



## Our Lady of Grace Catholic Primary Academy Policy for Religious Education



Doing whatever He tells us; in God's love we grow and learn together to build the kingdom of God.

As a Catholic school, our main aim is to put Christ at the centre of everything we do by integrating Gospel values and the teachings of the Catholic Church into all aspects of learning, teaching and the totality of school life.

Religious Education forms the cornerstone of the life and work of Our Lady of Grace and permeates through the whole curriculum. We believe, *'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. 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. We are committed to classroom RE, then, because all pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them'.*

'A statement from the Catholic Bishops' Conference of England & Wales May 2000'.

### **Aims:**

- To provide children and staff with the knowledge, understanding and awareness of the Catholic faith and its beliefs
- To enable children and staff to communicate with God through prayer and scripture
- To enable children and staff to develop their spirituality
- To help children and staff to explore and express their sense of awe and wonder at the world God has created
- To encourage children and staff to respect those holding different beliefs
- To help children and staff grow in awareness of themselves and to develop a positive attitude to their own emotions, life, and learning
- To enable children and staff to grow in their awareness of others and to develop relationships in a secure and supportive environment

- To become aware of issues involving justice and the rights of the individual

### **How we meet these aims:**

Our Lady of Grace adopts the scheme of work from the Archdiocese called *Learning and Growing as the People of God.* This document provides progression from Foundation stage to Year Six.

### **Philosophy:**

This policy gives a framework within which all staff work and gives guidance on planning, teaching and assessment. It is intended to be read in conjunction with the curriculum mapping for RE and the Diocesan scheme of work, *Learning and Growing as the People of God*, which gives details of expectations of pupils in different year groups.

### **Entitlement and Provision:**

- RE is timetabled to cover at least 10% of curriculum time as required by the Bishops' Conference. This 10% must be provided each and every week of the school year. It does not include time committed to activities such as assemblies, hymn practice, PSHE, RHE, attendance at Mass etc.
- Religious Education is taught, developed and resourced with the same commitment as all core subjects.
- A minimum of two lessons of RE must take place every week and these must not be taught in a single block. Consideration is given to the time of the day allocated to RE.
- RE is taught as a discrete subject, however the whole curriculum has religious education at its core. Opportunities are carefully planned to enable pupils to make connection between discrete subject areas to help pupils recall and reflect on prior learning and to see Christ at the centre of all that we teach, this is our Catholic curriculum.
  - In EYFS, RE is taught daily as a stand-alone subject in a sequential and systematic way. Lessons are built on from previous learning and build up to a day where children record what they have been learning that week. Continuous provision within RE learning time is linked appropriately to the unit of work.



### **The Scheme of Work for RE:**

The school follows the Diocesan strategy for Religious Education, *'Learning and Growing as the People of God.'*

The strategy covers the following four areas;

1. Revelation: teaching about God's self-revelation
2. Church: about the Communion of life in Christ
3. Celebration: about living the Christian Mystery in worship and prayer
4. Life in Christ: about the search for holiness and truth

Prayer has an important role in the teaching of RE and in the whole ethos of Our Lady of Grace (see Prayer & Liturgy). It is taught both as an integral and discrete area of study. Children are also taught about the qualities we seek to nurture through the Catholic School Pupil Profile values and virtues. Each half term a specific pair of virtues are promoted, encouraged and focussed upon.

### **Sacramental Education:**

Sacramental education and preparation for Reconciliation (Y3), Eucharist (Y3) and Confirmation (Y6) is an important and integral part of the Religious scheme. As prime educators of their children, parents are fully encouraged to be involved in preparation with home, school and parish working closely together.

Initial preparation for all Sacraments is built into *'Learning and Growing as the People of God'* scheme and all pupils, Catholic and Non-Catholic will learn about them. All are invited to attend Mass during these celebrations. Parents are invited to attend meetings with the parish priest and school and parish catechists and it is seen as vital that the parents attend both parent meetings and the actual celebrations with their child. While school and parish will seek to encourage and support the children in their sacramental lives, it is the responsibility of the parents to provide opportunities for their children to participate in the Sunday Eucharist and to celebrate Reconciliation at the appropriate times in their lives.

### **Other Faiths and Religions**

Each class is assigned a faith/religion which is taught across the year, following a progression document.

In EYFS: children are given opportunities to begin to learn about Islam through units linked to Prayer, Places of Worship and a festival Diwali /Eid/Holi (*dependent upon the calendar*).

On a rolling programme –

In Year 1 and 2: children are given opportunities to begin to learn about Hinduism, through units linked to Prayer, Places of Worship and the Festival of Holi (*if taught in foundation stage, this will be a progression of understanding, vocabulary and customs*)

Or: children are given opportunities to begin to learn about Judaism, through units linked to Prayer, Places of Worship and the Festival of Sukkot

In Year 3 and 4: children are given opportunities to build on their learning from EYFS about Islam, through units linked to Prayer & Places of Worship, Life at Home and various festivals.

Or: children are given opportunities to build on their learning from Year 2 about Judaism, through units linked to Prayer & Places of Worship, Life at Home and the Festival of Yom Kippur

In Year 5 and 6: children are given opportunities to build on their learning from Year 1 about Hinduism, through units linked to Key Figures, Sacred Scripture and Life at Home

Or: children are given opportunities to build an understanding of Sikhism, through units linked to Key Figures, Sacred Scripture and Life at Home

Enrichment activities in each year group are planned to enhance the knowledge and skills needed in understanding the religion. This may take the form of an educational visit, workshop or guest speaker in school, this; these lessons are also linked to British Values

## **The Catholic Curriculum**

Christ is at the centre of the curriculum and this is reflected through the carefully planned teaching and learning. Each half term, there is a specific focus on a Catholic Social Teaching principle which allows pupils to develop an in-depth understanding of what each principle is and how this can be lived out. Alongside this, the teaching of our faith has also been weaved into all curriculum areas through careful consideration and planning by subject leaders. Subject leaders work alongside the RE lead to look for opportunities in which these links can be purposefully taught in relation to their specific subject area. Pupils are actively encouraged to respond to the demands of Catholic Social Teaching, supporting those in need locally, nationally and globally. They are given regular opportunities to embrace their responsibility to care for our common home and serve those in need.

As followers of Christ, we must respect ourselves and others and this is reflected in our Relationships and Health Education Policy (RHE). This follows the recommendations and teaching materials of the Diocese (see RHE policy).

### **Planning:**

#### **Long-Term Planning**

Long-term planning is the responsibility of the RE leader indicating which units are to be taught, when and for how long. Each year this is updated and shows important dates, assessment points and events for each term. The long-term planning grid is given to all teachers at the start of each academic year.

#### **Medium-term Planning**

Medium planning is completed by all class teachers and follows the Diocesan curriculum strategy provided by '*Learning and Growing as the People of God.*'

#### **Short-term Planning**

The short-term plans are completed following the medium-term unit plans. They are the responsibility of the class teacher and each unit should be planned for in advance of the teaching. The short term plan shows how a sequence of lessons builds up within a unit of work. They identify opportunities for recap, support and

challenge. The master copies of the short-term plans are found on SharePoint. These are monitored by the RE leader on termly basis.

### **Equal Opportunities**

The staff actively seeks to enact Our Lord's wish, 'Let the children come to me'. All children will have access to either catechetical formation or Religious Education regardless of race, gender or ability. This education will be in accordance with the rites and practices of the Catholic Church.

The school seeks to raise awareness and celebrate world cultures, especially those of the children who are part of the school community. Pupils are expected to have a developing awareness of other faiths and a positive attitude towards them.

Each child will have activities and tasks appropriate to their ability. Adaptive teaching will be identified in short term planning documents.

Careful attention is given to the subject of family relationships e.g. one parent families, a non-Catholic parent, different cultural backgrounds etc.

Lessons and activities from '*Learning and Growing as the People of God*' should be planned and adapted effectively to allow children to work at their own ability level, including extending the most able. To ensure all children can access the curriculum, support and scaffolding may be needed at times for certain children to achieve their full potential. This may be through first quality teaching, pre-teaching or overlearn strategies, alternative ways of recording, adult support etc.

Resources are available in school, which address a variety of aspects such as age and ability. We also recognise as a school community that everyone is at different points on their spiritual journey.

Materials are available for adults at times of Sacramental Preparation, which hope to make all parents, regardless of their own faith journey, comfortable with that which their child may be making.

We celebrate key stage and class Masses and liturgy as well as whole school, recognising and celebrating the difference in age and comprehension found within our community.

## **Feedback**

Effective feedback is an essential means of supporting and developing children's religious understanding and learning. Effective feedback is:




- Supportive and encouraging – supporting the learner's self-esteem.
- Specific in that it informs the child what they have done well.
- Specific in providing guidance on how to improve.
- An opportunity to further the children's thinking through challenge/extension.

## **Feedback procedure**

- Adults writing to be neat and legible and in the cursive style appropriate to the year group.
- Black pen should be used by staff; green pen used by the children to respond in Ks2.
- Feedback will take place with the child during the lesson by the adult or peers in the room. This in the moment, immediate feedback, during the lesson, provides instant feedback for the child and is designed to move their learning on in real time - "live feedback". This is the most influential means of feedback especially for younger learners. This verbal feedback will be indicated by the use of PC written in the margin. It may be used when a child has a misconception, has made a simple error or needs to deepen their response.
- Lessons will have a pre-planned developmental task (AT2/3 focus). These may be taken from the 'Diocesan Age Related Standards for Primary' document. These will be incorporated into the lesson where appropriate and supported by the teacher through whole class teaching.
- The teacher will question further to deepen understanding where appropriate. Any further extension is to be responded to by the child using green pen.
- Any additional response that is required is indicated by the use of symbols in the children's books. These are shown in the table below.
- Children should use these tasks as an opportunity to link responses to prior learning.

- Subject specific spellings will be corrected e.g. God, Jesus, miracle, parable etc. This includes errors with non-capitalisation of words such as: God, Heaven etc.

**Feedback symbols**

	Make a link (scripture, religious artefact, Catholic Social Teaching principle)
	Give an example of someone who has lived this out.
	How can you live this out?

The ‘deepening mats’ may be used by children to support their responses.

**Assessment, Recording and Reporting:**

Assessment of pupils will be undertaken in accordance with the wishes of the Bishops’ Conference.

The monitoring and Assessment Focus follows a four-year rolling programme set by the Diocesan Education Service on the following themes: The Liturgical Year, Scripture, The Sacraments and Living as Christians. End of unit assessments are carried out by class teachers three times a year as identified in the assessment schedule. RE leaders quality assure the assessment through the moderation of a small number of children’s’ work.

Class teachers will have a termly pupil progress meeting with the RE lead to assess the whole class in the three focus units following the RAG rating on the Excel sheet.

Evidence obtained from children's class work will also be used to form the basis for assessments. This will be used in conjunction with discussion, display work, pupil voice and where appropriate formal testing.

Questioning of pupils in an open-ended way will also be seen as a contributory factor in assessing both knowledge and understanding, and pupil ability to retain knowledge over time.

### **Age Related Standards:**

In addition, one child is chosen each academic year to assess their work for every unit against National Attainment Targets. Assessment sheets for this child are kept within the child's book. At the end of the year, staff are to assess what is referred to in school as the 'focused child' using one of the phrases: has not met the standard, is working within the standard, has met the standard.

### **Reporting to Parents:**

Teachers discuss children's work and progress in relation to RE through three parents' evenings. All parents receive an end of year written report that prioritises RE appropriately.

### **Monitoring and Evaluation:**

The RE leader and members of SLT will monitor work through lesson visits, learning walks, book scrutinies. Learning walks and pupil voice alongside pupil work take place regularly in line with the monitoring schedule. All monitoring feedback is reported to governors through link governor meetings and through the Principal's report. Feedback to staff is given within staff meetings and good practice is discussed and shared.

At Our Lady of Grace, whilst we believe that academic rigour is as necessary in RE as in any subject, this should not negate spiritual and emotional development and learning which are not always possible to assess using formal methods, but are an integral part of Religious Education.

### **RE Resources:**

Resources are available in a variety of media in order to deliver a broad and balanced Religious Education curriculum throughout the school.

All bibles, books and other materials are accessible either in class in the bible store cupboard or school libraries.

The Religious Education leader provides INSET opportunities for staff and governors.

Early Career Teachers and new staff to the school are encouraged to participate in all induction courses offered by the Diocese and collegiate. Information from courses offered by various providers is disseminated in full to all members of staff.

Governors are committed to ensuring that there are sufficient, quality resources to meet the breadth of the RE curriculum. Priorities for new resources are identified in the School Improvement Plan and are purchased accordingly.

Pupils are encouraged to look after resources and in particular handle bibles carefully and with respect.

Bibles are on display in every classroom, with appropriate class sets throughout the school.

There are visits and retreats to support sacramental programmes (One Life Music retreat, Alton Castle, St Chad's Cathedral) and work on other faiths (visiting Mosques, Synagogues and Gurdwaras).

### **RE Displays:**

In order to highlight the importance of RE and the Catholic ethos of Our Lady of Grace, displays of a religious nature should be evident in each classroom throughout the year. Similarly, whole school displays at appropriate times of the year will reflect the liturgical season or a particular theme with the school entrance, corridors or hall.

Each classroom and the school hall should have a prominent religious focus point. This prayer area should have a prayer area cloth reflecting the Liturgical year, a crucifix and a Bible. The prayer areas should include pupils' work, artefacts and prayers appropriate to the liturgical season. Pupil Prayer Leaders in each class help support this. Pictures of the Pope and the Archbishop are displayed and each class should display their Big Class Faith Book that supports their RE learning and reflects Class Liturgy, prayer and contribution to the Mission.

### **Links with Parents and the Parish Community:**

We recognise and value the vital role of parents as the first educators of their children. Parents are supported in understanding how they can develop their child's spiritual growth, learning and understanding by encouraging a partnership of collaboration between home, parish and school.

Parents, carers or member of the wider community are invited to attend Mass and other events in church or in school. The dates are published in the church bulletin, on the school website and in the school newsletter.

The school, parish and our families work together during parish events which occur throughout the year.

The school retains links with local, national and worldwide charities; Catholic and Non-Catholic, including CAFOD, Fr Hudson's, the Good Shepherd Ministry, Careful checks are made, however, that any charities supported are sympathetic to or compatible to the Catholic Faith.

Children are encouraged to take charge of organising fund-raising activities each year such as the selling of poppies.

### **The Role of the Principal/Head of School:**

- Ensure that religious provision within the school meets the criteria laid down in the Instrument of Government;
- Ensure that Religious Education receives parity of finance, planning, curriculum allocation and resources as that of other core curriculum subjects;
- Make provision for the equivalent of at least one in-service training day to be allocated to staff development within Religious Education;
- Ensure that Religious Education is a feature of the whole curriculum within Our Lady of Grace and is not restricted to explicit lessons.

### **The Role of the RE Leader:**

- To liaise with the Principal, governors, link governor, Parish Priest and other laity regarding Masses, services, Sacraments and other significant events within the church calendar, where the school is involved.
- To ensure the celebration of the Church's Liturgical Year is upheld in school.
- To provide teaching and support staff with the specific knowledge and understanding of the Catholic Faith in order to ensure accurate and confident delivery of the doctrine.
- To monitor and evaluate the subject closely, through learning environment walks, book scans, pupil interviews, monitoring of planning and planned lesson observations.
- To consult with staff on the planning and delivery of the units of work when necessary, providing guidance and support to ensure high quality learning and teaching.
- To induct and train staff in the effective assessment of RE.
- To liaise with other SLT to monitor the quality of opportunities and activities provided for the children and the levels of achievement attained in relation to national standards and similar Catholic schools.
- To liaise with the Principal to plan and timetable assemblies, hymn practices, class prayer services and Masses on a termly basis.
- To liaise with the Principal to provide parents with information for their child's sacramental preparations and on the delivery and content of RHE.
- To liaise with the Principal to update the RE section of the school website on a regular basis
- To order and allocate resources to classes and the central resource area within budgetary restrictions
- To highlight key areas of learning and experience through the policy document, action planning and the units of work
- To keep up to date with diocesan advice and to ensure that provisions in RE is compliant with curriculum directory and Bishop's directives.
- To audit resources, materials and equipment annually and to ensure permanent resources are respected and returned, to ensure easy access for all staff.

**The Role of all other teachers of Religious Education:**

- Ensure that the aims of each unit within the scheme are planned and delivered within their particular year group through whichever methods are deemed appropriate;
- Ensure that they are conversant with the teacher's handbook for their unit and understand their stage within the continuum of the scheme;
- Support and encourage all pupils in their relationship with God the Father;
- Make provision for some form of Religious Education across the curriculum, making links with Catholic Social Teachings and prior learning where appropriate;
- Provide a religious focal point within their classroom;
- Provide opportunities for children to learn and use the formal prayers specified in the Prayer & Liturgy Policy, the scheme and pupil prayer book.

### **Health & Safety:**

At all times, children will be taught how to care for and handle equipment and media safely and with the utmost respect. When working with tools, equipment and materials in RE lessons or on visits, pupils will be taught about hazards, risk and risk control. During RE lessons and Collective Worship, all staff will assess risks when it comes to their prayer areas and the use of candles. Children will know of these risks and how to stay safe. All prayer area cloths are sprayed with a flame-retardant spray regularly. When candles are used, they are in full view of the teacher as part of the risk management.

### **Legal Right of Withdrawal:**

Schools in England and Wales must ensure that religious education is provided as part of the school's basic curriculum. In Catholic schools this is done in accordance with the teachings, doctrines, discipline and norms of the Catholic Church. Academies in England are required by their funding agreement and Articles of Association to comply with similar requirements. Similarly, in state funded schools in England and Wales are required by law to take part in an act of collective worship on each school day. In Catholic schools this is done in accordance with the rites, practices, disciplines and liturgical norms of the Catholic Church. Parents should contact the Principal in the first instance if they are considering withdrawing their child from Religious Education and/or Collective Worship.

**Link Governor: Judith Clarke**

**Review date: May 2026**

## Appendix

### A) The RE Curriculum Coordinator

Responsibilities	Tasks that will enable you to achieve this	✓ or AFI
<b>To provide leadership and direction for religious education in the school</b>	<ul style="list-style-type: none"> <li>• Having subject knowledge of:-               <ol style="list-style-type: none"> <li>a) the scope and sequence of the Diocesan Strategy ‘Learning and Growing as the People of God’</li> <li>b) the scope and sequence of the national Curriculum Directory</li> <li>c) National Levels of Attainment in RE</li> </ol> </li> <li>• Keeping up to date with new initiatives through reading, attending relevant courses provided by the Diocese, participation in the SLA</li> <li>• Reporting to SMT, Governors</li> </ul>	
<b>To support, guide and motivate those teaching RE</b>	<ul style="list-style-type: none"> <li>• Ensuring RE is seen as an enjoyable subject to teach and to learn</li> <li>• Providing policy guidelines which make clear to the class teacher the expectations for planning, delivery and assessment of RE</li> <li>• Updating and reviewing said policies in time specified</li> <li>• Providing additional support for NQT’s and those new to the school and diocese</li> <li>• Providing additional support for non-Catholic teachers</li> <li>• Leading INSET sessions for staff</li> <li>• Ensuring staff have access to CPD in RE</li> <li>• Providing feedback to staff about local, Diocesan and National developments in RE</li> </ul>	
<b>To monitor and evaluate the effectiveness</b>	<ul style="list-style-type: none"> <li>• Ensuring monitoring schedule in place with Strategy focus identified</li> </ul>	

<p><b>of teaching and learning</b></p>	<ul style="list-style-type: none"> <li>• Completing a range of monitoring activities which include:- Book Trawl Lesson Observations Pupil Interviews Monitoring of assessment (baseline and end of unit assessment sheets) Monitoring of planning Learning Walk</li> <li>• Gathering views about teaching and learning of RE (children, staff, SMT)</li> <li>• Analysing the above activities to identify strengths, areas for development and areas of concern which are subsequently addressed</li> </ul>	
<p><b>To secure high standards of teaching and learning</b></p>	<ul style="list-style-type: none"> <li>• Providing model lessons, model planning and assessment (assessment for learning and assessment of learning)</li> <li>• Providing clear guidelines and expectations via policy and scheme of work</li> <li>• Providing a range of resources to aid delivery of the curriculum</li> </ul>	
<p><b>To identify priorities and targets for RE and contribute to the school development plan</b></p>	<ul style="list-style-type: none"> <li>• Completing an annual Action Plan for RE which is informing the SDP/SIP</li> <li>• Providing evaluative evidence and information for Section 48 SEF particularly Sections 1 (attainment in RE on entry), 3: Achievement and Standards, 4: Quality of Provision</li> <li>• Analysing evaluations about teaching and learning of RE</li> <li>• Providing a detailed spending plan based on the budget allocated (and linked to monitoring and assessment focus)</li> </ul>	

**B) Sacramental Education**

<b>Responsibilities</b>	<b>Tasks that will enable you to achieve this</b>	<b>✓ or AFI</b>
<b>To provide leadership and direction for Sacramental Education in the school</b>	<ul style="list-style-type: none"> <li>• Having subject knowledge and understanding of:-               <ol style="list-style-type: none"> <li>a) the scope and sequence of the sacramental elements of the Diocesan Strategy ‘Learning and Growing as the People of God’</li> <li>b) the links with the parish</li> </ol> </li> <li>• Liaising and working in partnership with the parish priest, catechists, parents and parish</li> </ul>	
<b>To support, guide and motivate those leading Sacramental Education</b>	<ul style="list-style-type: none"> <li>• Ensuring that there is a Sacramental focus for each year group</li> <li>• Providing policy guidelines which make clear to the class teacher the expectations for the planning and delivery of the Sacramental elements of the Diocesan strategy</li> <li>• Providing additional support for Y3 and Y6 teachers (or those classes receiving the Sacraments)</li> <li>• Leading INSET sessions for staff</li> <li>• Ensuring staff have access to CPD</li> <li>• Providing a range of artefacts and resources to support the sacramental programme</li> <li>• Working closely with Parish Priest, catechists to provide a programme which involves the parents and parish</li> </ul>	
<b>To monitor and evaluate the effectiveness of Sacramental Education</b>	<ul style="list-style-type: none"> <li>• Gathering the views of participants in Sacramental Preparation Programmes (children, parents, teachers, catechists, priest)</li> <li>• Monitoring of the Diocesan Strategy (when Sacraments is the focus)</li> </ul>	

<p><b>To secure high standards of Sacramental Education</b></p>	<ul style="list-style-type: none"> <li>• Providing a comprehensive outline of the Sacramental Programmes</li> <li>• Providing a range of artefacts, resources and experiences to enable teachers/catechists to deliver the Sacramental Programme</li> <li>• Providing opportunities which include all those involved in the Sacramental Programme</li> </ul>	
<p><b>To identify priorities and targets for Sacramental Education and contribute to the school development plan</b></p>	<ul style="list-style-type: none"> <li>• Completing an Action plan for Sacramental Education which is informing the SDP/SIP</li> <li>• Providing evaluative evidence and information for the Section 48 SEF particularly Section 4: Quality of Provision</li> </ul>	

### C) Prayer and Collective Worship

<p><b>Responsibilities</b></p>	<p><b>Tasks that will enable you to achieve this</b></p>	<p><b>✓ or AFI</b></p>
<p><b>To provide leadership and direction for Prayer and Collective Worship in the school</b></p>	<ul style="list-style-type: none"> <li>• Having subject knowledge and understanding of:-               <ul style="list-style-type: none"> <li>a) the nature of prayer, liturgy and Collective worship</li> <li>b) of the Liturgical Year of the Church and its impact upon prayer</li> <li>c) of the scope and sequence of the Diocesan strategy and the opportunities for prayer within it</li> </ul> </li> <li>• Keeping up to date with the prayer life of the Church (e.g. Year of St. Paul, Parish Day of Prayer)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Reporting to SMT, Governors</li> </ul>	
<p><b>To support, guide and motivate those leading Prayer and Collective Worship</b></p>	<ul style="list-style-type: none"> <li>• Ensuring that prayer is seen as central to the life of the school</li> <li>• Providing opportunities for staff to bear witness</li> <li>• Providing guidelines which make clear to all the expectations for the planning and delivery of prayer and collective worship throughout the year</li> <li>• Providing a range of artefacts and resources to support prayer</li> <li>• Leading INSET sessions for staff</li> <li>• Ensuring staff have access to CPD</li> <li>• Providing opportunities for staff prayer and reflection</li> </ul>	
<p><b>To monitor and evaluate the effectiveness of Prayer and Collective Worship</b></p>	<ul style="list-style-type: none"> <li>• Auditing of prayer (current practice)</li> <li>• Monitoring of prayer in planning and in children’s work</li> <li>• Monitoring a range of prayer activities</li> <li>• Monitor of prayer focus’ throughout the school via Learning Walk</li> <li>• Gathering views about the range and quality of Prayer and Collective Worship (children, staff, governors, priest)</li> <li>• Evaluating the above to identify strengths, areas for development and areas of concern which are subsequently acted upon</li> </ul>	
<p><b>To secure high standards of Prayer and Collective Worship</b></p>	<ul style="list-style-type: none"> <li>• Modelling a range of prayer activities</li> <li>• Providing a range of artefacts and resources to enable teachers/LSA to create prayerful spaces throughout the school</li> <li>• Providing a range of artefacts and resources to be used in prayer and collective worship</li> <li>• Providing a range of opportunities for prayerful experiences throughout the year</li> <li>• Providing opportunities to include the whole school community in the prayer</li> </ul>	

	life of the school (parents, governors, parish)	
<b>To identify priorities and targets for Prayer and Collective Worship and contribute to the school development plan</b>	<ul style="list-style-type: none"> <li>• Completing an Action plan for Prayer and Collective Worship which is informing the SDP/SIP</li> <li>• Providing evaluative evidence and information for the Section 48 SEF particularly Section 6: Collective Worship</li> </ul>	