



St Anne's Catholic Primary School

RE Policy

RELIGIOUS EDUCATION POLICY

ST ANNE'S CATHOLIC PRIMARY SCHOOL
RELIGIOUS EDUCATION POLICY

Our School Vision and Mission

Our vision and mission are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

'Aspire to be more'

Our vision (the future we want to create)

An aspirational, Catholic community where everybody strives to reach their full potential and feels proud of their achievements.

The explanation for our mission (who we are and what we do)

Together at St. Anne's we :

Achieve our full potential

Surrounded by Catholic moral values

Proud of our own and others' achievements

In a safe, supportive and challenging environment

Respecting ourselves and others'

Enable self-esteem and confidence to grow

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How do we achieve this mission?

A :

- Have high expectations of all members of the community
- Ensure everyone makes good progress
- Offer challenging opportunities and experiences to all individuals

S :

- Live the Gospel values in an ethos enriched by faith
- Promote love of one another and the wider parish community

P :

- Celebrate together individual and collaborative achievements
- Acknowledge and reward positive outcomes

I :

- Ensure that the welfare of all is at the heart of all our thoughts and actions
- Nurture individuals to develop socially and emotionally

R :

- Teach self-worth and self-respect, accepting all individuals for who they are, promoting equality and diversity
- Actively discourage all forms of discrimination and anti-social behaviour

E :

- Empower all individuals to flourish and aspire to be more.

Archbishop Oscar Romero on People

*Aspire not to **have** more but to **be** more.*

Defence of human rights, equality and freedom is a matter of policy rooted in the gospel.

Beautiful is the moment in which we understand that we are no more than an instrument of God; we live only as long as God wants us to live; we can only do as much as God makes us able to do; we are only as intelligent as God would have us be.

If we are worth anything, it is not because we have more money or more talent or more human qualities. Insofar as we are worth anything, it is because we are grafted on to Christ's life, his cross and resurrection. That is a person's measure.

We accomplish in our lifetime only a tiny fraction of the magnificent enterprise that is God's work. Nothing we do is complete, which is a way of saying that the kingdom always lies beyond us. No statement says all that could be said. No prayer fully expresses our faith. No confession brings perfection. No pastoral visit brings wholeness. No program accomplishes the church's mission. No set of goals and objectives includes everything.

This is what we are about. We plant the seeds that one day will grow. We water seeds already planted, knowing that they hold future promise. We lay foundations that will need further development. We provide yeast that produces far beyond our capabilities. We cannot do everything, and there is a sense of liberation in realising that. This enables us to do something, and to do it very well. It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest. We may never see the end results, but that is the difference between the master builder and the worker. We are the workers, not master builders; ministers, not messiahs.

THE AIMS OF RELIGIOUS EDUCATION

The aim of Religious Education in St. Anne's Catholic Primary School is to promote an R.E. programme with objectives which consider / take into account the religious and educational needs of our children:

- those from supportive Catholic homes.
- those for whom the school may be their first and perhaps only experience of church.
- those from other Christian traditions.
- those from other faith backgrounds.

R.E. is for 'all'. It is a collaborative activity that respects and promotes the child's innate capacity for wonder, awe, reverence, imagination for the spiritual.

OBJECTIVES

To fulfil the aims and objectives of our school and those of Religious Education we use the programme 'Come and See' recommended by the Archdiocese of Liverpool.

This programme provides:

- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas - utilising appropriate stages from the National Curriculum.

THE RELIGIOUS EDUCATION PROGRAMME

To fulfil our aim and objectives we use the 'Come and See' Programme of Religious Education for Years 1 to 6, and are introducing 'To Know You More Clearly', The Religious Education Directory (RED), as it is rolled out to Year groups, as directed by the Archdiocese of Liverpool. The RED is currently being taught in EYFS and will begin to be introduced in all Year groups according to the Archdiocese's timetable. (See RED below).

The aim of the 'Come and See' programme is to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links will be made with the children's own experience and with universal experience. Other faith traditions are also explored through discreet topics.

The programme will raise questions and provide material for reflection by the children on their own experiences. It will enable them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate other faith traditions.

OVERVIEW OF CONTENT

'Come and See' is developed through three themes. They are Church, Sacrament and Christian Living.

The basic question - 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**
2. **SPRING** - Our story - local community - **Local Church**
3. **SUMMER** - The story - the worldwide community - **Universal Church**

b. Sacrament - **The Sacramental** themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. **AUTUMN** - Belonging - born into God's life (**Baptism, Confirmation, Ordination**)
2. **SPRING** - Relating - God's love in our lives - **Eucharist**
3. **SUMMER** - inter-relating - service to the community - **Reconciliation**

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**

2. **SPRING** - giving - the cost of life-giving (**Lent/ Easter**)

3. **SUMMER** - serving in love -feasts to celebrate -Pentecost

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

The themes of each season

AUTUMN

The three Autumn themes are developed in the light of an understanding of creation:

Family - Domestic Church.

Belonging - Baptism/Confirmation.

Loving - Advent/Christmas.

SPRING

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

Community - Local Church.

Relating - Eucharist.

Giving - Lent/Easter.

SUMMER

The three Summer themes are developed in the light of an understanding of redemption and the work of the Holy Spirit:

Serving - Pentecost.

Inter-relating - Reconciliation.

World - Universal Church.

TOPICS

RE - Topic Overview for *Come and See*

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

THE PROCESS - KNOWLEDGE/ UNDERSTANDING/ SKILLS /ATTITUDES

The process for delivering the topics in 'Come and See' has three stages - *Explore*, *Reveal* and *Respond* which enable the pupils with the development of knowledge, understanding, skills and the fostering of attitudes.

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

The Process

Search - Explore (1 week)

This is the introduction to the topic where the children's life experience is explored, the questions it raises are wondered at, shared, investigated and their significance reflected on. Reference is made to prior learning and key vocabulary highlighted.

Revelation - Reveal (2 weeks)

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

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prayers, rites and Christian living.

Response - Respond (1 week)

This is where the learning is assimilated, celebrated and responded to in daily life. Information, learning and key vocabulary is gathered into the class Respond Book, which acts as an aide memoire for the class.

THE APPROACH CHOSEN

Years 1 - 6

The structure within **Explore** and **Reveal** from Year 1- Year 6 comprises of the following sections:

1. **Learning focus:** reference made to prior learning using the Respond Book; introduction to the overall focus of the session; key vocabulary introduced.
2. **Content:** some suggestions for input to develop the focus.
3. **Some key questions:** these questions will encourage the children to wonder and reflect on what they have seen or heard; other questions that may arise.
4. **Some suggested activities:** this section offers some activities ,the children are not expected to complete them all; they are guidelines. They need to be differentiated where possible and take into consideration the needs and abilities of the children.

The **Respond** structure is the same for all Key Stages.

1. **Remember:** 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.
3. **Renew:** is where the children can make an individual response to what they have learnt and experienced and consider how they may apply it to their daily lives.

OTHER FAITHS and RELIGIONS

Judaism is usually studied in the Autumn term, however this can vary due to the needs of the school. The other religion to be studied is either Hinduism, Islam or Sikhism. The RE Subject Leader will discuss with colleagues which religion is to be studied to ensure careful monitoring of overall coverage.

The process

Look – short introduction to the topic, starting with children's own familiar experience.

Discover – the main section of teaching and learning about the religion and includes a range of activities.

Respect – the plenary where children are given the opportunity to reflect on what they have learnt, appreciated and respected and what it means for the followers of

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that religion.

TO KNOW YOU MORE CLEARLY - RED

The RED takes a six 'Branch' approach, with each Branch being covered within a half term, although the sixth Branch may be taught at different points in the year.

The Branches:

Branch 1 - Creation and Covenant (Season of Creation)

Branch 2 - Prophecy and Promise (Season of Advent)

Branch 3 - Galilee to Jerusalem (Season of Christmas)

Branch 4 - Desert to Garden (Season of Lent)

Branch 5 - To the Ends of the Earth (Season of Pentecost)

Branch 6 - Dialogue and Encounter - understanding how to listen when others speak, develop attitudes of respect, and embrace similarities and differences.

At St. Anne's, we will be introducing as it is rolled out within the Archdiocese, beginning with EYFS.

Religious Education makes an active contribution to the areas of learning outlined in the curriculum for the Foundation Stage but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Art and Design

PLANNING

Time Allocation

R.E. constitutes 10% of the curriculum timetable. Timetabling and coverage of curriculum RE is monitored by the RE Subject Leader and Head teacher.

Nursery 1 hour 30 mins

Reception and Key Stage 1 - 2 hours 30 minutes per week

Key stage 2 - 2 hours 40 minutes per week

Class lesson allocation is usually:

1 week to EXPLORE

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2 weeks to REVEAL

1 week to RESPOND

Long term planning

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

Long term planning is the responsibility of the senior leadership team.

They will ensure:

- Allocation of 10% of curriculum time to Religious Education
- Monitoring of timetables to ensure quality time is given to R.E.
- In mixed age groups, the class teacher and RE Subject Leader will work out which topic will be covered in each particular class /year group to ensure differentiation and to avoid duplication.
- Teachers in all classes must have regard for the attainment levels when developing activities for children of different age groups and abilities.

Medium term planning

Medium term planning is directed by the R.E Subject Leader.

- Teachers should reflect on the theme pages, 'Come and See for yourself' at the start of each topic.
- The **overview which is the medium term plan** is found at the start of each topic.

Short term planning

The R.E Subject Leader will:

- Name the topics to be covered
- Allocate a starting date for each topic
- Allocate time for each learning outcome to be achieved
- Allocate time for the exploration of Judaism in the Autumn term, and another religion at an appropriate time.
- Indicate planning/teaching to be monitored.

Short term planning is the responsibility of the class teacher. It should be written using the agreed planning format. Depending upon the topic being taught and each class, the selected activities planned and the level of differentiation may vary. Each class teacher is required to complete their planning on the agreed format using the 'Come and See' programme.

The class teacher will:

- Refer to the Topic Overview.

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- Choose appropriate activities to explore the content from each Learning Focus.
- Plan using the agreed and most up to date format.
- State on plans the dates and days on which these activities will take place
- At each stage of the process indicate how the differing needs and abilities of the children are to be met
- Consider the driver words, level descriptors and level summary to structure tasks and for differentiation
- Indicate the children to be assessed (whole class, groups, individuals) and the activities chosen for this exercise
- Identify formal assessment tasks/choose activities to be undertaken, during assessed topics.
- Informally evaluate their teaching.

Differentiation

The purpose of differentiation in Religious Education is:

- to enable children to succeed in a set task/ activity and to challenge them to take their next step in learning
- to challenge children to be self - motivated and take responsibility for their own learning.
- to help children to recognise and celebrate their achievements .

Teachers use their professional judgement as to which teaching style they adopt to deliver the RE Curriculum, so that the children can exceed at their level.

This may include: -

- full class teaching
- activities in small groups and pairs
- individual work

Additional learning needs

*Teaching and Learning plans (TLP's) are to be referred to when planning activities for children on the Special Educational Needs register where relevant.

Children with a variety of additional learning needs must be taken into account and planning must reflect this accordingly.

Children can be supported by:

- The Widgit symbol supported text website has a number of resources which are referred to in the programme.
- Multi - sensory and symbolic approaches and resources.
- Use of the 'P' Scales.

ASSESSMENT

"In accordance with the Catholic Schools' belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual's worth." (EDN:24)

Assessment in Religious Education is a tool to "The main purpose of assessment is to ensure effective learning, to "celebrate growth and achievement and enable further progress". (NBRIA)

Assessment is focused by the overall aims and objectives of Religious Education. In 'Come and See', it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes of 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.

Informal assessment

Teachers assess pupils on a daily basis in RE. Every teacher has knowledge of what the children in their class are capable of achieving.

Regular assessments are made by the staff at St. Anne's through the:

- Assessment of written work
- Moderating of children's work/formal assessments
- Contributions made by the children through discussion and questioning
- Observation of children working on tasks and activities set
- Observation of contributions made to classroom displays
- Reviewing at the end of a task, activity, lesson or topic

Formal Assessment

The Foundation Stage staff will collect a portfolio of recorded and photographic evidence of children's experiences. Alongside this, some formal assessment from Year 1 -Year 6 is undertaken using the standards so that each theme is assessed formally throughout Key Stages 1 and 2. This will be directed by the RE Subject Leader, working alongside the schools in the Cluster to allow for easily moderated tasks.

These tasks are assessed by the class teacher with samples given with 'context sheets' to the RE Subject Leader for moderation, which happens internally and externally at Cluster Meetings. Each teacher retains all assessed pieces of work within the pupils RE books.

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The formal assessment forms only part of a teacher's judgement of the level a child is working at in RE. Informed judgements are made on a wide variety of evidence, including children's responses in class, written work, drama, and artwork. Cumulative knowledge of children's understanding and progress must be used to inform overall judgements when undergoing the process of assessment.

The RE Subject Leader leads internal and external moderation of samples of assessments to ensure consistency in levelling and also to support staff in their work.

Each teacher tracks the progress of his/her own class. This is done by using the online tracking tool Insight, with ongoing assessments and termly assessments recorded here. RE Subject Leader monitors the progress of the class, groups and individuals.

At the end of the academic year, using the assessments provided by the class teachers, the RE Subject Leader completes analysis of the RE data and this is used to celebrate the progress of the children in our school, identify any groups of children in the next academic year which may need extra support or challenge and to monitor individual classes' progress. The information shown on the tracker will be shared and discussed with the Head teacher and RE Link Governor. The progress of the pupils at St. Anne's in RE will be reported to the Governors.

RECORDING

Recording provides evidence of achievement of the pupils. Assessments will be made and the records kept will:

- Recognise a wide range of achievements
- Be of a positive nature to record what the pupils have done and can achieve
- Be related to the achievement of pupils in Religious Education
- Be based on collaboration between the class teacher and the pupil wherever possible.
- Involve the children in self- assessment where appropriate.

Recording of Religious Education work takes a variety of forms:

- Notes from observations
- Written comments on pupils' work
- Outcomes of tasks
- Portfolios that contain a selection of work indicating the understanding and achievement of the pupil.

REPORTING

Reporting is an important element in Religious Education at St. Anne's school, as it

1) provides feedback to individual **children** on their achievements and progress through:

- Informal discussions
- Regular and constructive marking of work
- Compilation of portfolios.

2) informs **colleagues** of the progress made and achievements of pupils to inform future planning by the sharing and passing on of:

- Summative records
- Portfolios.

3) informs **parents /carers** of progress and achievement through:

- Written reports
- Parent and teacher discussions
- Religious Education assemblies
- Displays of children's work
- Photographic evidence

4) informs **parents, governors, parish and external agencies** of the content and quality of Religious Education provided by the school and the achievements made by the pupils through:

- Curriculum documents
- Curriculum meetings
- Displays of work
- Religious Education assemblies
- Headteacher's report to governors
- Photographic evidence

EVALUATION OF TEACHING

The Headteacher and R.E. Subject Leader monitor planning. The R.E. Subject Leader monitors the teaching of RE by:

- Attending 'Come and See' class celebrations
- Monitoring learning through looking at children's RE books, class Respond books and talking to pupils about their learning
- monitoring planning and teacher evaluations
- Monitoring the teaching of RE in classes and providing constructive feedback

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- Studying children's work on display
- Studying the appropriateness of resources used/ displayed.

EVALUATION OF LEARNING

We constantly strive to ensure that the children acquire the knowledge and understanding of the material covered in each topic. During the Respond week, learning is explored and evidenced in the class Respond book.

The Remember section of the programme provides the children with the opportunity to recall and review the work done in each topic. This new understanding will enable them to make a personal response in their daily lives.

The Rejoice section provides the children with opportunities to plan and take part in celebrating their learning. It is important that the children are involved in choosing the material to be used in the celebration.

The Renew section helps children to make an individual response, hold on to, and make their own, what they have understood of each topic. The children will think about how they can apply their learning to their lives.

RSHE

Relationships, Health and Sex Education takes place in line with guidelines from the Christian Education Department. We use the *Journey in Love* programme to deliver this in school with all classes. Please refer to the RSHE policy.

STAFF COMMUNICATION

Consultation with staff usually takes place during staff meetings or on INSET days. This is an appropriate time to communicate and pass on relevant information. The RE Subject Leader also meets with the staff in each Key Stage, if appropriate and individual teachers to provide support. The RE Subject Leader disseminates relevant information from INSET led by the Christian Education Department to the Headteacher and to the staff, during staff meeting time. Whole school INSET for St. Anne's School and also for Cluster Schools is provided when appropriate.

PROCEDURES FOR INDUCTION

An Induction programme is in place for all new staff. In addition to this, the RE Subject Leader will provide assistance to newly qualified staff, supply teachers and students as to how to plan using the 'Come and See' programme. Teaching Assistants

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and other classroom helpers are made aware of the scheme by the RE Subject Leader and led by the teacher they are directly working with. The RE Subject Leader will provide guidance on Collective Worship, display, assessments and time allocation of RE. A copy of the programme is made available for all staff.

Where possible all new staff will attend the New Teachers' Induction Day provided by the Christian Education Department.

STAFF DEVELOPMENT

The RE Subject Leader raises staff awareness of future courses and services run by the Christian Education Service. Any staff member wishing to attend consults with the R.E. Subject Leader and Headteacher. Opportunities are taken to work alongside colleagues from the Cluster group for Staff training and development.

RELATIONSHIP TO THE WHOLE CURRICULUM

CELEBRATIONS AND CLASS MASSES

Where the Parish is able to support us, class masses in Key Stage 2 are celebrated, or pupils join the Parish daily mass. The theme of the mass by be linked to the topic being studied at that time from the 'Come and See' programme or to the liturgical year. Parents, friends and parishioners are generally invited to attend. Class masses provide an opportunity to come together to worship and honour God. All the children take an active involvement in the mass. In Year 6, the pupils celebrate collective worship together during their residential week. A Start of Year mass and Leavers' Mass is also celebrated with children, parents, staff and governors.

WHOLE SCHOOL MASSES

Holy Days of Obligation (if not fulfilled by a Sunday service) are celebrated by the whole school with mass, in school or at St. Mary's Church. Parents, guardians, friends and parishioners are welcome to attend. A number of children from each class either read or participate in the offertory procession. On occasions, a whole school will be celebrated to mark an important event or time. Mass will be celebrated either in our school or at our parish church, St. Mary's.

SACRAMENT OF RECONCILIATION

There is an invitation to receive the Sacrament of Reconciliation in Advent and Lent, after a short Reconciliation service.

PRAYER

Collective acts of worship take place daily. These occur in classes, Key Stage or whole school basis.

See Collective Worship policy

PREPARATION FOR THE SACRAMENTS OF RECONCILIATION AND FIRST HOLY COMMUNION

Sacramental preparation is an ongoing process in the 'Come and See' programme. Children entering Nursery are introduced to Sacramental Preparation at their own level of understanding and this continues through Reception to Year 6. The sacraments are approached with varying degrees of difficulty as the children progress through the school.

Preparation for the Sacraments of Reconciliation and First Holy Communion commences in the Autumn Term. St. Anne's Catholic Primary School has close links to St. Mary's Parish.

The school and Parish fully support the Diocesan 'With You Always' Family Catechesis. Home/ School/Parish links are important and are fostered further at this special time. The school provides support in the preparation of the children receiving these sacraments through attendance at sessions, masses and in a variety of practical ways.

Meetings are held throughout the year, culminating in the Sacraments of Reconciliation and First Holy Communion. These are attended by the parent(s)/guardian of the children.

The children alongside their parents/carers, as first educators in the faith, participate in activities and discussions, which lead to a greater understanding of the sacraments.

Parish Links/Community/Parents

The parish community and parents are invited into school on a frequent basis. They are invited to our Assemblies, School Masses, Services, and Christmas and Easter Concerts. The school informs parents of dates and times of masses and services at Christmas and Easter in St. Mary's Church. Also, other significant events are publicised to parents in regular newsletters and via the school website.

Harvest gifts are collected at school for the parish Harvest Festival. These are then

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donated to the Leyland Foodbank.

We have excellent links with St. Mary's Catholic High School and have fostered strong links with the local sixth form college.

EVALUATION OF RE POLICY

The RE Policy is will be reviewed and updated on an annual basis, linked to the School Improvement Plan. The policy is presented by the Head teacher/RE Subject Leader to the Governors at a Governors meeting for discussion. If agreed, the policy will be approved.

CONCLUSION

Our RE policy provides a guideline that aims to ensure high standards in the teaching of RE in our school.

Our aim is to support Catholic families and those of other faiths by providing a variety of experiences in school, appropriate to the age, development and cultural background of the children.

At the end of their time at St. Anne's every child will have had time to learn, wonder and rejoice in the many different aspects of Religious Education.

Last review: Summer 2023

Next review: Summer 2024