer and Liturgy on a Monday morning. This brings the children together to reflect on the week ahead and what can be achieved.

Each Thursday parents, families, friends and the local community are invited to Celebration Assembly which sees children from each class presented with 'Star of the Week'. This gives all children the chance to shine and for the school community to hear the things they have

been doing. At the end of the assembly, everyone joins in with shared prayer time to thank God.

Each Wednesday Early Years and Key Stage 1, and Key stage 2 join together for their own Key Stage assemblies led by the class teachers.

After the prayer and liturgy, a book which is linked to RSHE and diversity is read out to the children, making links to caring for each other in our differences and our world.

### **Opportunities for Spiritual and Moral development**

The spiritual and moral development of the children is at the centre of all of their learning and experiences. There are many varied opportunities for the children to develop these areas such as through prayer, assemblies, Prayer and Liturgy, sharing their thoughts/feelings during discussions, reading for pleasure with their reading partners from a different class, looking after their own planters on the playground, prayer partners, after school clubs and the creation of their own class rules at the beginning of the school year. As a school, we are working towards achieving our 'Live Simply Award'.

### **Display**

Each class has a dedicated area for an RE display which is used as a working wall to present the work, key words, thoughts of the children and to show the progression of learning through the different stages of each topic. They are also used as an area of reflection to gather around to think quietly about what has been learnt.

Each classroom has a Collective Worship table, with the appropriate liturgical year colours displayed and resources including; a book stand, God's Story, LED Candle and Crucifix, CDs and CD player as a minimum.

### **ICT**

ICT is integrated into all areas of the curriculum, including RE and Prayer and Liturgy. Laptops, Ipads, interactive whiteboards, computers and CD players are used to deliver activities to the children and enhance the presentation of the learning of the children.

### **SEND**

The Religious Education programme is offered to all our children and those with additional learning needs and/or disabilities are integrated in all lessons and are planned for accordingly to make sure they are supported in appropriate ways. Tasks are adapted to provide support for these children. Provision for children with special educational needs is made in accordance with our SEND policy.

### **Equal Opportunities**

Our school vision 'to love, learn, respect and appreciate' is based on the Gospel values which encompass equality between all human beings regardless of their gender, race, colour, sexuality, language, or religion. This is derived from our belief that each person is a child of God.

## **RSHE**

Our delivery of an RSE curriculum is closely guided by the current guidelines set by the Archdiocese. RSE is delivered within the curriculum areas of Science, PHSE, Citizenship and Religious Education, following the National Curriculum programmes of study and the Archdiocesan Come and See Programme. We use the 'Journey in Love' programme throughout the school which is delivered by the Class Teachers with the support of the SLT and the RE Co-ordinators. Each cohort have their own floor book to record 'Journey in Love' evidence which moves through the school with them.

All relevant policies are up to date and governor approved.

## **SECTION 11 - LINKS WITH PARENTS, THE PARISH AND THE COMMUNITY**

Links between parents, the parish and the local community are established through our weekly school newsletter. The newsletter is available to the parents every Friday through OurSchoolApp. Copies are also available in the church every weekend for parishioners and a copy of the newsletter goes onto the two community boards outside the school building. The weekly newsletter is also available on the school website. In addition, the termly RE newsletter, which outlines the RE content for each class, key dates and information for the term, is distributed to parents via OurSchoolApp and is also available on the school website.

There is an RE section on the school website that has all the key information and events posted on it and is updated regularly. Each class section has half termly curriculum overviews posted on them with information about the learning in each class over the set period of time. The second page of every overview has RE curriculum information available in which a brief synopsis can be found for each class.

Each overview has a Catholic Life section on it to give relevant information for that half term e.g. Mass details, school celebrations, fundraising events. It also has the objectives to be taught in RSE and PSHE.

Each class teacher writes a weekly blog which can include information about the RE teaching from that week or class events such as Masses or fundraising activities.

Every week 'The Wednesday Word' is made available on the school website and school app. We ask parents to look out for it and share it with their child/children.

The children as a whole school or from different classes join the parish for Mass. Children attend Class Masses with their 'Prayer Buddy' class, at least once each half term on a rota system.

Parents and the local community are invited to weekly Celebration Assemblies and Class Rejoice Assemblies. Parents are invited to make a comment to evaluate their Rejoice assembly experience, these are always very positive.

The school and local community are also invited to special events such the May Procession, Christmas Nativities, Carol Service, the Passion Play and Whole School Masses.

### **Contribution to the Sacramental Preparation Programme**

The parish priest leads the sacramental preparation for children in Year 4. The RE Co-ordinator attends the meetings prepared and led by the parish priest and offers support where needed. The parish priest and staff from the school, work with the parents and children throughout this important part of their journey of faith, attending preparation and Sacramental Masses at the weekend.

### **SECTION 12 - SELF-EVALUATION DOCUMENT (C.S.E.D)**

See the appendix at the back of this document for a copy of the current C.S.E.D.

### **SECTION 13 - RELIGIOUS EDUCATION ACTION PLAN**

See the appendix at the back of this document for a copy of the current action plan for this academic year.

### **SECTION 14 - EVALUATION OF THE RELIGIOUS EDUCATION HANDBOOK**

This handbook will be updated each academic year by the RE team. The updates will be based on careful monitoring and feedback work done by the RE Team. This will be completed by:

- monitoring of lessons, timetables, displays
- monitoring of Prayer and Liturgy
- book scrutiny
- learning walks
- planning/assessment meetings
- Insight tracking data
- moderation sessions
- staff meetings



## SECTION 15 - RESOURCES (TEACHING)

Below is a list of class-based resources for each classroom:

<b>Class</b>	<b>Religious Education Resources</b>	<b>Prayer and Liturgy Resources</b>
R-Y6	Come and See resources (downloaded) God's Story 1/2/3 Church Story 1/2/3 John Burland CDs	Reflective music CDs LED Candle Rosary beads Cross Book Stand for God's Story Cd player Collective Worship tray table Cloths - red, purple, green (liturgical colours)

Below is a list of general Prayer and Liturgy resources located in our whole school Prayer and Liturgy preparation area.

Cloths - red, purple, green (liturgical colours)  
Drape material - variety of colours.  
Flickering candles - small and large.  
Nativity scene.  
Heart dishes.  
Prayer hands.  
Pebbles.  
Statues.  
Book stand.  
Silver plates.  
LOVE letters/blocks.  
Flower candle holders.  
Heart box.  
Rosary beads.  
3x Files containing Prayer and Liturgy Scripture - KS1, LKS2, UKS2  
Good News Bibles  
God's Story Books 2/3  
Church's Story Books 1/2/3  
Come and See website resources downloaded

### Books

The Mass for children.  
A simple book of prayers x 4.  
Living in the light prayer book.  
A child's first book of prayers.  
The Miracles of Jesus.  
Daniel and the Lions.

Joseph's colourful coat.  
Jonah and the big fish.  
Moses in the rushes.  
The Last Supper.  
Jesus and his disciples.  
Noah's Ark.  
David and Goliath.

Below is a list of Other Faith resources located in a central store

Judaism / Islam / Hinduism

- Special books
- Photographs
- Posters / Pictures
- Artefacts
- Candles / Holder /
- Cloths / Mats / Shawls / Saris
- Books
- Invite speakers in to support our teaching and learning for all other faiths.