

# St Marie's Catholic Primary School

*"Learning through faith, love and respect"*



## Religious Education Handbook

Date Reviewed	Pending
Person Responsible:	RE Subject lead

**Signed:** Mrs F Jackson ..... (Headteacher)  
**Signed:** Mrs S Styles ..... (Subject Leader )  
**Signed:** Mr R Burgess ..... (Chair/Governor)

**Date:**  
**Date:**  
**Date:**



# LEARNING THROUGH FAITH, LOVE AND RESPECT



## Our Core Values

At St Marie's we are...



Welcoming



Forgiving



Team



Respectful



Kind



Honest



Faithful

## Mission Statement

Living as Jesus taught us and as part of God's family, we at St Marie's seek to develop each individual with faith, love and respect for each other.

## **Our Aims**

At the heart of every Catholic School is the need to come to know Christ as revealed in the gospels and to reflect this teachings in the daily life of school.

### **In providing a Christian education we aim to –**

- Develop awareness that, we are all children of God and in being so, should respect and care for each other in our school life.
- Recognise that sacramentality of each person so that though our meetings with each other we find God.
- Instruct the children in the teachings of the Church, thus giving them knowledge of the Faith and an experience of the Living Liturgy.
- Support the Parish in its Catechesis of the children in readiness for their meetings with Christ in the Sacraments and celebrate the receiving of the Sacraments within the school community.
- Encourage worship, in private and as a community, as a means of deepening the children's relationship with God.

### **In order to achieve these aims the school will:**

- Present the Christian message and way of life in ways appropriate to age and stage of development of each child by following To Know You More Clearly branches.
- Provide opportunities for celebration, prayer and reflection in implicit and explicit ways.
- Help each child to acquire knowledge of religious things; actions, places, stories, symbols and rituals, people and objects.
- Ensure staff are familiar with and understand the underlying principles of the new Religious Education Directory.
  - Ensure that staff have access to suitable teaching materials and an appropriate knowledge of other faiths.
  - Encourage links with the parish of St. Marie's.
  - Encourage links with parents through inclusion in Masses, assemblies, newsletters, special events
- Ensure that staff and governors are aware of the importance of Religious Education in our school.

## **Overview of Content**

### **The Religious Education Programme**

To be fully compliant in fulfilling our aims and objectives we use the Scheme of Work recommended by the Archdiocese of Liverpool. All the content and expected outcomes are as outlined in the programmes of study for the various age groups in the Religious Education Directory – 'To Know You More Clearly' model curriculum as mandated by the Catholic Bishops' Conference of England and Wales.

### **The Spiral Curriculum**

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose pupils to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind

### **The Curriculum Structures**

The model curriculum has six components that will be known as branches.

Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

### **Branch 1 Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1)**

- In this branch, pupils will encounter the God who creates and calls a people.
- They will explore 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 first through Abraham and Moses, then through the narrative of the Old Testament.

### **Branch 2 Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1)**

- In this branch, pupils will learn that 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 story of the nativity of Jesus and the mystery of the incarnation.

### **Branch 3 Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18)**

- In this branch, pupils will experience the ministry of Jesus, 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.

### **Branch 4 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' (1 Cor 15:3)**

- 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 to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

**Branch 5 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' (Mt 28:19)**

- 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.

**Branch 6 Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts 17:28)**

- 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 also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

**The approach chosen**

**Knowledge Lenses** – set out the object of study for pupils, they indicate what should be known by the end of each age phase:

The study of the Catholic Religion

- Hear
- Believe
- Celebrate
- Live

## The study of other Religions and Worldviews

- Dialogue
- Encounter

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

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

**Ways of Knowing** – set 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.

### Planning for R.E.

R.E. is planned as a discrete curriculum subject, although cross-curricular links are made wherever possible. Staff follow the resources provided by Liverpool Archdiocese undertaking the suggested activities and adapting their own ideas to suit their class.

Planning is annotated outlining the activities completed whilst also noting group tasks, independent tasks and support staff, as well as dates of each activity and any additional resources used.

All PowerPoints are created by staff and sent to the co-ordinator for checking. These PowerPoints are completed by each class teacher based on the contents of the topic for their age phase. As with all other areas of planning, R.E. tasks are appropriately differentiated in order to challenge all groups of learners regardless of ability.

### Special Education Needs Provision

We aim to cater for the needs of all the children in our care, helping them to grow in the love and understanding of the Catholic Faith. We take pride in the special educational needs provision given to our children. Children for whom SEN provision is required display a range of physical disabilities, emotional and social difficulties, in addition to those whose academic progress might be behind than their peers. Carefully structured inclusion profiles, which are regularly reviewed and updated, ensure each child has the best educational provision possible. We do not consider a lack of Religious Knowledge or Religious Literacy to be a

hindrance in our aim to help each child develop a loving relationship with God. All teachers in the school work as a team, and are supported by TA's and welfare staff. Teachers are familiar how the 'To Know You More Clearly' suggested activities can be differentiated to meet children's specific needs, so long as the Learning Focus remains the same. If a pupil has a disability that physically prevents them from demonstrating a To Know You More Clearly activity even with reasonable adjustments in place, such as the SEN material from the archdiocesan website and the adjusted Archdiocesan P Scales, these statements can be excluded from the end of year and end of phase Standards.

### **Relationship to the whole curriculum.**

Please see the school policies on:

- RE
- Collective worship
- Spiritual and Moral development
- RSHE
- PSHE

Opportunities for retreats are limited at the moment however we plan to develop the use of retreats in the future. Also, time is found during the annual educational visit to the Lake District for reflection and prayer.

### **Monitoring and Evaluation**





Monitoring Teaching and Learning in Religious Education is an integral and ongoing cyclical process. One area affects another. Data affects planning; planning will affect teaching; teaching will affect learning and so on... Monitoring Teaching and Learning is about ensuring that pupils are making progress.

The R.E. subject leaders, monitors teachers' planning, and samples of children's work to ensure continuity and progression throughout the school. The R.E. subject leader carries out lesson observations in all classes. Learning walks are undertaken whereby the subject leader monitors R.E. classroom displays and discusses lessons and activities covered within each branch. This also provides an excellent opportunity to celebrate good practice and pupil's achievements within topics. The R.E. subject leaders regularly completes book looks, from each class, to monitor the work and progress being made. Feedback is given regarding strengths and next steps and staff are given feedback for future reference.

### **Assessment of R.E.**

Religious Education is the "**core** of the core curriculum" in a Catholic school (St John Paul II). 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 – Page 6 Religious Education Directory.

Expected outcomes are a synthesis of the content outlined in the Knowledge Lenses and the skills described in the Ways of Knowing see page 40 Religious Education Directory. Each age phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember and be able to do using the language of the Ways of Knowing and applying it to the discrete knowledge within each lens. Each branch and Year group will have its own discrete expected outcomes. See pages 36-38 Religious Education Directory.

When giving end of branch and end of year judgements, teachers use the same terminology in line with maths, English and Science. These terminologies are:

- Working Towards the expected standard
- Secure within the expected standard
- Working Above the expected standard

We ensure that our teacher assessment judgements are moderated internally through Staff meetings, with the Religious Education Coordinator and, with other schools in our Cluster groups.

We record this data in the front of the children's books – ticking against objectives. We also record this for governors as a % for each branch.

### Informal on-going teacher assessment

There is currently no expectation that pupils in primary school should be formally assessed using the Religious Education Directory. Pupil progress will be ascertained through continuous informal on-going teacher assessment as pupils move through the branches. However, it is normal practice in every school to collect information on children's progress. Your school will have their own method of collecting data. Please ensure that data from informal on-going teacher assessment for Religious Education is at the heart of this process. Class data will show which children are working at the **expected age-related outcomes**. The Ways of Knowing table below sets out clearly the aims, skills and driver words which are progressive as an aid to helping teachers to make judgements on where they feel pupils are working at. Pupils will move up, down and across these as they encounter new knowledge. As they become more proficient they will be enabled to make links and connections to new learning.

	Understand	Discern	Respond
	<i>The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:</i>		
Aim	<b>In this way of knowing, you are aiming to help pupils to be able to: understand deeply the meaning</b> of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	<b>In this way of knowing, you are aiming to help pupils to be able to: judge wisely</b> in response to <b>different interpretations</b> of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	<b>In this way of knowing, you are aiming to: help pupils reflect personally and with integrity</b> on what they have learned and consider the <b>implications for action</b> these may have for their own lives and the world in which they live.

Skills	<p><b>In this way of knowing, pupils will deepen their understanding by developing the skills to:</b></p> <p>Remember and apply the meanings of key texts, beliefs, and concepts.</p> <ul style="list-style-type: none"> <li>• Provide explanations by making links between religious texts, beliefs, and practices.</li> <li>• Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections</li> </ul>	<p><b>In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to:</b></p> <ul style="list-style-type: none"> <li>• Think creatively and critically, testing ideas by imagining other possibilities.</li> <li>• Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews.</li> <li>• Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.</li> </ul>	<p><b>In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to:</b></p> <ul style="list-style-type: none"> <li>• Reflect on the meaning of what they have learned for their own lives.</li> <li>• Dialogue with others to understand themselves and others better.</li> <li>• Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned</li> </ul>
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Driver words and phrases	<ul style="list-style-type: none"> <li>• Recognise... texts, beliefs, rites, ways of life.</li> <li>• Name...</li> <li>• Remember...</li> <li>• Recall...</li> <li>• Retell...</li> <li>• Describe...</li> <li>• Make links...</li> <li>• Explain...</li> <li>• Show understanding...</li> <li>• Interpret within a historical context...</li> </ul>	<p>Play with possibilities, asking 'what if?' questions.</p> <ul style="list-style-type: none"> <li>• Say what they wonder about.</li> <li>• Recognise similarities and differences.</li> <li>• Point out what is the same and what is different.</li> <li>• Express a point of view or a preference.</li> <li>• Listen to different viewpoints.</li> <li>• Support a preference with reasons.</li> <li>• Explain differences.</li> <li>• Construct arguments.</li> <li>• Weigh strengths and weaknesses.</li> <li>• Arrive at justified conclusions.</li> <li>• Recognise complexity with reference to different interpretations and historical context.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their own feelings and experiences.</li> <li>• Respond personally to questions that are difficult to answer.</li> <li>• Make links between their own feelings and beliefs and their behaviour or way of life.</li> <li>• Compare their own and other peoples' responses.</li> <li>• Explain differences of belief and ways of life with reference to religious commitments.</li> <li>• Critically reflect on their own beliefs and ways of life in response to dialogue with others.</li> <li>• Respond with integrity to personal conclusions about questions of value and meaning.</li> </ul>
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Assessment opportunities will arise naturally through everyday teaching and learning situations. A more formal approach through focussed observation may form part of this but more generally it will be by looking at pupils workbooks, shared class room discussions, photographic evidence, table talk, independent work etc. It is this data gathering which tells a story of each child's progress. As the class teacher, the story of each child's progress should inform parental meetings and formal reports.

- Class data
- Key stage data
- Whole school data
- Filtering groups of pupils ... compare Religious Education to ... other subjects, boys, girls, EAL, Pupils Premium, FSM, SEN etc...

### **Links with parish, parents and the local community**

St Marie's values its relationships with parents, holds them in high regard and recognises that they have a vital role to play in their child's education. We appreciate the parents as the initial educators of their children and seek to strengthen ongoing links between all stakeholders as partners in the learning process providing support and guidance where appropriate. The headteacher, subject leader and teachers send regular information to parents.

These communications include;

- A weekly newsletter on the website, which outlines current 'To Know You More Clearly' branch information, celebration details, Sacramental preparation dates, Parish notices, etc.
- A regularly updated school website
- Annual school reports providing updates of children's achievements within R.E.
- Year Group specific 'Stay and Pray' with parents, where the curriculum is discussed with parents and any questions addressed.
- Specific parent meetings to discuss curriculum e.g. R.S.E. meetings/drop ins.
- Invites to all school masses.

Parents Evening and open afternoon are extremely effective in providing communication to parents about pupil progress and the type of teaching and learning that goes on in the modern classroom. We request parental feedback where appropriate.

### **Parish:**

This school exists to serve the needs of St Marie's Parish. We work closely with the parish and celebrate a number of Masses/celebrations throughout the year. For example our Y3 Harvest Mass is celebrated in church. School also works closely with the parish catechists to enable a smooth transition for the new sacramental programme, 'With You Always'. Pre covid we provided artwork for the church and will continue to do this once it is safe.

### **Local community:**

We have strong links with our CAFOD representatives. They provide termly assemblies.

### **Resources**

R.E. resources are stored centrally in the RE cupboard. In addition, each class has a copy of God's Story, The Church's Story plus a digital copy stored on every teacher's laptop. Bibles are stored in classrooms and the cupboard. Each class has a 'Golden Box' with role play resources, costumes and peg dolls in.

There are a wide range of fiction and non fiction resources that can be used to enhance RE lessons. All staff have a Collective Worship box stored within their classroom. Within the worship box are different materials, candles, items for display (shells, pebbles, leaves etc.) Additional collective worship resources are also stored centrally with extra resources such as materials, pictures, posters, candles and candle holders, ornaments etc. can be accessed by all staff. Boxes of resources for the other faiths topics of Judaism and Hinduism are kept in the cupboard. The RE leaders are responsible for the maintenance and renewal of these resources.

### **Staff Members**

List of those teaching Religious Education, their year group, qualification in Religious Studies (CCRS or equivalent), teacher status and any particular area of responsibility in Religious Education.

Member of Staff	Qualifications	Year Group	Area of Responsibility within RE
Faye Jackson	Head QTS CCRS		Overall responsibility for the teaching of RE
Nicola Bunting	Deputy Head QTS CCRS	Rec	FS and KS1 planning and assessment
Sarah Styles	Assistant Head QTS CCRS	Y6	RE Coordinator Collective Worship Coordinator RSHE Coordinator Planning and assessment.
Jennifer Cheap	TLR QTS CCRS	Y2	RSE Coordinator
Andrea Hawkins	TLR QTS	Y4	

Denise Price	QTS CCRS	Y4	
Lisa Shaw	QTS CCRS	Y3	
Catherine Waterworth	TLR QTS CCRS	Y1	
Michael Farley	ECT	Y5	
Charlotte Whittle	HLTA QTS	Y2	

### **Religious Education development plan**

An Action Plan is drawn up annually for inclusion in the Whole School Development Plan based on the annual SED, evaluation of teaching and learning, training needs and other identified priorities.

### **Evaluation of Religious Handbook**

The RE handbook is evaluated annually by the Subject Leader and updated as necessary.

## Appendices

1. Pupil Voice Guidance
2. Teacher Voice Guidance
3. Learning Environment Guidance
4. Display Guidance
5. Learning Walk Guidance
6. Book Look/Work Scrutiny Guidance
7. Child's Religious Education Learning Journey Guidance
8. Group Religious Education Learning Journey Guidance
9. Website Check
10. Essential Resources

### **1. Pupil Voice Guidance**



Possible questions to explore	Responses	Things to consider
What do you enjoy about RE? Can you tell me about a lesson that you particularly enjoyed and what it was that made it enjoyable?		
Talk to me about what you are currently learning in RE?		
Can you tell me about anything you learnt last week/last term/last year that is helping you with your current learning?		
Can you share with me a piece of work you are very proud of?		
Do you get the chance to share your own opinions about how people live, think and what they believe?		
Can you tell me about any important words (vocabulary) you have learnt in RE lessons and what they mean?		
Has there been anything that you have learnt in RE that has surprised you?		
How do you think the RE lessons challenges you?		
How does your teacher help you know more and remember more in RE?		
How do you know what to do to improve your work in RE?		
If there is one thing you would like to see more of in your RE lessons, what would it be?		
Is there anything you would change about the way you are taught RE?		

## 2. Teacher Voice Guidance

Possible questions to explore	Responses	Things to consider
How confident are you with your RE subject knowledge?		
What support have you received to help you develop your subject knowledge?		
What CPD have you/would you like to receive?		
What are your pupils' attitudes to RE? What difference do you think the teaching of the subject makes to enabling your pupils to flourish?		
How do you ensure all pupils in your class are making progress in RE?		
Can you give me an example of how you have adapted the planning to meet the needs of all the pupils in your class?		
When you taught 'X' unit, what evidence did you look for to show the progress pupils are making?		
What prior knowledge do your pupils need, in order to access 'X'?		
What do you expect to see by the end of the academic year for the pupils in your class?		
How do you help pupils to know more and remember more in RE?		
Can you explain a time your have used formative assessment to inform your planning in order to move the learning on?		
How do you approach the answering of difficult questions in RE?		

### 3. Learning Environment Guidance

What to look for	Comments	Next steps
How are displays being used?		
Quality of resources		
Pupil participation		
Relationship between children and children and children and adults		
Is the classroom and open classroom where there is deep respect for all?		
Is the learning environment conducive to questioning?		
Is the learning environment one where children can take risks?		
Does the learning environment allow for all to flourish?		
Does the learning environment speak of the school mission in action?		

## 4. Display Guidance

What to look for	Comments	Next steps
Is the display reflective of the school's display policy?		
Does it have the name of the Branch clearly visible		
Is the display easy to see, up to date and well cared for?		
Is there variety, quality and quantity?		
Is there evidence of pupils' original work?		
Is the display interactive?		
Is a variety of media used including ICT/QR codes?		
Are all children given the opportunity to have their own work displayed?		
Is there work from the current topic with both life and faith elements?		
How is the display evidenced?		
Other		

## 5. Learning Walk Guidance

Possible questions to explore	Comments	Next steps
Is the learning enquiry-based?		
Do pupils know the big question they are exploring?		
Is the lesson driven by an enquiry question?		
Do pupils know the core concept they are exploring when learning about Christianity/Other faiths & religions		
Is religious vocabulary being taught and re-visited?		
Are the lessons being sequentially taught?		
How are pupils building on and using their prior knowledge?		
Is there evidence of effective adaptation?		
How are pupils being challenged?		
Are lessons engaging and motivating for all pupils? (quality of talk/discussion/collaborative learning tasks/independent tasks/resources		
Is there evidence of formative assessment in action?		
Are there opportunities for pupils to ask questions?		
What opportunities are being provided for pupils to think critically?		
What opportunities are being provided for pupils to share, develop and express their own views and opinions?		
Quality of outcomes		

## 6. Book look/Work Scrutiny Guidance

Possible questions to explore	Comments	Next Steps
Is there evidence that RE is provided with appropriate curriculum time (10%)		
Is there evidence of a rich and engaging curriculum being offered?		
Is there evidence that there is engagement with scriptural texts?		
Is there evidence that pupils are covering an RE curriculum that enables them to make progress through ordered and sequential learning?		
Is the marking in line with the school policy?		
Is there evidence of pupils engaging in an enquiry approach to the teaching and learning of RE?		
Is there evidence that learning is building on prior learning based on secure knowledge and skills building blocks?		
Is there evidence of opportunities for Dialogue and Encounter		
Is there evidence of the pupils given the opportunity to discern on their learning?		
Is there evidence of the pupils being given the opportunity to make a personal response?		
Is there evidence of appropriate adaptation for pupils?		
Is there evidence that pupils are covering a variety of resources		
Is there evidence that pupils are developing a wide range of skills e.g. enquiry, analysis, interpretation, challenging their own thinking etc?		

## 7. Child's Religious Education Learning Journey Guidance

**Case study:** Capturing the child's learning journey in RE over time

**Core purpose:** To enable a child to be religiously literate

<b>Name of child</b>	
<b>Year group</b> <b>Academic year</b>	
<b>PP/Vulnerable/SEND</b>	

### Developing knowledge:

<b>Knowledge Lenses: Content and concepts</b> <ul style="list-style-type: none"> <li>What can the pupil tell you about the RE curriculum they have been taught?</li> <li>What knowledge has gone into their long-term memory?</li> <li>Are they able to apply the knowledge learnt to other branches?</li> </ul>			
<b>Term</b>	<b>Comment</b>	<b>Evidence</b>	<b>Next steps to consider</b>
<b>Autumn</b>			
<b>Spring</b>			
<b>Summer</b>			

<b>Ways of knowing: Understanding, Discern and Respond.</b> <ul style="list-style-type: none"> <li>What does the pupil's work tell you about their level of understanding?</li> <li>Are they able to link biblical ideas to real life contexts?</li> <li>Do they understand the term Catholic Social Teaching?</li> </ul>			
<b>Term</b>	<b>Comment</b>	<b>Evidence</b>	<b>Next steps to consider</b>
<b>Autumn</b>			
<b>Spring</b>			
<b>Summer</b>			

**Personal Response:**

- How well is the pupil able to express themselves and ask questions?
- What evidence do you see that the pupil is developing as a critical thinker?
- What evidence do you see that the pupil is developing their own ideas, views and opinions?

Term	Comment	Evidence	Next steps to consider
Autumn			
Spring			
Summer			

**Further comments/observations:**

Autumn term:	
Spring term:	
Summer term:	



## 8. Group Religious Education Learning Journey Guidance

**Case study:** Capturing the child's learning journey in RE over time

**Core purpose:** To enable a child to be religiously literate

**To note:** Pupil voice questions might be useful to refer to, to aid conversation

<b>Names of children in focused group</b>	
<b>Year group</b>	
<b>Academic year</b>	
<b>PP/Vulnerable/SEND</b>	

	Reflection following a conversation with the group about their RE learning journey	Things to consider Questions to explore further
Autumn		
Spring		
Summer		

**Triangulating the evidence:**

Summary of pupil voice	Summary of teacher voice	Summary of book look	Curriculum Adaptation
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How well do pupils **make progress** in RE as a result of a **rich and engaging** curriculum?


**Reflection based on evidence gathered:**

## 9. Website check

Are the following on the website, current and up to date?

Aspect	Comment
<b>Mission Statement</b> <ul style="list-style-type: none"> <li>♥ Aims</li> <li>♥ Objectives</li> </ul>	
<b>Prayer and Liturgy Policy</b> <ul style="list-style-type: none"> <li>♥ Signed</li> <li>♥ Dated</li> </ul>	
<b>Annual Plan of Prayer (APOP)</b> <ul style="list-style-type: none"> <li>♥ Signed</li> <li>♥ Dated</li> </ul>	
<b>Spiritual Development Policy</b> <ul style="list-style-type: none"> <li>♥ Signed</li> <li>♥ Dated</li> </ul>	
<b>Moral Development Policy</b> <ul style="list-style-type: none"> <li>♥ Signed</li> <li>♥ Dated</li> </ul>	
<b>RSHE Policy</b> <ul style="list-style-type: none"> <li>♥ Signed</li> <li>♥ Dated</li> </ul>	
<b>Catholic School Inspection Report</b> <ul style="list-style-type: none"> <li>♥ Latest version on-line</li> </ul>	
<b>Religious Education Information</b> <ul style="list-style-type: none"> <li>♥ Branches</li> <li>♥ Class information</li> <li>♥ Termly Newsletters</li> </ul>	
<b>Catholic Life Information</b> <ul style="list-style-type: none"> <li>♥ Photographs</li> <li>♥ Celebrations</li> <li>♥ Charitable Works</li> <li>♥ Action Groups e.g. Mini Vinnies,</li> <li>♥ Awards e.g. Live Simply</li> </ul>	
<b>Home, School &amp; Parish Information</b> <ul style="list-style-type: none"> <li>♥ Sacramental Information</li> <li>♥ Links to Church</li> </ul>	

## 10. Essential & Useful Resources

<b>Archdiocese of Liverpool Education Department</b> <b>Resources</b>	
<b>Religious Education Directory</b>  <b>Religious Education &amp; the Right of Withdrawal</b>	<p>♥ <a href="http://catholiceducation.org.uk/schools/religious-education/item/1000034-religious-education-curriculum-directory">http://catholiceducation.org.uk/schools/religious-education/item/1000034-religious-education-curriculum-directory</a></p> <p>♥ <a href="file:///C:/Users/Julie/Downloads/RightZofZWithdrawalZfromZREZandZcollecriveZworship.pdf">file:///C:/Users/Julie/Downloads/RightZofZWithdrawalZfromZREZandZcollecriveZworship.pdf</a></p>
<b>RED To know You more clearly.</b>  <b>Links to curriculum resources</b>	 <p>♥ <b>USEFUL LINKS</b>  <a href="https://www.sensorytrust.org.uk/">https://www.sensorytrust.org.uk/</a></p> <p><b>Music</b>  <a href="https://www.cjmmusic.com/songs/">https://www.cjmmusic.com/songs/</a>  <a href="https://www.ocp.org/en-us/artists/1092/bernadette-farrell">https://www.ocp.org/en-us/artists/1092/bernadette-farrell</a>  <a href="https://www.joannewallace.co.uk/">https://www.joannewallace.co.uk/</a>  <a href="https://johnburland.net/">https://johnburland.net/</a>  <a href="https://www.classicfm.com/">https://www.classicfm.com/</a>  <a href="https://www.onelifemusic.co.uk/">https://www.onelifemusic.co.uk/</a>  <a href="https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs">https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs</a>  <a href="https://www.kevinmayhew.com/collections/childrens">https://www.kevinmayhew.com/collections/childrens</a></p> <p><b>Philosophy</b>  <a href="https://www.plato-philosophy.org/philosophy-toolkit/">https://www.plato-philosophy.org/philosophy-toolkit/</a>  <a href="https://www.bbc.co.uk/cbeebies/shows/whats-the-big-idea">https://www.bbc.co.uk/cbeebies/shows/whats-the-big-idea</a>  <a href="file:///C:/Users/Julie/Downloads/GM%20An%20outdoor%20'treasure'%20hunt.pdf">file:///C:/Users/Julie/Downloads/GM%20An%20outdoor%20'treasure'%20hunt.pdf</a>  <a href="https://archive.sapere.org.uk/Default.aspx?tabid=289">https://archive.sapere.org.uk/Default.aspx?tabid=289</a>  <a href="https://www.catholiceducation.org/en/religion-and-philosophy/philosophy/can-beauty-save-the-world.html">https://www.catholiceducation.org/en/religion-and-philosophy/philosophy/can-beauty-save-the-world.html</a></p>
<b>Catholic School Inspectorate</b>	<p>♥ <a href="https://catholicschoolsinspectorate.org.uk/inspection-documents">https://catholicschoolsinspectorate.org.uk/inspection-documents</a></p>
<b>Northwest Catholic Diocese Training Partnership</b>  Catholic Middle Leadership Catholic Senior Leadership New to Catholic Headship	<p>♥ <a href="https://www.nwcntp.org.uk/">https://www.nwcntp.org.uk/</a></p> <p>♥ <a href="http://brs-ccrs.org.uk">http://brs-ccrs.org.uk</a></p>

<p><b>Catholic Certificate in Religious Studies –</b></p> <p>Deacon Paul Mannings (Co-ordinator) Paul Crilly (Administrator)</p>	<ul style="list-style-type: none"> <li>♥ <a href="https://www.liverpoolcatholic.org.uk/departments/education/teacher-training-development">https://www.liverpoolcatholic.org.uk/departments/education/teacher-training-development</a></li> <li>♥ <a href="mailto:p.mannings@rcaol.org.uk">p.mannings@rcaol.org.uk</a></li> <li>♥ <a href="mailto:p.crilly@rcaol.org.uk">p.crilly@rcaol.org.uk</a></li> </ul>
<p><b>Liturgy Office</b></p> <p>Liturgical Year, Prayer and Liturgy &amp; Useful Calendar of Liturgical Events</p> <p><b>Masses with Children guidelines</b></p> <p><b>Prayer &amp; Liturgy ideas</b></p> <p><b>Education Sunday –</b> 2<sup>nd</sup> Sunday in September</p>	<ul style="list-style-type: none"> <li>♥ <a href="https://www.liturgyoffice.org.uk/SOS/Calendar/Liturgical-Calendar-2023-2024.pdf">https://www.liturgyoffice.org.uk/SOS/Calendar/Liturgical-Calendar-2023-2024.pdf</a></li> <li>♥ <a href="http://www.liturgyoffice.org.uk/SOS/DCM.pdf">http://www.liturgyoffice.org.uk/SOS/DCM.pdf</a></li> <li>♥ <a href="https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/02/Liturgy-of-the-Word-with-Children.pdf">https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/02/Liturgy-of-the-Word-with-Children.pdf</a></li> <li>♥ <a href="http://www.liturgyoffice.org.uk/Prayer/Spirituality/index.shtml">http://www.liturgyoffice.org.uk/Prayer/Spirituality/index.shtml</a></li> <li>♥ <a href="https://cjmmusic.mykajabi.com/teachustoprayer">https://cjmmusic.mykajabi.com/teachustoprayer</a></li> <li>♥ <a href="#">Churches Spirituality Group</a></li> <li>♥ <a href="#">pray-as-you-go</a></li> <li>♥ <a href="#">Praying each Day</a></li> <li>♥ <a href="#">The Retreat Association</a></li> <li>♥ <a href="#">Sacred Space</a></li> <li>♥ <a href="#">Wellsprings</a></li> <li>♥ <a href="https://www.catholiceducation.org.uk/schools/education-sunday">https://www.catholiceducation.org.uk/schools/education-sunday</a></li> </ul>
<p><b>Equality Act for Catholic Schools</b></p>	<ul style="list-style-type: none"> <li>♥ <a href="https://www.catholiceducation.org.uk/guidance-for-schools/equality">https://www.catholiceducation.org.uk/guidance-for-schools/equality</a></li> </ul> <p><b>Resources available...</b> Catholic schools, children of other faiths and community cohesion Pupils of Other Faiths in Catholic schools Equality Act 2010 Guidance for Catholic Schools The Public Sector Equality Duty in Wales The Public Sector Equality Duty in England Statement of Intent – Promoting Diversity in the Church School Workforce</p>
<p><b>Animate Youth</b></p> <p>Animate help over 10,000 young people in our archdiocese to deepen their Catholic faith and to encounter Jesus in His Church.</p>	<ul style="list-style-type: none"> <li>♥ <a href="https://www.liverpoolcatholic.org.uk/departments/pastoral-development/animate">https://www.liverpoolcatholic.org.uk/departments/pastoral-development/animate</a></li> </ul> <p><b>What they offer...</b></p> <ul style="list-style-type: none"> <li>♥ Day retreats at Lowe House, St. Helens   For up to 50.</li> <li>♥ Mission days/weeks   In schools &amp; parishes.</li> <li>♥ Day retreats for Year 6 children   On the choice of themes: new beginnings, community, gifts and talents, social justice and faith in action.</li> <li>♥ The Faith in Action Award   Resourced and administered by our team.</li> <li>♥ Lourdes youth pilgrimage   Led and organised by our team.</li> <li>♥ Called by Name   Offering the archdiocesan confirmation programme.</li> </ul>

## Mental Health Resources

♥ <https://www.catholiceducation.org.uk/schools/mental-health-resources>

### Prayer Resources

CBCEW – 2 prayers to bring to God our intentions for those with mental health needs, their families and carers: <https://www.cbcew.org.uk/st-dymphna-pray-for-us-on-blue-monday/>

Pray as you Go – This is an Ignatian resource designed to support you each day through prayer reflections that help you become more aware of God’s presence in your life, listen to God’s word and grow in your relationship with God. <https://pray-as-you-go.org/>

Taizé – Taizé chants are well-known for being a way to meditate and find space to be with God. On their website they have a section where you can select any Taizé song and you can read, sing and play the music. [https://www.taize.fr/en\\_rubrique2603.html](https://www.taize.fr/en_rubrique2603.html)

Catholic Children’s Society - They have resources to use including a series of video resources named ‘Meditation with Children and Young People’ in collaboration with the World Community for Christian Meditation: <https://www.cathchild.org.uk/meditation-with-children-young-people/>

Pray as you Stay - a project run by ‘Pray as you Go’ that offers reflections and support during this time of coronavirus and self-isolation.

Pathways to God – They have created an examen for the family during the time of lockdown. <https://www.pathwaystogod.org/my-prayer-life/examen/examen-families-during-lockdown2020>

Alone Together – Inspired by the lives of Benedictine religious, this resource offers support and advice on how to cope with isolation. <https://www.alonetgether.org.uk/>

### Mental Health and Wellbeing Resources

The Catholic Mental Health Project have listed Diocesan contacts around the country including Diocesan Mental Health Representatives and Bishops’ Healthcare Advisors.

<http://www.catholicmentalhealthproject.org.uk/about-us/find-mental-health-pastoral-care>

They also have an extensive list of charities and organisations nationwide that offer support via their websites and helplines on a wide range of mental health and wellbeing matters such as depression, anxiety, bereavement, eating disorders, self-harm, bereavement and issues in family life.

<http://www.catholicmentalhealthproject.org.uk/helplines>

Everybody’s Welcome – What is life like if you or someone in your family has mental health problems? And what can your parish do to make a difference? <https://www.catholicfamily.org.uk/what-we-do/everybodys-welcome>

Faith in Isolation - Faith in Isolation is a platform created to spiritually nourish those isolated from their faith. <https://www.faithinisolation.com/>

St Vincent de Paul (SVP) - Dedicated to tackling poverty and disadvantage by providing direct practical assistance to anyone in need. <https://www.svp.org.uk/>

The Art of Dying Well – An animation that illustrates through the fictional story of the Ferguson family the comforting rites and prayers that help a person spiritually prepare for the final journey. It is narrated by the English actress Vanessa Redgrave. <https://www.artofdyingwell.org/>

Catholic Care – A charity in Leeds Diocese which supports children, families and vulnerable adults through challenging situations. They run a children’s home and wellbeing services in schools. <http://www.catholic-care.org.uk/services/children-young-peoples-services/>

Catholic Children’s Society (CCS) – Through their ConnectEd scheme, they provide counselling and therapy services to support the mental health and emotional wellbeing of thousands of children each year. These services are based on-site in over 70 primary, secondary and special schools. They also provide mental health training for school staff: <https://www.cathchild.org.uk/connected/>

Brentwood Catholic Children’s Society (BCCS) - BCCS is an established and reputable children's charity delivering vital mental health and emotional wellbeing services in schools across Essex and East London. <https://www.bccs.org.uk/> - They have a selection of resources including ‘Mindfulness Resources’ <https://www.bccs.org.uk/our-stories/mindfulness-resources>

Faith in Families – This charity based in Nottingham has a team of school social workers that visit schools and help children and families cope with social and psychological problems that may arise at school, at home, or in the larger community. <https://faithinfamilies.org/>

Rainbows - Not-for-profit international organization in Hallam Diocese, offering training and programmes for establishing peer support groups in communities, schools, churches, and social agencies. The programmes are available to children, young people and adults of all ages who are grieving a death, family change or any other significant loss. <https://rainbowsgb.org/>

## Catholic Agencies and Charities



## Catholic Educational Organisations



**NBRIA**



THE  
CATHEDRALS GROUP



Catholic Certificate in  
Religious Studies



CATHOLIC  
INDEPENDENT  
SCHOOLS'  
CONFERENCE

**ATCRE**



Association of Teachers of  
Catholic Religious Education

## International



European Committee for Catholic Education

Comité Européen pour l'Enseignement Catholique

AISBL

Europees Comité voor het Katholiek Onderwijs



**OIEC**

CATHOLIC INTERNATIONAL  
EDUCATION OFFICE



SCOTTISH CATHOLIC  
EDUCATION SERVICE



THE HOLY SEE



**OIDEL**

### CAFOD

Variety of resources including ideas for Advent, fundraising, lessons, campaigns and assemblies.

Ideas for after school CAFOD club

Local Officer

♥ <https://cafod.org.uk/Education/Primary-teaching-resources>

♥ <https://cafod.org.uk/Education/For-teachers/CAFOD-clubs>

♥ <https://cafod.org.uk/Volunteer/CAFOD-in-your-area/Liverpool>

♥ Email [liverpool@cafod.org.uk](mailto:liverpool@cafod.org.uk)

♥ Telephone 07779 804241 (Ged), 07779 804 242 (Colette)

♥ Twitter @cafodliverpool

♥ Facebook CAFOD Liverpool Branch



### CAFOD – LiveSimply Award

The LiveSimply award is an opportunity for Catholic schools, to respond to Pope Francis' invitation in Laudato Si' to "work with generosity and tenderness in protecting this world which God has entrusted to us".

♥ <https://cafod.org.uk/Campaign/LiveSimply-award>

♥ [https://www.catholiceducation.org.uk/images/HOME\\_Celebration\\_of\\_Laudato\\_Si.pdf](https://www.catholiceducation.org.uk/images/HOME_Celebration_of_Laudato_Si.pdf)

♥ [https://www.catholiceducation.org.uk/images/SCHOOL\\_Celebration\\_of\\_Laudato\\_Si-compressed.pdf](https://www.catholiceducation.org.uk/images/SCHOOL_Celebration_of_Laudato_Si-compressed.pdf)

♥ [https://www.catholiceducation.org.uk/images/Laudato\\_S\\_Role\\_Models.pdf](https://www.catholiceducation.org.uk/images/Laudato_S_Role_Models.pdf)

♥ [https://www.catholiceducation.org.uk/images/Print\\_Outs.pdf](https://www.catholiceducation.org.uk/images/Print_Outs.pdf)

### Missio

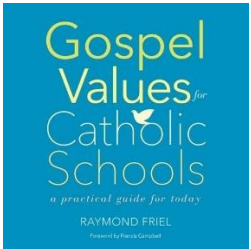
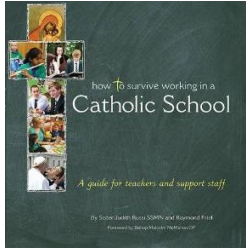
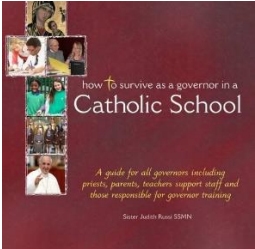
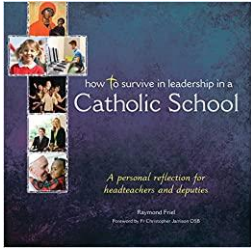
♥ <https://missio.org.uk/primary-school-resources/>



<p>The Pope's charity for world mission. For children...</p> <p><b>Mission Together</b></p> <p>Variety of prayer, fundraising, lesson resources, campaigns and assemblies</p>	
<p><b>Mary's Meals</b></p> <p><b>Anna Houghton</b> – Local Fieldworker and School Visitor</p>	<p>♥ <a href="https://www.marysmeals.org.uk/">https://www.marysmeals.org.uk/</a></p> <p>♥ <a href="mailto:anna.houghton@marysmeals.org.uk">anna.houghton@marysmeals.org.uk</a></p>
<p><b>Pax Christi</b></p> <p>Pax Christi is a membership organisation of individuals, families, communities and parishes which supports teachers, chaplains and youth workers in promoting a culture of peace in schools and amongst young people. The National President of Pax Christi is the Most Rev. Malcolm McMahon OP, Archbishop of Liverpool.</p>	<p>♥ <a href="https://paxchristi.org.uk/resources/">https://paxchristi.org.uk/resources/</a></p>
<p><b>Stella Maris</b></p> <p>Stella Maris, formerly known as the Apostleship of the Sea, has a range of resources for Key Stage 2.</p> <p>It has been designed around the national curriculum and gives students the opportunity to learn about the world of shipping and seafarers and how Stella Maris is helping to support seafarers worldwide.</p>	<p>♥ <a href="https://www.stellamaris.org.uk/key-stage-2-resources/">https://www.stellamaris.org.uk/key-stage-2-resources/</a></p>
<p><b>Mini Vinnies</b></p> <p>Great idea for after school club with all of the resources. Part of the <u><a href="#">St. Vincent de Paul Society England and Wales</a></u>, a voluntary organisation dedicated to tackling poverty in all its forms.</p>	<p>♥ <a href="https://www.svp.org.uk/mini-vinnies">https://www.svp.org.uk/mini-vinnies</a></p>

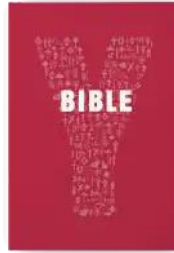
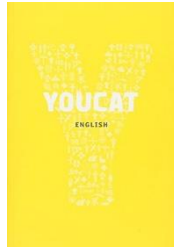
<p><b>AID TO THE CHURCH IN NEED (ACN)</b></p> <p>A Pontifical Foundation of the Catholic Church supporting those who are persecuted, oppressed, in need of pastoral support.</p> <p>Resources for Primary children – Bible projects, Rosary, Campaigns, Fundraising</p>	<p>♥ <a href="https://acnuk.org/resources-landing/">https://acnuk.org/resources-landing/</a></p>
<p><b>The God who Speaks</b></p> <p>Commissioned by the Bishops of England and Wales – this has lots of resources about the Bible and using Scripture. Downloadable resources are available.</p>	<p>♥ <a href="https://www.godwhospeaks.uk/">https://www.godwhospeaks.uk/</a></p> <p>♥ <a href="https://www.godwhospeaks.uk/the-god-who-speaks/education/">https://www.godwhospeaks.uk/the-god-who-speaks/education/</a></p>
<p><b>Loyola Press</b></p> <p>Produce a range of resources for adults and children throughout the liturgical year.</p>	<p>♥ <a href="https://www.loyolapress.com/catholic-resources/liturgical-year/">https://www.loyolapress.com/catholic-resources/liturgical-year/</a></p>
<p><b>Busted Halo</b></p> <p>Busted Halo is a unique media resource that utilises a relevant and accessible voice to help people understand the Catholic faith, put it into practice in their everyday lives, and share it with others and usually in less than 5 minutes.</p>	<p>♥ <a href="https://bustedhalo.com">https://bustedhalo.com</a></p>
<p><b>Purchasing resources...</b></p> <p>Books, cards, music, posters, certificates, Mass resources, artifacts, DVD's, prayer ideas, statues etc....</p> <p><b>Pauline Books &amp; Media UK</b></p> <p><b>McCrimmon's</b></p> <p><b>Cenacle</b></p> <p><b>Catholic Truth Society CTS</b></p> <p><b>Amazon UK</b></p> <p><b>Hayes &amp; Finch resources</b></p> <p><b>Catholic Gift shop</b></p>	<p>♥ <a href="https://www.paulineuk.org/">https://www.paulineuk.org/</a></p> <p>♥ <a href="https://www.mccrimmons.com/">https://www.mccrimmons.com/</a></p> <p>♥ <a href="https://www.cenacle.co.uk/">https://www.cenacle.co.uk/</a></p> <p>♥ <a href="https://www.ctsbooks.org/shop/">https://www.ctsbooks.org/shop/</a></p> <p>♥ <a href="https://www.amazon.co.uk/books">https://www.amazon.co.uk/books</a></p> <p>♥ <a href="https://hfltd.com/">https://hfltd.com/</a></p> <p>♥ <a href="https://www.catholicgiftshop.co.uk/">https://www.catholicgiftshop.co.uk/</a></p> <p>♥ Pete Hesketh <a href="https://ribblevalleywoodcraft.weebly.com/">https://ribblevalleywoodcraft.weebly.com/</a></p>

<p><b>Ribble Valley Crafts</b></p> <p><b>Rachel's Wooden Workshop</b></p>	<p>♥ <a href="https://rachelswoodenworkshop.wordpress.com/">https://rachelswoodenworkshop.wordpress.com/</a></p> <p><b><u>Additional resources to enhance prayer and liturgy</u></b>  For materials, always try e-bay, <a href="https://www.abakhan.co.uk/">https://www.abakhan.co.uk/</a> - fabric shop in Liverpool. Source candles from variety of shops and focus table themes, such as globe, plants, seeds, pebbles, hearts etc... from Wilkos, B &amp; M, Pound shops, garden centres etc ...</p>
<p><b>Music Resources</b></p> <p>CJM music – a great resource list, click on a track – you will get lyrics and a sample of the music.</p> <p>All songs/hymns listed are generally available through Spotify/Apple Music etc....</p> <p>Classic Fm – great resource you can search for mood music/ themed music etc....</p> <p><b>National Schools Singing Partnerships</b></p> <p>Our programme seeks to evangelise the young people of our schools by exposing them to the beauty, goodness and truth of Jesus Christ and his Church, in order to prepare them for their future role in society.</p> <p>Our work has seen a choir of over 800 young people leading the music in Liverpool Metropolitan Cathedral and the launch of The Knowsley Catholic Children's Choir in Huyton. The programme is taught by leading professionals and we are part of the National Schools Singing Programme (NSSP).</p>	<p>♥ <a href="https://www.cjmmusic.com/songs/">https://www.cjmmusic.com/songs/</a>  ♥ <a href="https://www.ocp.org/en-us/artists/1092/bernadette-farrell">https://www.ocp.org/en-us/artists/1092/bernadette-farrell</a>  ♥ <a href="https://www.joannewallace.co.uk/">https://www.joannewallace.co.uk/</a>  ♥ <a href="https://johnburland.net/">https://johnburland.net/</a>  ♥ <a href="https://www.classicfm.com/">https://www.classicfm.com/</a>  ♥ <a href="https://www.onelifemusic.co.uk/">https://www.onelifemusic.co.uk/</a>  ♥ <a href="https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs">https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs</a>  ♥ <a href="https://www.kevinmayhew.com/collections/childrens">https://www.kevinmayhew.com/collections/childrens</a></p> <p>♥ <a href="https://www.liverpoolcatholic.org.uk/ministries/schools-singing-programme">https://www.liverpoolcatholic.org.uk/ministries/schools-singing-programme</a>  ♥ <a href="https://www.nssp.org.uk/">https://www.nssp.org.uk/</a></p>
<p><b>Visits and Visitors</b></p>	<p>The Education Dept at the Archdiocese of Liverpool have been advised <b>to not</b> have a central list of recommended visitors into our schools. This is in line with our safeguarding policy.</p> <p>We ask schools to...</p> <ul style="list-style-type: none"> <li>♥ contact their local clusters to share recommendations for visitors or visits.</li> <li>♥ ensure to do your own full safeguarding checks for visitors to schools, or visits to other places, which is in line with your own school procedures and policies.</li> <li>♥ complete the Catholic Education checklist for external visitors to schools  <a href="https://www.catholiceducation.org.uk/guidance-for-">https://www.catholiceducation.org.uk/guidance-for-</a></li> </ul>

	<p><a href="https://schools/governance/item/1003587-checklist-for-external-speakers-to-schools">schools/governance/item/1003587-checklist-for-external-speakers-to-schools</a></p> <p>Thank you for your understanding in this matter.</p> <p>We are in no doubt that you are more than fully aware of your school's safeguarding measures; this is just a reminder to ensure we are all a little safer.</p>
<p><b>Background &amp; Essential Reading –</b></p> <p>further understanding for the subject leader and those looking to be Senior Leaders.</p>	<ul style="list-style-type: none"> <li>♥ The Catholic Education Service <a href="https://www.catholiceducation.org.uk/">https://www.catholiceducation.org.uk/</a></li> <li>♥ The Catholic Education Service Publications <a href="https://www.catholiceducation.org.uk/about-us/publications">https://www.catholiceducation.org.uk/about-us/publications</a></li> <li>♥ Christ at the Centre <a href="https://www.catholiceducation.org.uk/images/Christ at the Centre 1.pdf">https://www.catholiceducation.org.uk/images/Christ at the Centre 1.pdf</a></li> <li>♥ The Distinctive Nature of a Catholic School <a href="https://www.dioceseofbrentwood.net/wp-content/uploads/2019/11/Distinctive-nature-of-a-Catholic-school-a-summary.pdf">https://www.dioceseofbrentwood.net/wp-content/uploads/2019/11/Distinctive-nature-of-a-Catholic-school-a-summary.pdf</a></li> <li>♥ A full copy of Evaluating the Distinctiveness of a Catholic School (no longer in print) is available via email from <a href="mailto:p.peel@rcaol.org.uk">p.peel@rcaol.org.uk</a> or <a href="mailto:j.rourke@rcaol.org.uk">j.rourke@rcaol.org.uk</a></li> <li>♥ The Distinctive Curriculum of the Catholic School Review <a href="https://schools.cliftondiocese.com/wp-content/uploads/2019/09/Catholic_Curriculum_Guidelines_Apr2012.pdf">https://schools.cliftondiocese.com/wp-content/uploads/2019/09/Catholic_Curriculum_Guidelines_Apr2012.pdf</a></li> <li>♥ Useful books for senior leaders, teachers and governors.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin-top: 20px;">  </div>

**Supports Teachers** in a language which is easily understood.

♥ Understanding Catholicity for teachers



## Advent/Christmas Useful Resources

**CAFOD**

♥ <https://cafod.org.uk/Pray/Advent-calendar>  
(The Advent Calendar will be updated annually)

**Liturgy Office**

♥ <http://www.liturgyoffice.org.uk/Calendar/Seasons/Documents/AdventPP.shtml>  
♥ <http://www.liturgyoffice.org.uk/Calendar/Cycle/AdventCP.shtml>

**Mission Together**

♥ <https://missiontogether.org.uk/calendar/advent-resources/>

**Busted Halo**

♥ <https://bustedhalo.com/video/watch-advent-two-minutes>

## Lent/Easter Useful Resources

**CAFOD**

♥ <https://cafod.org.uk/Education/Primary-teaching-resources/Lent-resources-for-children>

**Liturgy Office**

♥ <https://www.liturgyoffice.org.uk/Calendar/Seasons/Lent.shtml#Resources>

**Busted Halo**

♥ <https://bustedhalo.com/video/watch-lent-3-minutes>  
♥ <https://bustedhalo.com/video/watch-holy-week-in-three-minutes>

♥ <https://www.loyolapress.com/catholic-resources/liturgical-year/lent/>

Loyola Press

♥ <https://missiontogether.org.uk/calendar/lent/>

Mission Together

### Prayer Garden

1. Contact parents and put a note out to staff for any free pots/plants/furniture and help weeding etc...
2. Paint some rocks/pebbles with signs/symbols
3. <https://catholicstatues.co.uk/second-hand-statues/> based in Liverpool this is a reclaimed store – some are a bit questionable but some look ok  
Contact  
0151 228 4011  
[ecarrara@live.co.uk](mailto:ecarrara@live.co.uk)  
6 Elm Vale, Fairfield,  
Liverpool L6 8NX
4. Ask your parish priest at school or home to see if they have any freebies
5. Perhaps the governors might like to buy something for the garden? Always worth asking!
6. **Address:** Birchfield Rd, Widnes WA8 9TX Vintage Barn in Widnes – they have lots of items for benches etc