

St. Paul & St. Timothy's Catholic Infant School's

RE Handbook



Love-Learn-Believe-Achieve
in the spirit of Jesus

Date – February 2023

RELIGIOUS EDUCATION HANDBOOK

Love, Learn Believe, Achieve...in the spirit of Jesus

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1. Our Mission Statement



Love, Learn, Believe, Achieve

In the spirit of Jesus

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

We believe each new day brings the opportunity to express our love for God and one another.

We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts.

Our school is a place where children and adults can express their belief in God; develop belief in themselves and others.

We believe everyone in our school community can achieve, whatever their ability.

Each achievement is as unique as each individual and all are celebrated.

We aspire to equip all in our school community to proclaim the Good

2. The Aims of Religious Education

For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith Religious Education will be catechesis, and for some children and young people Religious Education will be evangelisation, the first opportunity to hear the good news of the Gospel.

The aims of Religious Education in St Paul and St Timothy's Catholic Infant School are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith.
- To respect the child's innate capacity for awe, wonder, reverence and imagination and to enable them to think critically about questions for meaning and purpose.
- To support our children in taking their first steps on their faith journey.
- To teach the Catholic faith and to foster commitment to that faith.
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- To encourage the children in a loving and caring attitude toward family, friends, classmates, teachers and all with whom they come in contact.
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- To bring clarity to the relationship between faith and life, and between faith and culture.
- To celebrate through worship and liturgy in a way appropriate to their age.

'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)

3. Objectives

The objectives of Religious Education in St Paul and St Timothy's Infant school requires:

- Analysis and reflection and critical appreciation of sources.
- Marked progression through the different stages of education.
- The unequivocal support of the management of our 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.

The following strategies and aims underpin the effective delivery of Religious Education in St Paul and St Timothy's Infant school:

- ❖ Religious Education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.
- ❖ Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- ❖ Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- ❖ Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- ❖ 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 p.11)



*"Come and See,"
Jesus replied:
So they went and saw
where he lived,
and stayed with him the
rest of that day.
(John 1:22)*

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.

Overview of Content

Come and See is developed through three themes based on the above documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living. The basic question of belief for each season time is explored through three kinds of themes.

Community of faith – Church,
Celebration in ritual – Sacraments,
Way of life - Christian Living

a. Church

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

1. Autumn – My story ~ my family ~ **Domestic Church**. To start the year ***Come and See*** begins with my story: within a **family**. The Church honours the family with the title Domestic Church because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.'

2. Spring– Our story ~ local Community ~ **Local Church**. After Christmas the children explore the theme of local Church which is our story. The **parish** is where people gather together to celebrate and practice care and love for each other. The **diocese** is the community of the Christian faithful.

3. Summer – The story ~ the worldwide community ~ **Universal Church**. The year finishes with the story of the **worldwide** community; the universal Church. In the Church, God is calling together his people throughout the world. 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'



b. Sacrament

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

1. Autumn – Belonging ~ born into Christ's life. Following on from an understanding of belonging to a family the theme of **Baptism** introduces the understanding of being initiated into belonging to the Christian Church during key stage 1.

2. Spring– Relating ~ God's love in our lives ~ **Eucharist**. In the Spring time after learning about the local Church community, the Sacrament of the **Eucharist** is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of Come and See since it is at the heart of Christ nourishing his people.

3. Summer – Inter-relating ~ Service to the community ~ **Reconciliation**. The Sacrament of **Reconciliation** forms part of the work of the summer time when there an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament.



c. Christian living

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

1. Autumn – loving – celebrating life – **Advent Christmas**. The **Advent** – **Christmas** theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life.

2. Spring – giving – the cost of life –. In the Spring season Lent **and Easter** are explored, Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.' 'The Resurrection ... remains at the very heart of the mystery of faith.'

3. Summer – serving in love – feasts to celebrate – Pentecost. The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with his Church, in a way appropriate to this new age.'

Each theme is explored through a different topic in each age group

The themes of each season

AUTUMN

The three autumn term themes are developed in the light of an understanding of Creation:

- **Family Domestic Church** focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.
- **Belonging Baptism/Confirmation** focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God's life and friendship.
- **Loving Advent/Christmas** focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.

SPRING

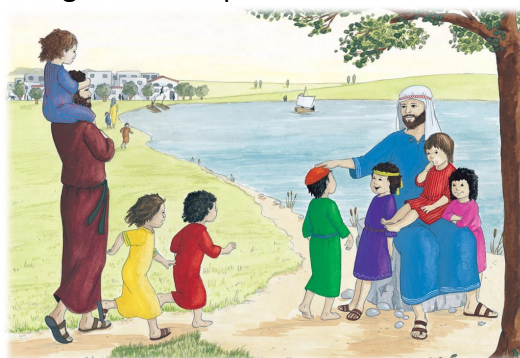
The three spring time themes are developed in the light of an understanding of Incarnation:

- **Community Local Church** focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- **Relating Eucharist** focuses on the invitation to know Jesus, to live in communion with him and with one another.
- **Giving Lent/Easter** focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christians to follow Jesus' example of self-giving.

SUMMER

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

- **Serving, Pentecost** focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- **Inter-Relating, Reconciliation** focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- **World, Universal Church** focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.



'Let the children **come** to me'

Mark 10:14

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.

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal** and **Respond** which enable pupils to develop knowledge, understanding, skills and attitudes.

This process, in St Paul and St Timothy's Catholic Infant School, encompasses a variety of teaching and learning styles, which enable the needs of individual pupils to be met.

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.



*'Whoever loves me will obey my teaching. My Father will love him,
and my Father will **come** to him and live with him'*

John 14:23

EXPLORE (one week)

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, photographs, video drama, dance, art, etc.
- 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.

Religious Education Curriculum Directory 2012

REVEAL (two weeks)

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;
- 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);

RESPOND (one week)

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 format of the Rejoice celebration and all collective worship is as follows;

GATHER

The children decide how they will begin the celebration.

WORD - LISTEN

Scripture is read or enacted.

RESPONSE

The children respond to all they have heard?

GOING FORTH

The children take the message away with them for example with a picture or prayer card, hymn, symbol or an action to do that day.

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.

An evaluation will take place at this point which will inform future teaching and learning.



5. The Approach Chosen

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5 or age 3 to 7 in Wales. In the foundation phase Religious Education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy • Mathematics
- Understanding the world.
- Expressive arts and design

Throughout the programme in Reception the process will be divided as follows:

- Whole class core Input; (teacher led).
- Adult directed group activities and; (teacher or assistants work with groups of children).
- Continuous provision (child centred learning across the areas of learning in the foundation stage).

In years 1 and 2

The structure within both **Explore** and **Reveal** from years 1 and 2 comprises of the following sections:

1. **Learning** focus: the overall focus of the session.
2. **Content**: some suggestions for input to develop the focus.
3. **Some key questions** follows the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. **Some suggested activities**, the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children using symbol supported text.

The **Respond** structure is the same for Foundation stage as well as Key stage1. This is the opportunity for children to respond to what they know and understand by three means.

1. **Remember**: here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice**: is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant.
3. **Renew**: this where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.



Planning

Long Term Planning

The senior management is responsible for:

- Choosing an approach
- Ensuring that 10% of curriculum time is allocated to teaching of Religious Education
- Monitoring of timetables to ensure quality time for Religious Education.

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.

(See RE Curriculum Overview)

Medium Term Planning

The Religious Education Co-ordinator is responsible for:

- Allocating the starting date for each theme
- Allocating the appropriate amount of time for each part of the process
- Allocating time for the exploration of another faith (Judaism) or Religion (Islam, Hinduism or Sikhism); if it is being covered this term celebrations and global dimension e.g. CAFOD family fast day
- Indicating which classes planning, teaching assessment and books are to be monitored
- Indicating which formally assessed Theme will take place each term and then collating the assessment data and transferring it onto the 'whole school' tracking.

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 the topic. These are the same regardless of age group because they all 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, in year groups or key stages.

The **overview**, which is the medium term 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 is good practice to discuss these together.

Short-term Planning

Short-term planning is the responsibility of the class teacher. The teachers will use the *Come and See* Planning model agreed by the school in conjunction with the Archdiocese. The material for this planning will be found on the Come and See website.

When planning, the 'Driver Words,' from the standard indicators will help structure tasks. Teachers must ask 'What must I do in this topic to enable the pupil to achieve...'

Each class teacher is responsible for:

- Selecting appropriate activities to ensure the achievement of the learning focuses and overall learning outcome
- Stating the days on which these activities are to take place
- Indicating groupings to show how the differing needs and abilities of children are to be met
- Planning time for formal assessments as necessary
- Evaluating their own teaching
- Hi-lighting the activities chosen for the formal assessed topic each term
- Following the school tracking procedures for information gathered during on-going assessment
- Completing the Record of Attainment sheet at the end of each term
- Passing on assessment data to the Religious Education Coordinator
- Passing on the Record of Attainment sheets to the next class teacher

Differentiation

- As with all other areas of the curriculum the purpose of differentiation is:
- To enable children to succeed in the set task or activity undertaken and to challenge them to take the next step in learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;
- To enable children to recognise and celebrate their achievement.

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media. In each topic there are standard indicators, standards summaries and the church teaching.

Additional learning needs and/or disabilities

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas are found within the topics. The symbol ☺ indicates the Widgit symbol supported text website which has a number of resources

which are referred to in Come and See. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through web links.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart.

The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities.

When planning, attention should be given to providing:

- *a range of motivating and enjoyable experiences to engage all children*
 - *scope and provision to enable children to move through and demonstrate success at the different P levels*
- *strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.*

(See Religious Education Curriculum Directory 2012)

The following approaches take into account a wide range of special needs.

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to engage with (a multisensory approach)
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
 - Sign language and text accompanied by symbols or illustration are essential tools to support understanding of the spoken and written word.
- Using a variety of media to animate a story and bring a theme to life; for example, objects named in the story or key to the theme or the use of puppet or role play.
- Reassurance and predictability are especially important. A familiar structure for each lesson builds confidence, and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

Come and See aims to provide meaningful and appropriate Religious Education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales

who may be accessing Religious Education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

Special Needs resources are provided on the **Come and See** website which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross- referencing into the programme's themes.

Education of other Faiths

Why?

- Understanding and respecting each other.
- Appreciating the ray of truth and holiness in other faiths, which gives us all hope.
- A desire to search together for meaning.
- Sharing a common humanity.
- Learning to live with our neighbours.

Which?

- Judaism every year and a choice of Hinduism, Sikhism, Islam.

When?

- 2 weeks – one for each faith, in between Come and See themes.

How?

The teaching of other religions for primary-aged children is about how the members of that faith community live as a family and how they worship. It begins from the faith community's own understanding of itself and what it is to be a member of a particular community.

- Each religion is taught separately in order to avoid confusion.
- Teaching of Judaism has special attention because of the intrinsic relationships between Judaism and Christianity – our very roots lie in Judaism. However, while it is important to teach about Jesus' Jewish background this is taught separately from modern Judaism as a world faith.
- When handling ritual objects, which are important to people of other religions, we do so with reverence and respect.
- Members of other religions are invited into school and children make visits to places of worship.
- Videos and the internet are used for research.
- Sharing knowledge learnt with the whole school at assemblies.

In each lesson there are 3 Learning Focuses.

LOOK at your own experience.

DISCOVER about another faith community.

RESPECT and appreciate what you have learnt.

Resources

'Come and See' Website.

Video / CD's.

Books, music, art, drama and ICT.

Members of other faith communities and places of worship.

6. Assessment

Assessment is focussed by the overall aims and objectives of Religious Education.

Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about (knowledge and understanding) and learning from (engagement and response) religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and motivation to the learner. It does not assess spirituality or the practice of faith.

At the beginning of *Explore* and *Reveal* there is an indication of the Areas of Learning and the Standard Indicators which are covered. At the end there is a summary of the standards indicators for that topic. Regular assessment, individual pupil tracking and record keeping should be carried out according to the direction (below) given by the Archdiocese, in order to ensure pupil progress.

ASSESSMENT OF RELIGIOUS EDUCATION (PRIMARY SCHOOLS Y1-Y6)

“The main purpose of assessment is to ensure effective learning, to celebrate growth and achievement and enable further progress.” NBRIA

- Evaluation of informal and formal assessment will inform future planning.
- Teachers should plan the whole topic to identify assessment opportunities and plan to use appropriate teaching and learning strategies. It would be helpful if year groups could work together.
- Target Tracker will be used to track the progress and achievement of each cohort.

In St Paul and St Timothy’s Catholic Infant School it involves:

Informal Assessment

- General observation of children engaged in classroom tasks and activities.
- Discussion with children
- Photographs
- In the EYFS - Learning observations using Target Tracker
- Marking of all work should be positive
- Observation of contributions made to classroom displays.
- ‘Renew’- applying children’s learning
- Review: end of task, activity, lesson, topic.

A note is kept on the short term planning sheet of those children who are achieving working towards, working at or above expectation. We informally assess on a day-to-day basis as we watch the children develop as individuals and in their attitudes to others. A key area for assessing is how the children actually respond to the special time, which is ‘Come and See’ time.

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 focuses for each topic. Assessment establishes what children know, understand and can do and how to

progress. It offers support and motivation to the learner. It does not assess spirituality or the practise of faith. Assessment in *Come and See* emphasises a wide range of achievement.

Formal Assessment

Formal assessment is in line with the Archdiocese recommendations and guidelines. Currently, we are in the process of implementing and embedding assessment of each child against the (draft) standard indicators for Religious Education.

- In the Foundation stage evidence to support assessment is found in floor books and Learning Journeys including, for example, photographic evidence. Links are made with Characteristics of Effective Learning and the Areas of Learning of the EYFS.
- In Key Stage 1 formal assessment is guided by the draft standard indicators on a three year cycle so that each theme is assessed formally once throughout the primary phases.
- Assessment tasks are identified by the Archdiocese to support teachers in their assessment and to provide consistency for moderation purposes. Assessments are undertaken during **Remember**. An activity is undertaken that enables the child to show how they have met the Learning Outcome.
- Following moderation the outcomes are added to a class tracker and then marked against the standard indicators for the particular year group. Children are assessed to be 'working towards' 'expected' or 'above' for Religious Education.
- In each topic teachers use the standard indicators to ascertain what children can be expected to know and understand and can do. Regular informed judgements on a wide variety of evidence against broad criteria allow learners to respond at different levels.
- While teachers will be making professional judgements about children's performance almost continuously, tracking the children's progress against the standard indicators will lead to a cumulative judgement about attainment. Teachers will need to make a best-fit judgement of a child's attainment. This process of making judgements about learners' attainments will inform decisions about future planning. When gathering evidence teachers draw on the full range of work produced by pupils in the normal everyday teaching and learning process. They should focus on the clarity of evidence collected and make brief telling annotations in relation to significant attainments.

Recording

- For Reception, a portfolio of annotated work from each topic, including photographic evidence, is needed.
- Target tracker should be updated at the end of each term. Information gained from formal assessments, discussions, observations, class work etc. should be used to find a 'best fit' for the child. Careful consideration must be given to each statement in the working towards, working at and working above age related expectation.

- The assessment records need to go with the child's other records to the Junior School to enable them to progress from the appropriate starting point.
- At the end of each topic children who exceed the expected standard, or children who do not achieve the expected standard should be noted on your planning sheet
- Visual evidence e.g. ~ displays
- Curriculum Planning; including notes from observations and annotations

Making Judgements

- Further guidance about making consistent judgements will be available within the next academic year through national and Archdiocesan exemplification material.
- Exemplars will not dictate the evidence required but show only how that statement might be met.
- Teachers should refer to the exemplars for school, cluster, Archdiocesan and National moderation.

SEND

- All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to-day activities.
- When teachers assess pupils against the Come and See Summary they should base their judgements on what disabled pupils can do when reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).
- Schools are required to provide suitable resources for all learners. The Come and See website contains a wealth of suitable resources for children who cannot access the Come and See yearly programmes.
- Adjusted P Levels are now available from the archdiocese and contain some considerations from the government's Rochford Review. Further research, resources and updates will be available nationally in 2019.
- If a pupil has a disability that prevents them from demonstrating attainment in the way it is described in Come and See, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting)
- Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the expected Standards of each phase and year group should not be compromised and must be met in an equivalent way.
- Teachers should use their professional discretion in making such judgements for each pupil.
- If a pupil has a disability that physically prevents them from demonstrating a Come and See activity even with reasonable adjustments in place, such as the SEN material from the Come and See website and the adjusted Archdiocesan

P Scales, these statements can be excluded from the end of year and end of phase Standards.

- Teachers should use their professional discretion in making such judgements for each pupil and be able to justify these during school, cluster, Archdiocesan and national moderation.

Moderation

- Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable.
- Archdiocesan Formal Assessments will be readily available on the CED website for you to download. Schools are advised to use these suggested tasks for evidence of formal or informal assessments. This will enable schools to moderate; during staff meetings, cluster groups, Archdiocesan meetings, evidence for Section 48, monitoring visits and against any national exemplars.
- Schools should ensure that their teacher assessment judgements are moderated internally through Staff meetings, with the Religious Education Coordinator and, where possible, with other schools in their Cluster groups or cluster of schools. This will quality-assure their judgements and provide a valuable opportunity for professional development.
- Schools will be required to provide evidence of their moderation for monitoring visits and Section 48 Inspections. This validates judgements to ensure that they are consistent with local and national standards. It is a collaborative process between schools, Archdiocesan and National moderation.

Transferring Standards into Data

- Use the same system that you are expected to use for your other subjects, such as Maths, English and Science
- Use the same terminology (Target Tracker b/b+, w/w+, s/s+)
- Use the same methods for collecting data
- Remember it is not a checklist!
- The most important part of collecting data is...
- WHAT WILL YOU DO WITH THE DATA YOU HAVE COLLECTED?
- WHERE WILL THE IMPACT BE SHOWN?
- Closing the gap – between data and planning

7. RECORDING

Recording provides evidence of achievement. It involved pupils in self-assessment and progress in dialogue with the teacher. It takes many forms:

- Notes from observations
- Written comments on children's work
- Visual evidence, e.g. photographs, displays, videos of dance, drama, celebrations
- Class/school portfolios
- Pupils' self-assessment
- Records of attainment
- Tracking system
- Data analysis
- Pupil interviews
- Moderation meetings

8. Reporting

Reporting in Religious Education has four purposes:

- To provide feedback to pupils on their achievements and progress.
- To inform teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group.
- To inform parents of the progress and achievements of their children.
- To inform parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils. A

Archdiocesan guidelines state:

Reports sent to parents should indicate progress and achievement against each theme. The language of the end of year expectations and driver words should be used. As it is the core subject in Catholic Schools, Religious Education should appear as the first subject on the report.

In St Paul and St Timothy' Catholic Infant School, reporting in R.E. is done on various levels:

- We report to year group colleagues in the form of evaluating topics as they progress and sharing achievements/concerns with each other.
- End of year reports in year provide a written comment on progress and achievement.

9. Evaluation of Teaching

The criteria and procedures for reviewing and evaluating the teaching of Come and See and the monitoring of teaching, e.g. observation of class teaching, planning, children's work, displays and resources are according to Archdiocesan 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 (Come and See);
- 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 are differentiated to challenge and support pupils as appropriate and meet their needs;
- Manage pupils well and achieve high standards of behaviour;
- Use time and resources, including ICT, efficiently and effectively;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work using Assessment for Learning strategies as appropriate;
- 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;
- Make effective use of teaching assistants and other support;
- Undertake appropriate in-service training and use the experience effectively;
- Inspire pupils by bringing the subject alive;
- Promote equality of opportunity.

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, fully engaged 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 have done and how they can improve.
- Develop the skills and capacity to work independently and collaboratively to be active partners in their learning

10. Evaluation of Learning

Learning is constantly being evaluated by the children and by the teacher, when it is appropriate.. The methods used in this process are:

Careful listening: during this method there has to be opportunity for

- Teachers to listen to individual children speaking in a one-to-one situation
- Teachers to listen to whole class discussion

Effective questioning: appropriate questioning by the teacher will lead to children raising and answering their own R.E. questions ~ thus becoming effective questioners.

Recording: children's written work provides teachers with an opportunity to evaluate what pupils have learnt.

Specifically at the **Renew** stage of the topic, 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 notebook.

Archdiocesan guidelines state that when looking at pupil's learning:

Judgements must be based on the extent to which pupils:

- Apply themselves productively and with interest to what they are doing;
- Show engagement in and enjoyment of RE;
- Sustain their concentration and respond to challenge;
- Form positive relationships which help their work;
- Show pride in finished work;
- Work collaboratively and independently;
- Respect others' views;
- Ask and answer questions;
- Show initiatives and take responsibility;
- Show through their actions that they know what constitutes appropriate behaviour and understand what is expected of them both by the school and by the gospel values, which they are taught;
- Have confidence and self-esteem.

Attainment and Progress

- Pupils know and understand the teachings, beliefs, values and way of life of Catholic Christianity and, where appropriate, of other faith or religious traditions;
- Pupils show understanding of religious concepts and ability to communicate their knowledge and understanding in appropriate forms including different forms of extended writing;
- Pupils understand the human search for meaning and purpose and are able to identify some of the questions it raises and of the answers which the church has given to those questions;
- Pupils with additional educational needs make good progress in RE;

- Pupils are developing learning skills and personal qualities e.g. the ability to think systematically, manage information, learn from and help others learn.
- The needs of pupils with special educational requirements are fully met

11. Staff Development

- We are committed to keeping Religious Education central to future developments within our school, as we see it as crucial, as we continue to develop our whole school mission and ethos, based on the values Jesus taught us.
- St. Paul and St Timothy's sees the importance and value of staff attending Archdiocesan courses for Religious Education 'Come and See' topics and coordinator training, and will continue to support this.
- We will also continue to support staff in studying for the Catholic Certificate in Religious Studies, as we see this as enhancing our provision for our pupils within St. Paul and St Timothy's.
- Staff have Annual Performance Management meetings with their line managers, during which they are able to discuss any training and development needs they have.
- RE is frequently included in staff meetings and staff are able to consult with the co-ordinator and other colleagues on an informal basis. INSET days focus on school RE priorities and have done so for many years.
- The RE co-ordinator attends RE co-ordinator meetings and cluster group meetings and the co-ordinator and staff attend in-service courses run by the Christian Education Department.
- As part of our staff development we have put into place the use of the '*Come and See for yourself*' pages/powerpoints of each theme. This takes place in the form of Collective Worship (reading the '*Come and See for yourself*' pages, saying prayers, talking and sharing our own personal experiences about the topic) on the Monday morning as the new theme begins.

12. Staff Induction

New staff are given:

- A copy of the "Come and See" programme for Religious Education.
- Long term planning with topics, starting and finishing dates.
- Come and See teacher's book
- A copy of the RE Handbook
- A copy of the Collective Worship Policy
- A copy of the policy for Spiritual and Moral Development
- A copy of the Behaviour Policy.
- A copy of the RSE policy

The RE coordinator ensures that all new staff are fully aware of the *Come and See* programme. Practical advice and support on implementing and assessing the

programme is also provided by the RE coordinator and Year Heads. The teachers' planning guides other classroom helpers.

Staff Communication

At the start of each academic year all staff are given a copy of the topics for the year and dates for topics to begin and end.

Each term a medium term plan, together with breakdown of dates for allocations of time, and highlighting significant feast days, relevant celebrations and global dimension e.g. Cafod family fast day, is given to all staff.

Time is always available at briefings and staff meetings for information throughout the year and more specific staff meeting time is allocated to R.E. on a half termly basis. Staff are able to speak to the R.E. coordinator whenever necessary. It is the school policy that all staff make themselves available as coordinators to support colleagues and this is often done either on a one to one basis or during year group or staff meetings.

The Headteacher passes on any information from the Christian Education Department (or other relevant information) to the R.E. coordinator, or to the whole staff, as appropriate.

For each topic an opportunity to share 'Come and see for yourself' is offered to all staff members.

14. Resources -Staff members

Headteacher Mrs. J. Starkey - Head teacher and Governor
 Mrs. M. Reichinger Deputy Head RE Coordinator
 Miss. K. Palmer SENCO

Reception Mrs. V. Belshaw –EYFS Coordinator
 Mr. Phillips
 Miss. F. Griffiths
 Mrs. L. McIlroy
 Miss. R. Pimblett

Year 1 Mrs. C. Limbert Year Head
 Mrs. M. Opolli, Miss A. Moore
 Miss. C. Croxton
 Mrs. N. Taylor

Year 2 Mrs. C. Edwards - Year Head
 Miss. N. Gibbons
 Mrs A. Blackburn

Mrs M. McCarty

HLTA's

Mrs. A. Pimblett

Mrs. R. Donnelly

Teaching assistants-

Mrs. S. Sheard

Miss D'Cruze

Mrs. L. McPartland

Miss. L. Dybell

Miss. R. Wells

Mrs. T. Burgess

Miss. R. Buxton

Mrs. C. Gardiner

Mrs. D. Riley

Mrs. J. Sweeney

Mrs. J. Heath

Mr. P. Keeley

Mrs. J. Hill

Mrs. K. Holding

Chair of Governors – Mr. M. Thompson

RE Link Governor- Mr. M. Thompson

RE AND ICT

ICT is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive Whiteboards, laptops, i-pads and other technologies as enhancing the learning and teaching within lessons.

15. Resources for teaching

The following resources are available in classrooms:

God's Story Book.
God's Story Books CD
Church's Story Books CD
Story of Christmas (Big Book)
Easter Story (Big Book)
Crucifix.
Candle.
Bible.
Collective Worship Resource Box.

Other resources available in school

The following resources are located in the RE Cupboard

Easter Play Mat and figures.
Travelling Cribs.
Advent Wreaths
Church /baptism soft toy play figures
World religions artefacts

World Religion Series

Judaism
Hinduism
Buddhist
Islam
Sikhism
Christianity

Everyday Religions

My Hindu Life
My Buddhist Life
My Jewish Life
My Muslim Life
My Christian Life

Storyteller Series

Christian Stories
Jewish Stories
Buddhist Stories
Islamic Stories
Hindu Stories
Sikh Stories

Wayland Festival Series

Harvest
Easter
Passover

A First Look Series

The Bible
Jesus
God
Church

My Belief Series

I am a Jew
I am a Roman Catholic
I am a Sikh
I am a Buddhist

Bibles

Teachers have bibles in their classroom

Other RE books

A Child's first Catholic Dictionary
What do we know about Judaism?
2 books on World Religions
Jesus and his times
Book of Bible stories

The following resources are located in the Library

Multifaith books
Stories from the Bible

Multifaith Artefacts

Divali Artefacts
Hinduism Artefacts
Muslim Artefacts
Jewish Artefacts
Sikhism Artefacts
The artefacts are stored in boxes until needed.

Posters.

Alleluia	Pentecost
Arise	Christmas/Nativity
Joyful Hope	Baptism
New Covenant	Eucharist
The Risen Lord	

The following resources are located in the RE Cupboard

Massbooks

Masses with children
Masses with Young People
Children's Liturgy Book
More Family Mass Themes
Celebrating Mass with children
Liturgy of the Word for Children
The Columbia Lectionary for Masses with children Year A, B and C
Eucharistic Prayers for Masses with children and Masses of Reconciliation.
Liturgy for little ones.
The Mass/our Celebration

A selection of PSHE Books

Other RE books

A collection of books based on prayers for children
Christmas resource books
Alive in the Spirit
Books and files about primary assemblies
1 set of Butler's lives of the Saints
Religious Education- Curriculum Directory for Catholic schools
Guidelines for the Assessment, Recording and Reporting of RE
Writing a policy for Education in Personal Relationships
Religious Education in Catholic Schools, a statement from the Catholic Bishop's Conference of England and Wales
Rainbows Level 1,2,3
A single parent grief guide
Children and Bereavement

Music

John Burland CD's and song books
Celebration Hymnal
A selection of reflective music CD's

16. Relationship of RE to the whole Curriculum

Collective Worship and Assemblies Rationale:

At St Paul and St Timothy's Catholic Infant School, educating young children and giving experience of worship and liturgy must be seen as a gradual process which seeks to involve them actively in ways suited to their age and stage of personal, social and religious development.

AIMS

- To introduce the children to various kinds of celebrations which help them to understand some of the elements of liturgy, such as greeting, silence and community praise, especially song.
- To help children understand and take part in the adult worship of the Parish and thereby preparing them for the liturgical life of the Church.
- To recognise the central place of liturgy and worship in our Catholic tradition, which respects the needs and experience of those who take part.

OBJECTIVES

- Throughout the year the pupils will experience celebrations in Church, class, hall, outside, which explore our use of language, music, drama and art.
 - Celebrations will be open to families, parishioners, local community and as many children as possible will have a special part to play in this worship.
 - Celebrations will reflect thanksgiving, special days, feast days and will address emotions and feelings of young children such as joy, happiness, friendship, sadness, loneliness. In all our work we are conscious of the varying 'starting points' of each individual and this is especially so in worship. Our acts of worship will be festive, fraternal and prayerful and hopefully every participant will gain some positive feelings.

Prayer

In inviting pupils to take part in prayer, staff may focus on some or all of these aims:

- To explore the reasons why people pray, the contexts in which they pray, and the different ways in which they express their ideas to God.
- To help pupils to realise that there are formal prayers which have been said by God's family for generations, and that these prayers in some way are links back to the early Church.
- Formal prayers are explored and taught to the children in accordance with Come and See recommendations.
- To allow pupils the opportunity to realise that they can express their own thoughts in prayer, using ideas which are important to God, and which should be expressed in a sincere and respectful manner.
- Pupils will be given the opportunity to express these prayers in Assemblies,
- Collective Worship, and other celebrations during the year.
- Recognising that prayer requires the development of skills, to teach the children methods of prayer.

Collective Worship (see policy)

Each class must participate in an act of collective worship each day. Links can be made between the values chosen for themes for Collective Worship and values which are evident in R.E topics.

Collective Worship in St Paul and St Timothy's Catholic Infant School, while respecting diversity of belief and commitment, is Catholic in character, reflecting the tradition of the Church and with Christ at its heart.

Collective Worship is carried out daily as part of an assembly or within individual classrooms.

Assemblies

Assemblies are a coming together of the school community. They provide an opportunity to pray together and extend and support the teaching in the classroom.

Throughout the year different Classes/ Year Groups take the lead in assemblies and celebrations which parents are invited to.

Reception- Welcome Service, Christmas Nativity, St Patrick's Assembly, St George's Assembly, Moving On Assembly

Y1- Remembrance, Christmas Nativity, St Patrick's Assembly, St George's Assembly and Thanksgiving celebrations.

Y2- Harvest, Christmas Nativity, Ash Wednesday Service, Palm Sunday, Holy Thursday, Good Friday, Easter Sunday Prayer Times, Thanksgiving, Community Masses

Parents, Parishoners and members of our local community are invited to attend Stay and Pray reflections during Advent and Lent.



- We celebrate a Welcome Service for our new Reception children and their families at the beginning of the Autumn Term.
- Each Year 2 Class celebrates mass in school with our parish community
- We celebrate Feast Days e.g. St Peter and St Paul with a fun celebration day (music/art/cultural theme day in memory of Father Peter Nicholson our former Parish Priest)
- We celebrate the Feast Days of St George, St Patrick, St David and St Andrew.
- Stay and Pray- Parents/Carers/families and parishioners are invited to our prayer times during Advent and Lent.

- Our Year 2 children lead Lenten Prayer times for parents and the whole school.

Opportunities provided for Spiritual and Moral Development

(See policy)

The Spiritual and Moral development of all our school family is influenced by our Religious Education programme and is enhanced through teaching all curriculum areas. We as a school family believe that having Christ at the centre of all that we say and do deepens our spiritual and moral development. Opportunities for children to develop their spiritual and moral development takes place through assemblies, prayer, worship, rules, mass, P4C, rewards and sanctions, dialogue, extra curricular activities, fun, trust, reinforcement of values, awe and wonder.

Links with Parents and Parish

Parents/Carers and Parishioners are invited to school masses, Collective Worship , celebrations and assemblies.

The termly RE Newsletter is distributed to each family, posted on the school website. All school information and photographs are to be shared with parents through the school website which has links to our parish churches and on Twitter.

The Wednesday Word is offered to every family in the school and is an effective means of spreading the Good News.

Sacramental Preparation

The sacramental programmes for the children are now parish based and take place when the children have moved to the Junior School. Our contribution to the sacramental preparation of our children is through the teaching of the 'Come and See sacrament topics at each level, as appropriate.

Relationships and Sex Education (RSHE)

We are committed to a policy of dialogue with, and support for, the parents of our pupils in helping them in their primary responsibility as educators of their children. We acknowledge that underpinning all personal, social, health, moral and citizenship education is the central belief in the dignity of each one of us as created and loved by God, and the importance of relationships.

RSE encompasses all these aspects of development. We aim to provide an environment where pupils are informed about relationships in the context of the Catholic faith.

The aims of RSHE

- To encourage pupils' growth in self-respect, acknowledging we are all created in the likeness of God.
- To help pupils develop an understanding that love is the central basis of relationships.

- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.
- To develop pupils' confidence in talking, listening and thinking about feelings, emotions and relationships.
- To help pupils acquire the skills necessary to develop and sustain relationships.
- To ensure that pupils protect themselves and know how to ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils develop healthy and safe lifestyles.

All staff recognise that they have an obligation in their various roles to contribute to RSE.

RSE requires sensitive teaching with pupil activities, discussions and support materials being well matched to the age and level of understanding, needs and concerns of the pupils. T

The Delivery of RSHE

Following advice from the Archdiocese our chosen programme for the delivery for RSE is, 'A Journey in Love,' from Reception to Year 2.

A Journey in Love

'Love starts to enter our life the moment of birth when we are held tenderly in the arms of our mother and developed through the first intimate relationship of childhood with our parents, family members, friends and teachers. At puberty, the secondary sexual characteristics arise. Now we begin to seek someone from outside our family and, armed with our first relationship, we explore our second intimate relationship of love, usually ending in marriage.

'Parents and teachers are privileged to assist children every moment of their lives to further this link of love with their humanity and thus with God. The programme outlined in a 'Journey in Love,' is a brilliant reconciliation between the human and divine aspects of love and is truly fully Christian in its vision.' (pg.4, A Journey in Love.)

Content

Reception- God loves each of us in our uniqueness. Children know and understand that God has made them unique and that although we are all different we are special to him.

Year 1- We meet God's love in our family.

Children know and understand that they are growing and developing members of their own family and God's family.

Year 2- We meet God's love in the community.

Children know and understand that they are growing and developing in a God-given community.

Equal Opportunities

At St Paul and St Timothy's Catholic Infant School we are committed to providing equal opportunities for all our children and to prepare them for life in a multi-cultural society. Based on our Catholic beliefs we aim to develop each and every

child to their full potential. The Mission Statement flows through all areas of our curriculum work. We value all children as unique and seek to foster in them attitudes of tolerance, fairness and respect for others. We are committed to creating a caring atmosphere where each individual child can develop their own sense of worth.

Special Educational Needs

Our philosophy at St Paul and St Timothy's Catholic Infant School is that all our children are special, and we acknowledge that all of them, at any time in their school life, may have special educational needs.

We believe that:

- All children are entitled to a broad, balanced and relevant curriculum
- Every child has needs and abilities which are valued
- All children with special educational needs have a right to the special education and care required to meet their particular needs
- Our curriculum should be accessible, inclusive and differentiated, offering all children the opportunity to develop their potential to the full, including those areas where they have difficulty.

We treat every individual child with dignity and respect. We allow for the children being at very different levels and encourage them to grow as individuals, at their own rate and relative to their own level of ability. Work is carefully differentiated so that all children are suitably catered for and challenged

Display

We use RE topics for display in our hall, corridors and classrooms. Every classroom has a 'Come and See' display for each topic. Classroom displays and prayer tables provide a focus for reflection and prayer. Each class has a display related to their topic, which is built up as their work progresses. Each class has an area of the room as a focus for prayer, where children can pray together or quietly on their own.



RE and Computing

Computing is integrated effectively across all areas of the curriculum, including Religious Education and Collective Worship. We see the use of Interactive

Whiteboards, iPad's laptops, and other technologies as enhancing the learning and teaching within lessons.

The Come and See website resources and Cafod interactive and teaching resources, are planned for and used to support teaching and learning.

Cross Phase Links

St Paul and St Timothy's Catholic Infant School has strong links with St Paul's Catholic Junior School. We have some joint INSET, coordinators meetings, Christmas & Easter services and assemblies for the children making the transition from Infants to Juniors. The Infant and Junior School RE Coordinators work closely together on all school documentation regarding curriculum RE and the Catholic life of the school. They jointly host the West Derby RE Primary Cluster Group and work together on preparing the Joint Staff/Governors Mass and on transition activities between the two schools.

17. Evaluation of Religious Education Handbook

The Religious Education Handbook is reviewed by the Senior Leadership Team with the staff. It is updated when new information has been received and when the school makes changes to the teaching and learning of Religious Education.

