

ST. GEORGE'S CATHOLIC PRIMARY SCHOOL & NURSERY

Religious Education Handbook



2024-2025

St. George's Catholic Primary School

Religious Education Handbook

1) Our Mission Statement

To learn with kindness, respect and friendship through God's love.'

The aim of Religious Education at St George's Catholic Primary School is to help embrace and live out all elements of our mission statement daily. We aim to develop within our children, a trusting, loving and personal relationship with God by introducing them to the mystery of Christ through his teachings in the Gospel.

We provide for the Religious Educational needs of all our children including:

- Children from a supportive Catholic home.
- Children where school is their first experience of Church.
- Children from other Church traditions or faith backgrounds.

Aims and Objectives of Religious Education in our School.

1) To enable every individual (made in the image and likeness of God) to learn, grow and reach their full potential.

We will do this by:

- Providing high quality, engaging lessons and learning experiences.
- Encouraging individuals to excel in all areas of school life.
- Valuing, sharing and celebrating all achievements - (Weekly celebration assemblies)
- Providing extra-curricular activities to extend learning to outside the classroom. (Sports clubs, Music clubs, Forest School etc)
- Providing the opportunities for assessment to enhance future learning.

(Self assessment, peer assessment.)

2) We aim to be a loving Christian family living the values of the Gospel.

We will do this by:

- Providing positive role models and giving opportunities to highlight and reward good examples of living a Christian life from the children. (Award assemblies, house points)
- Providing opportunities to focus on a weekly Gospel value through well planned, daily, collective worship sessions.
- Regularly reinforcing expected behaviours throughout the school and encouraging children to reflect and challenge their own behaviours. (behaviour support, Buddy systems, peer mentoring.)

3) To seek to make a difference through developing caring relationships with the local and wider community.

We will do this by:

- Valuing our link with the parish family and supporting the delivery of the With you Always program.
- Providing regular school liturgies and celebrations. To further the link with the Parish.
- Engaging with parents to make them feel welcome and supported.
- Continuing to fundraise for both local and global charities in a variety of ways.
- Participating in MADCOS events. (Maghull and district cluster of schools) - Training events, sporting events etc.

2) Overall aims of religious education (as outlined in RED)

Formation and education provided in schools is subject to the authority of the Church (can. 397, 806). It is for the Episcopal Conference to issue general norms concerning formation and education in the Catholic religion and for the diocesan Bishop to regulate and watch over it (can. 804).

The aims of religious education are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

The outcomes of religious education

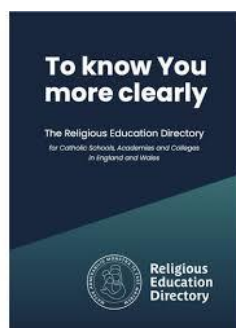
The outcome of excellent religious education is religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious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

Religious education as the heart of the curriculum

1. Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
2. Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
3. Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
4. In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.
5. In each year of sixth form schooling, religious education is to be taught for at least 5% curriculum time within each repeating cycle of the regular school timetable.

3) Our Religious Education Programme

To fulfil our aims and objectives, we are working towards full implementation of the model curriculum, 'To Know You More Clearly' – The Religious Education Directory (RED). We are using this new curriculum from EYFS to year 5. Year 6 are continuing to use Come and See as advised by the Archdiocese until full rollout of the curriculum in September 2026. This forms the basis of RE within our school.



Come and See

Since the whole curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in our school.

- Implicit, or spontaneous Religious Education – those opportunities which arise in the course of the school day where pupils can be led to understand religious perspectives or values. These opportunities can arise naturally through various topics covered in our regular curriculum or extra curriculum content, through discussions between adults and children or in relation to an event that has impacted the school or child. At St George's we encourage staff to make use of these natural moments to enable pupils to think about religion in everyday situations.
- Explicit, or structured Religious Education – those opportunities timetabled and planned periods of time given to explicit consideration of Religious Education in the classroom. At St George's we allocate 10% of our timetable to RE teaching from EYFS-Y6.

To Know You More Clearly:

The programme of study for Religious Education is presented in the new Religious Education Directory (RED) – 'To Know You More Clearly'. It has a framework with four structural elements: knowledge lenses, ways of knowing, expected outcomes and curriculum branches.

Each year group will be working on the same branch but to a greater depth as they move up the school. This spiral structure of this new curriculum enables each year group to build upon the previous year's learning, enabling a much deeper understanding for our pupils.

- Creation and Covenant:
'The heavens are telling the glory of God' (PS19:1) In this branch, pupils will encounter the God who creates and calls a people. They will explore the revelation of the Christian belief that all that is, comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation. They will explore the call of God and his covenantal relationship with his people – Abraham, Moses and through the narrative of the Old Testament.
- Prophecy and Promise:
'In many and various ways, God spoke to our ancestors by the prophets' (Heb1:1) The prophets speak of God reaching to his people, calling them back into a relationship with him. In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for

the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Pupils will encounter the Nativity story and the mystery of the incarnation.

- Galilee to Jerusalem:
'God's only Son, who is at the Father's side, has made him known' (Jn1:18) In this branch pupils will experience the ministry of Jesus and the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.
- Desert to Garden:
'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1Cor15:3) In this branch pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of resurrection, but also the paschal journey from darkness to light, barrenness to fruitfulness.
- To the Ends of the Earth:
'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit. (MT28:19) In this branch pupils will study the events that flowed from the resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.
- Dialogue and Encounter:
'For in him we live and move and have our being' (Acts17:28) In this branch pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

Come and See

To fulfil our aims and objectives for Year 6, we use the 'Come and See' programme of study. In the scheme, each theme is explored through different topics in each year group.

AUTUMN

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

- Family: Domestic Church focuses on life as a 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 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, 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 ongoing mission of Jesus 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.

The Process:

The process for delivering the Come and See has three distinct stages: These will enable the development of Christian skills and the fostering of Christian attitudes.

Explore, Reveal and Respond

EXPLORE (1 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 experimental events of everyday life. This will involve:

- Exploring experiences through story, music, drama, dance, art, etc
- Investigation
- Story telling
- Consideration for the big questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences

REVEAL (2 Weeks)

Reveal is at 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 involves 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 and
- Developing an understanding of this new knowledge
- Reflecting on the wonder of the mystery
- Gathering information and collecting facts connected with this knowledge
- Researching, collating and classifying
- Becoming aware of the questions raised
- Working with problems and grappling with puzzling experiences
- Exploring experiences through story, music, drama, dance, art, etc
- Exploring what leads to understanding and meaning
- Asking questions and discussing
- Exploring in practical and creative 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 experiences
- Acknowledging and respecting differences

- Being open to new perspectives

RESPOND (1 Week)

This is split into three sections.

(1) Remember. 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. Children will respond by remembering and celebrating what they have learnt in order to hold on to a way of expressing their new understanding.

(2) Rejoice. 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 celebration will have the four main elements:

GATHER:	How the children will begin
WORD-LISTEN:	To some scripture read or enacted
RESPONSE:	The children respond to their learning
GO FORTH:	The children will take away a message

(3) Renew. The teacher will help each child to make an individual response, to hold on to and make their own, what they have understood of the topic. The children will think about how they can apply their learning to their lives.

Themes, Topics and Year Group Titles (Year 5 and 6)

For each year group there are:

- Clearly stated learning objectives
- Achievable learning outcomes
- A selection of experiences and differentiated activities for each of the learning intentions.
- Key words.

These allow for pupils to work according to their different abilities and enable teachers to make a judgement as to whether the children are working towards expected level, at expected level or above expected.

Theme & Topic	Year 5	Year 6
Domestic Church Family	Ourselves	Loving
Baptism/Confirmation Belonging	Life Choices	Vocation & Commitment
Advent/Christmas Loving	Hope	Expectations
Local Church Community	Mission	Sources
Eucharist Relating	Memorial Sacrifice	Unity

Lent/Easter Giving	Sacrifice	Death & New Life
Pentecost Serving	Transformation	Witnesses
Reconciliation Inter-relating	Freedom & Responsibility	Healing
Universal Church Our World	Stewardship	Common Good

OTHER FAITHS:

In addition to topics taught above. Children in year 5 and 6 spend 2 additional weeks studying another faith. This occurs with Judaism in the Autumn term and another faith – Islam, Sikhism or Hinduism in either Spring or Summer.

4) The Approach Chosen

- **Knowledge lenses** set out the study for pupils; they indicate what should be known by the end of each age-phase. They divide the content into four subsections for the study of Catholicism, study of religions and worldviews. The six lenses are **HEAR**, **BELIEVE**, **CELEBRATE** and **LIVE** (the study of Catholic religion), and **DIALOGUE** and **ENCOUNTER** (study of other religions and worldviews).
- **Ways of knowing** sets out the skills that pupils should be developing as they progress through their curriculum journey. The three ways of knowing are; UNDERSTAND, DISCERN and RESPOND.
- **Expected outcomes** are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. These indicate what the pupils are expected to know, remember and apply to the discrete knowledge within each lens.
- **Curriculum branches** are the way the programme of study presents its model curriculum. There are six branches that correspond to the six half terms in the school year. The Six curriculum branches are; Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to garden, to the Ends of the Earth and dialogue and Encounter.

The sacraments.

The sacraments are taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what it means for a life lived in Christ as part of the Catholic faith.

The approach taken encompasses a variety of teaching and learning styles, which enable the needs of the individual learner to be met through a broad and balanced, cross curricular, creative lessons.

5) Planning

Long-term planning (Responsibility of SMT)

Each class has its own long-term plan according to the programme of study for that particular year group. Teachers will allocate 10% of curriculum time for Religious Education. This does **not** include Prayer and Liturgy time. This is indicated on individual timetables and monitored termly by SMT and RE link Governor.

Medium-term planning (Responsibility of RE Lead)

The R.E Coordinator will provide each class teacher with topic planning provided by the Archdiocese. This will indicate the topics to be covered, the start and finish dates for RED/Come and See, and any special

events or feast days which occur during the weeks of the topic. This also includes liturgical colours for seasons and the themes and Gospel values covered that week in Prayer and Liturgy sessions.

Short-term planning (Responsibility of individual teachers)

All class teachers will be provided with the Archdiocese planning for their topic which they will then use:

- To allocate time for each learning outcome to be achieved.
- To plan the topic to ensure achievement of the learning outcomes.
- To select appropriate activities for the whole class or groups of children.
- To indicate the children to be assessed, the whole class, groups or individuals and the activities chosen for the assessment.

Planning RE in St George's follows recommendations from Liverpool Archdiocese. As with other curriculum areas, there is no set planning format for RE lessons and teachers are free to organise their planning in whichever form is most helpful to them.

Foundation stage approach

Religious Education makes an active contribution to the areas of learning outlined in the curriculum for the Foundation stage, but has particular and important contribution to;

- Personal, Social and Emotional development
- Communication and Language
- Literacy
- Understanding the world
- Art and design.

The Foundation stage classes also keep evidence of their RE learning in a class floor book for each topic to show class, group and individual learning. Staff in the Foundation stage discuss planning of the topics on a regular basis to avoid repetition of activities and to ensure that there is progress in learning throughout the Foundation years. The teaching process is divided into whole class teaching, adult directed group activities and continuous provision activities.

SEND

As with all areas of the curriculum we follow the school's policy on equal opportunities for all our members of the school community in terms of gender, race, culture and academic ability.

At St George's, staff work hard to ensure scaffolded opportunities for all children to achieve in RE.

Teachers use a wide range of teaching and learning styles in lessons, the principle aim being to develop pupils' knowledge, skills and understanding.

In Come and See, and To Know You More Clearly, lessons and objectives are taught through a variety of creative methods such as storytelling, art and role play which are used to explore and understand RE topics in an imaginative and interactive way. This also ensures that our SEND children can demonstrate their learning and understanding in a more practical way.

Please also see the document 'Religious Education Curriculum Guidance for pupils with SEND with an EHC plan.

6) Expected Outcomes – Assessment

Assessment is focused by the overall aims and objectives of Come and See, To Know You More Clearly and the Religious Education Directory for Catholic Schools and Colleges. Assessment in Religious Education focuses on the concepts, skills and attitudes developed through both learning about and learning from religion. It determines what children know, understand, and are capable of, while also guiding them on how to progress. The assessment provides support and motivation for the learners, but it does not evaluate spirituality or the practice of faith.

At St George's, the assessment of Religious Education aligns closely with the guidelines set by the RED and the Liverpool Archdiocese. The process includes: **Informal assessment:** Each topic incorporates various activities targeting different attainment goals. These are outlined in medium and short-term planning. At

the end of each topic, teachers make informal assessments on their planning sheets to identify students who have met, exceeded and those who are working towards the expected standards.

Standard Skills:

The Skills words are a key aspect of the planning, delivery and assessment of Religious Education. The language of them must be clearly used to show progression in understanding throughout the pupils' RE journey. Staff will use these skills to help support their judgement and end of branch assessment.

Skills Progression	Stage 1	Stage 2	Stage 3	Stage 4
Skills words	Recognise Talk about	Describe/Retell Ask about	Give reasons Make links	Show understanding Engaging / responding
Year group focus	EYFS Year 1	Year 1/2 Year 3	Year 3 beginning to Year 4 more secure Year 5 secure	Year 5 begin to show understanding Year 6 More secure

Recording

Recording in R.E. recognises the distinct nature of the subject, provides evidence of achievement and may involve the pupils in self assessment and dialogue with the teacher. It can take many forms:

- Notes from observations
- Comments written on pupils' work
- Visual evidence e.g., photographs of displays, portfolios.
- Children's self-assessments.
- Floor books (EYFS)

Recording provides evidence of and celebrates the individual's achievement.

7) Tracking Data

At the end of each term every child will be assessed using the end of year standard indicators (CaS), or expected outcomes (RED) this will show whether the individual is working towards expected, expected or above. This assessment will then be fed into the whole class tracking system similar to how we track Maths and English. Assessment is based on teacher assessments, observations, work in books and moderated work. This will then be collated by the RE coordinator and fed back to teachers. Through this, teachers can then plan the next terms lessons to enable all children to make progress.

Data also analysed at the end of the year to make sure it is in line with the data from maths and English.

8) Reporting

Reporting in R.E is a natural part of teaching and is integral to the learning process. There are four dimensions to reporting in R.E.

- It provides feedback to pupils on their achievements and progress.
- It informs colleagues of the achievement of pupils and areas studied by the class.
- It informs parents of children's progress and achievement.
- It informs governors, parish and external agencies about the R.E provided by St.George's school.

The process of reporting includes end of year reports, parents' evenings, lists of topics covered and dialogue with relevant parties. In line with Archdiocese recommendations, Religious Education is reported

first in the pupils' end of year report. As well as this, parents are encouraged and welcome to enquire about the progress and achievements of their children.

9) Evaluation of Teaching and Learning

Evaluation of Teaching

All teachers are involved in the reviewing and evaluating of the implementation of the new RE curriculum, as we plan together, celebrate children's work through display and assemblies, select resources and discuss ideas. Individual teachers evaluate their own lessons and teaching and adapt their practise accordingly.

More formal evaluation of teaching is carried out termly by the R.E Coordinator, in the observation of class teaching and monitoring of children's books and planning. Examples of moderated work, lesson observations and book monitoring are fed back to staff during termly staff meeting time.

Evaluation of Learning

The standards achieved in RE are in line with those of other subjects. Through the Come and See programme children are encouraged to evaluate their own learning, particularly through the Respond stages of each topic. The following questions enable the children to critically assess their own understanding at the end of each topic:

- What do I now understand?
- What have I thought about?
- What have I enjoyed in this topic?
- Was there anything I didn't enjoy?
- Is there something new I might now try?
- Is there something that puzzled me?

The children's learning is being continuously assessed by the teacher through their contributions to class discussions and the production of written work / annotated or scribed work. Work is marked regularly with constructive comments included where appropriate.

This work is moderated both internally at staff meetings and externally during cluster meetings. This ensures the high quality of learning is consistent through year groups and cluster schools.

Children have the opportunity to evaluate their own Religious Education through the use of Pupil Voice. Children's responses are then fed back to staff, any changes discussed and implemented and good practise shared.

10) Staff Development

At St George's, staff development is highly valued, staying informed about new initiatives and ideas plays a key role in our growth in Religious Education. The subject lead participates in as many professional development opportunities as possible, offered by the Archdiocese. Termly updates for subject leaders are attended as well as termly cluster meetings. The subject lead is actively involved in the local Cluster of Catholic schools, meeting regularly to plan joint events, collaborate on curriculum development and engage in moderation activities. Regular INSET and staff meeting time is given to cover key areas such as Prayer and Liturgy, planning, displays and assessments. All staff have been on the appropriate launch day training for the new RED curriculum.

11) Staff Induction

All new colleagues are given a copy of the staff handbook and the Come and See / To Know you More Clearly materials appropriate to their year group. They are made aware of resources available and

encouraged to ask for help and support as required. Wherever possible they are encouraged to attend relevant courses to enable confidence in delivering high quality RE sessions.

Long term members of staff will be asked to attend Inset courses and contribute their own ideas to the planning of the topic and to evaluate the teaching and learning in RE.

12) Resources

The most vital resource within our school is our committed Christian staff.

All class teachers are responsible for the direct teaching of R.E and members of staff are committed to fostering a warm, caring ethos within the school. Teaching and planning resources are kept electronically on the staff drive.

Other resources

All staff have access to a range of resources to enable them to deliver the RE curriculum effectively. Each classroom has the appropriate planning and website resource materials. Teachers and children have access to these materials which include:

- God's story 1/2/3 and Churches story 1/2/3
- CD Rom versions of the above
- John Burland Cd / music.
- Good News Bibles
- Storybooks
- Pictures/posters
- Songbooks
- Rejoice tapes
- Christmas/Easter artefacts
- Collective Worship books
- Other faith videos and artefacts

New resources will be added as the need arises – especially in line with the new curriculum.

13) Monitoring RE Calendar. The role of the R.E. Subject Leader

The RE Subject Leader is responsible for the following areas of religious education development cross phase and throughout the school:

- To offer support, guidance and direction to all members of staff relating to the teaching and delivery of religious education across the whole school.
- To monitor and evaluate the quality of teaching and learning in religious education.
- To inform staff of new developments and guidelines relating to the teaching of religious education.
- To identify further areas for development and renewal.
- To assist in planning, in conjunction with staff and children, a variety of school liturgies and assemblies throughout the year.
- To provide the preparation of children for the Sacraments of Eucharist and Reconciliation, liaising closely with parents, parish and catechists.
- To inform all parents regarding topics and themes being covered, school liturgies and other religious activities taking place through the use of the website.
- To monitor, evaluate and update all religious education documentation.
- To monitor progress being made with the R.E. Action plan.

14) R.E and the Whole Curriculum

At the heart of Catholic education lies the Christian vision of the human person.....Therefore religious education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.

In all curriculum subjects children are encouraged to develop the following moral and spiritual attitudes:

- A sense of personal responsibility e.g., helping a partner in P.E.
- A clear sense of right and wrong e.g., through reading stories
- A sense of self-esteem and self-knowledge e.g., through academic progress
- A correct respect for authority e.g for teachers and all adult staff and visitors
- An openness to truth e.g., through investigation in Science and History
- An awareness of the presence of God in self, others and in the world e.g., through Geographical study of other cultures
- To recognise the different styles of pupil learning and to promote an emotionally literate school through RSE, R.E, PSED, Citizenship etc.

We also have in place school policies for Special Needs, Equal Opportunities, Anti-racism, Multicultural Education and Parental Involvement.

At St Georges we have now fully implemented our RSE policy and teaching. We are following the recommended Journey in love programme and this is delivered to pupils during the summer term. This programme helps us to link RE, RSE, science and PSHE. It enshrines Catholic values relating to the importance of stable relationships and marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect and dignity.

The values expressed in the Mission Statement and aims are very evident in the life and work of our school, particularly in the quality of relationships between staff and children, staff and other staff and children and children.

Please see RSHE Policy, Spiritual and Moral Policy, Prayer and Liturgy Policy.

15) Sacramental Preparation

Preparation for the Sacraments is clearly of huge importance in St. George's school. In agreement with Fr. Chris Fallon, our Parish Priest, and the community, sacramental preparation is now in line with the changes brought in by the Archdiocese. Sacramental Preparation takes place in Year 4, with the children making their Reconciliation in the spring term and First Holy Communion (Eucharist) in the Summer term.

The RE lead along with a Catechist from St Georges Church, run monthly sacramental preparation sessions before 11.30 mass at St George's Church. The children come along with their parents to work together in small groups and to help give all the family a deeper understanding of the sacraments. These sessions will run alongside the RE curriculum taught in school and will be supplemented with activities to complete at home with parents. Families are then encouraged to attend Mass together where the RE lead will also take the children for a Children's Liturgy session.

16) Review

This Handbook with accompanying policy documentation will be reviewed and updated by the R.E. lead as and when necessary in line with the current changes in the Archdiocese.

This R.E. handbook 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. George's every child will have had time to learn, wonder and rejoice in the many different aspects of Religious Education.

17) Catholic Self Evaluation Document (CSED)

(Updated January 25 - TM)