



RE Handbook

Governors are kept informed of pertinent legislation changes and ISI updates through the Curriculum sub-Committee reports.

Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

Version Control

Governor Co-ordination:	
Approved by Governors:	
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Runnymede St Edward's School: Mission Statement

'Inspire, Challenge, Support through Faith'

Children's Mission:

Into your hands Lord, we put each day
all that we do and all that we say

Child Protection Statement:

'Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.'

School Aims:

Faith

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

Individual Opportunities for Learning and Growth

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

Relationships

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

School and Wider Community

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

For a detailed School Mission Statement please refer to the Mission Statement page of our website

RE Handbook

Reviewed: Summer 2017

Review Date: Summer 2018



The Aims of Religious Education

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

The aims of religious education at Runnymede, St Edward's School

Are to promote:

- knowledge and understanding of Catholic faith and life;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- the skills required to engage in examination of and reflection upon religious belief and practice;

Our aim in the following beliefs and values studied in Catholic religious education is to inspire and draw together every aspect of the life of a Catholic school.

The objectives of Religious Education in Runnymede, St Edward's are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church and of the central beliefs which Catholics hold; to be inspired by the spirit of Blessed Edmund Rice and understand the impact of this in their choices in life,
- to offer a sense of worth through belonging to a caring and supportive community,
- to encourage, study, investigation, creativity and reflection by the pupils they can use now and in lifelong learning,
- to develop appropriate skills; respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious

commitment in everyday life and especially the challenge of living in a multi-cultural multi-faith society.

The Religious Education Programme

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

Overview of Content

'Come and See' is developed through three themes based on documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are:

Church - Community of Faith

Sacraments - Celebration in ritual

Christian Living - Way of life

Church

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

1. AUTUMN-My story~ my family ~Domestic church.

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

2. SPRING– Our story~ local Community~ Local Church

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

3. SUMMER– The story~ the world wide community ~ Universal Church.

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

Sacrament

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

1. AUTUMN – Belonging ~ born into Christ's life. Following on from an understanding of

belonging to a family the theme of **Baptism** introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthened by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.' At key stage 2 children will learn about the Sacrament of **Confirmation**, where by the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of **Ordination** for the service of the Church and the Sacrament of **Marriage**, perfecting the human love of wife and husband.

- 2. SPRING** – Relating ~ God's love in our lives~ **Eucharist**. In the Spring time after learning about the local Church community, the Sacrament of the **Eucharist** is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of Come and See; it is at the heart of Christ nourishing his people.
- 3. SUMMER** – inter-relating~ service to the community ~ Reconciliation. The Sacrament of Reconciliation forms part of the work of the summertime when there an opportunity to learn about the joy and challenge of relationships and God's love and mercy celebrated in this sacrament. At key stage 2, children will learn about the Sacrament of the Anointing of the Sick, which strengthens, forgives and unites the ailing person more closely to Christ.

Christian Living

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

- 1. AUTUMN**– loving– celebrating life– **Advent Christmas**.
The **Advent– Christmas** theme considers the gift of God's love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. 'The Word became flesh so that we might know God's love.'
- 2. SPRING**– giving– the cost of life.
In the Spring season Lent **and Easter** are explored, Jesus' love for human kind knows no limit. Jesus offered his life and gave an example of giving as a way of life. 'Easter is not simply one feast among others, but the feast of feasts.'

'The Resurrection... remains at the very heart of the mystery of faith as something which transcends and surpasses history.'
- 3. SUMMER**– serving in love– feasts to celebrate– Pentecost.
The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. 'In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.'

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

The themes of each season

AUTUMN

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

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

SPRING

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

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

SUMMER

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

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

THE PROCESS

KNOWLEDGE/UNDERSTANDING/SKILLS/ATTITUDES

The process for delivering the topics in '*Come and See*' has three stages – *Explore, Reveal* and *Respond* which enable pupils to develop knowledge, understanding, skills and attitudes. Curriculum RE is regarded as an academic discipline taught with the same demands and rigour as the other disciplines. 'It should underpin, activate, develop and complete the educational and catechetical activity of the whole school.'

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation who comes to meet us and our **response** of faith. This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal**

and **Respond. The Word who is life**– this is our subject.

Explore: This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

Reveal: This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

Respond: This is where the learning is assimilated, celebrated and responded to in daily life.

EXPLORE

The teacher helps the children to begin to look at and focus on the experience within their own lives– concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

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

Religious Education learns from evangelisation and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God's revelation.

Religious Education Curriculum Directory 2012

EXPLORE will take **one week** of Religious Education time to complete.

REVEAL

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;

- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

REVEAL will take **two weeks** of Religious Education time to complete.

RESPOND

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration.

Below offers guidance as to content of the celebration:

- i) consider how the children will begin the celebration.
- ii) Some scripture read or enacted
- iii) How will the children respond to all they have heard
- iv) How will the children take away the message?

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

RESPOND will take **one week** of Religious Education time to complete.

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

4. THE APPROACH CHOSEN

At Runnymede, St Edward's we have implemented 'Come and See' using the whole school approach. This means the whole school will explore the same theme through different topics.

Foundation stage approach

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

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

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

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

In years 1 to 6

The structure within both **Explore** and **Reveal** from years 1 to 6 comprises of the following sections:

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

The **Respond** structure is the same for Foundation stage as well as Key stages 1 and 2. This is the opportunity for children to respond to what they know and understand by three means.

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

Other Faith

Vatican II called Catholics to be committed to respecting people of other faiths and to recognise that God is at work in them.

In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so misunderstandings can be overcome at an early age.

Each autumn term, one week will be given over to the study of Judaism since Christians and Jews have a common heritage. In the summer term, another faith will be studied-either Islam, Hinduism or Sikhism. We follow the recommended approach and teaching material for other faiths provided in 'Come and See'.

PLANNING

Long term planning – (School leadership and management responsibility)

The Bishops' require 10% of the taught time for religious education. This usually means 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section) hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week.

The themes and topics framework sets out the programme for the year. (See Scheme Grids)

Medium term planning – (RE coordinator)

The overall responsibility for medium term planning lies with the religious education subject leader – dates, topics, other faith, and allocation of time for the stages.

It is essential for the understanding of the topic that teachers reflect on the **theme pages, *Come and See for Yourself*** at the start of each topic. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year phase groups or Key Stages.

The **overview**, which is the medium time plan, is to be found at the start of each topic. A copy of this is on the ***Come and See website*** so that teachers can adapt it to the needs of their class. Guidance is also on the LACE website.

Short term planning

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the diocese. The material for this planning will be found on the topic pages. (See also Pointers for planning, LACE)

Differentiation

As with all other areas of the curriculum the purpose of differentiation in religious education is:

- To enable children to succeed in the set task or activity and to challenge them to take the next step in learning;
- to challenge children to be self-motivated and to take responsibility for their own learning;
- to enable children to recognise and celebrate their achievement;

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.

Assessment

Assessment is focused by the overall aims and objectives of Religious Education. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in Here I Am emphasises a wide range of achievement.

In our school it involves:

Informal Assessment

- General observation of children engaged in classroom tasks and activities.
- Observation of contributions made to classroom displays and preparation for collective worships.
- Review: end of task, activity, lesson, topic
- Marking of more formal written work
- Mind mapping at the beginning of topics

A note is kept on planning on those children who are achieving above or below expectations.

Formal Assessment

- Is by regular, informed judgements on a wide variety of evidence against broad criteria, which allows pupils to respond at different levels. This is integral to short-term planning for each topic.
- Systematic planning ensures every pupil is assessed formally at least once a term.
- Assessment tasks are completed on one topic per term.
- Learning outcomes and learning objectives are used as a guide to enable teachers to assess. Expectations

In each topic, teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for other curriculum subjects, these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of differentiation, assessment, recording and reporting.

Attainment targets

Each child has an attainment target sheet which is started in the Foundation stage. Using a given colour each year group completes either visited or understood according to the children's attainment.

These sheets are completed at the end of each formally assessed topic, every year throughout the children's life at Runnymede St Edward's School and will then be passed on to their appropriate secondary school in line with the CES guidelines. Levels are discussed and moderated termly. (Attainment sheet on CRL and LACE website)

Recording

Recording provides evidence of and celebrates the individual's achievements. It involves pupil self-assessment and progress in dialogue with the teacher

This can take many forms:

- Notes from observations – made on planning
- Comments written on pupil's work; and may include pupil involvement.
- Outcomes of tasks; as individuals or groups
- Portfolios – containing a selection of work indicating the understanding and achievement of a pupil. This takes the form of a child's book, a school/class portfolio, visual evidence, photographs of dance, drama, celebrations.
- Pupils self-assessment
- Formal assessment
- Mind mapping



Reporting

Reporting in Religious Education in Runnymede St Edward's School is a natural part of teaching and integral to the learning process.

There are four dimensions to reporting in Religious Education.

1. Reporting provides feedback to pupils on their achievements and progress through
 - a. Informal discussion with pupils;
 - b. Regular and constructive marking of pupil's work;
 - c. Compilation of pupil profiles;
2. Reporting informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
 - a. Summative records
 - b. Pupil profiles
 - c. Summary records of work covered
3. Reporting informs parents of the progress and achievement of their children through:
 - a. Pupil, parent and teacher discussion
 - b. Written reports on specific knowledge, skills and understanding
 - c. Religious Education Collective Worship
 - d. Displays of work
 - e. Photographic records of dance, drama and musical presentations
4. Reporting informs parents, governors and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils through:
 - a. RE handbook
 - b. Governors report to parents
 - c. RE action plan
 - d. Religious Education Collective Worship
 - e. Photographic records of dance, drama and musical presentations.
 - f. Displays of work
 - g. Come and See, newsletter at the beginning of each term
 - h. Runnymede News and website
 - i. Monthly Head Teacher's letter to parents

j. Parent Mail



Monitoring/Evaluation of Teaching

Religious Education at Runnymede is reviewed and evaluated and monitored annually school MES programme and LACE guideline booklet.

- Observation of class teaching and collective worships
- Timetables
- Looking at children's work
- Observing displays
- Auditing resources
- Looking at planning of teachers
- Marking in line with school policy

Evaluation of Learning

Children at Runnymede are enabled to evaluate their own learning as well as it being evaluated by staff.

- Discussing work with class teacher
- Allowing time for Remembering
- Bringing work together to share
- Selecting work which is suitable for collective Worship, Rejoice art display
- Creating opportunities for prayer and reflection
- Asking specific questions to discover what learning objectives have been achieved
- Using work, display as prompts
- Using summaries to recognise if learning has taken place
- Acknowledging that they have new knowledge, insight, skill or attitude
- Evaluating the topic
- Identifying ways of applying this in life
- Choosing work for profile.

Staff Development

- RE in-service – RE co-ordinator has attended all RE co-ordinator days, topic days, assessment day, CAFOD day, updates of 'Come and See' meetings.

- NQT teachers attended topic days and induction days. Christian Brothers' schools induction. School supports with CCRS.
 - Head teacher attended several retreats through CBs, LACE.
 - New Governor for RE attended governors' training and other courses at LACE
 - Head and Chair attend CB meetings in Ireland
 - RE co-ordinator has run sessions on
- Come and See
 - Moderating levels/context sheets/recording data
 - Collective Worship-how to improve class CW
 - Planning-updates and information put on to the CRL
 - Assessment-PP on CRL
 - Prayer and Reflections- regular posters and reminders of possibilities
 - Attainment targets-whole school data looked at on staff days.

Staff training is by request to the Head Teacher and he makes arrangements. Staff development has also included:

- Curriculum liturgies,
- Celebrations including Holy Mass at school,
- Carol services and links with Christian Brothers' Schools.
- Mission and aims
- SED discussion
- Organising special liturgies and supporting staff at various times
- Passing on information
- Insets – moderation sessions and staff reflection time.

The Head is responsible for welcoming, co-ordinating and initiating school policies and timetables. Curriculum co-ordinator is responsible for subject policies and schemes. Each curriculum co-ordinator is responsible for supporting staff and helping with implementation of schemes.

There is a Staff Handbook, which is given to all members of staff, teaching and non-teaching. Copy of the 'Come and See' programme, Schedule of topics and themes, meeting on how to plan, assess etc. Guidance on Collective Worship.

The Head is responsible for all new members of staff. NQT follow a programme of development monitored by the Head. All these methods will cover supply and temporary teachers and student placements.

Staff Communication

At Runnymede, there are both formal and informal methods of communication:

- Staff meetings – for distribution of written and verbal information
- Notice board in staff room
- Approaching RE co-ordinator for help and advice
- Annual review with Head teacher
- Morning briefing at 8.30 once a week
- School intranet, emailing.
- Memos – pigeon holes in staff room

Resources – Teaching Staff Members

STAFF	YEAR GROUP	QUALIFICATIONS	RESPONSIBILITY
SMT:			
Bradley Lavagna-Slater	All	BA,H.Dip.Ed NPQH	Head Teacher; Safeguarding Lead
Bernadette O'Keeffe	Y6 sets; Y1-Y4 intervention	BA (Hons), PGCE, CTC	Expressive Arts Coordinator; LDD/SENCO; R.E. Coordinator
Joseph Quilty	2	BA (Hons) with PE	Geography Coordinator; PE Coordinator; KS2 Coordinator
Philip Osborne	Y5 Sets; Y1-6 ICT & Computing	B.Ed(Hons) Maths; Cert HE Orthoptics	ICT & Computing Coordinator; Science Coordinator; Behaviour Management; Deputy Safeguarding Lead; Student Mentor Liaison; New staff / student induction; Equal Opportunities
Paul Halligan	5	B.A(Hons) PGCE; CTC; Advanced Cert.TEFL	Class Teacher; Maths Coordinator
Katie Mannion	4	B.A(Hons)	Class teacher; History Coordinator
Julia Whittle	1	B.Ed(Hons)	Class Teacher; Art Coordinator; Design & Technology Coordinator
Janet Brown	Foundation Stage - Preschool	BA (Hons) in Inclusive Ed. & QTS	Class teacher Deputy; PSHE & Citizenship
Angela Farmer	Foundation Stage - Reception	BA (Hons) QTS; Food handling / Hygeine	Class Teacher; Foundation Stage Coordinator; Early Years Safeguarding
Stephanie Brophy	3	BA (Hons) English; PGCE; CCRS	Class Teacher; SENDCo
Helen Dykeaylen	6	B.Ed(Hons)	Class Teacher; Enligh Coordinator; Gifted & Talented Coordinator
Nash Van Flute	All	BA Eng Lang & French; QTS; CTC	MFL Coordinator
Robert Cruise	3	BA (Hons), MA, PGCE, NPQH, CCRE	Class Teacher – maternity cover
Laura Jones	Preschool	NVQ Level 3 Childcare	Preschool Teaching Assistant
Heather Whelan		NNEB	Teaching Assistant
Gail Jones		NNEB	Teaching Assistant
Patricia Robinson		NNEB	Teaching Assistant
Sophie Baday	Reception	Level 1&2 Childcare; Level 5 Foundation Degree, BA (Hons)	Teaching Assistant
Kathryn Summers	All	LLB (Hons) Law Degree, PGCE	Teacher in charge of Music
Sue Gainford	6	NVQ Level 2 Support in School	1:1 SUPPORT
Dr Chris McElroy		PhD Theology and Religious Studies	Director of Cathedral Music

Resources – Teaching

Resources are stored in classrooms / Prayer Room

They are freely available at any time and specific resources can be obtained from RE Co-ordinator if requested.

The RE Co-ordinator is responsible for general resources but specific class resources are the responsibility of the class teacher.

Teaching Resources

Come and See website

God's story 1, 2 or 3 (appropriate to age group)

CD ROM

Church's Story

All resources on the CRL as information and backup

Good News Bibles

John Burland CD

Reflective Music

Candles

Focus for Prayer- shells, models, artefacts and statues.

Wide selection of books relating to the Come and See topics

Selection of books for collective worship ideas

Selection of books on reflections and spirituality

Selection of hymnals

Resource boxes on other faiths

Resource boxes on the Sacraments

Resources for charities

Posters

Relationship of RE with the whole curriculum

- All staff support the teaching of RE through the 'Come and See' lessons. They help to develop the Catholic life of the school through our Mission Statement and the 8 Essentials. They understand and support RE underpins our ethos at Runnymede.
 - Classes participate in an act of collective worship each day. These can be in class, phase group or whole school. Parents and Governors are invited to some collective worships, Masses, Christmas plays and carol services. Pupils use skills and talents from other areas of the curriculum to contribute to RE and are encouraged by staff.
 - Edmund Rice group involves Y6 pupil in focusing on the life of Edmund Rice and follow his ideals. They meet weekly and the focus of each meeting is a prayer and reflection. They complete a personal journey of prayer, reflection and action leading to the Edmund Rice Award. They show commitment to social justice. They use all aspects of the curriculum to bring the message of Blessed Edmund to the school community.
 - Pupils in Y4 receive the sacraments of Reconciliation and Eucharist in their various parishes. Runnymede supports with linking families to parishes and With You Always programmes. The Sacraments are covered through the Come and See Topics in school. Around the time of the feast of SS Peter and Paul, Y4 lead a special whole school CW as part of their celebration day.
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- **Collective Worship (See also Collective Worship policy)**

Runnymede St Edward's School's Collective Worship provides the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values and reinforce positive attitudes.

Runnymede St Edward's School acknowledges God's presence and love in all that we think, do and say.

We express this truth through the first act of our school day, which is one of Collective Worship either as a class, year group or departmental group. Our afternoon sessions also end with a class act of collective worship.

Collective Worship reflects the tradition of the Church. Prayer is addressed to the Father, through the Son, in the power of the Spirit.

Collective Worship in Runnymede St Edward's School helps us to

- Give glory, honour, praise and thanks to God
- Enrich our own religious experience
- Create opportunities for reflection and silent prayer
- Introduce and develop children's liturgical understanding and usage
- Develop community spirit, centred on a common ethos and shared values.
- Consider spiritual and moral issues
- Explore our own beliefs
- Develop and enrich our relationship with God

As a community rooted in faith, Collective Worship is at the very heart of our school

Collective Worship does not just belong to the beginning and the end of each day but also to be planned and unplanned, meaningful and reflective opportunities for worship throughout the day.



- **Spiritual Development (See also Spiritual and Moral Policy)**

Spiritual development has to do with questions about the mystery of life – ‘Where did I come from?’ ‘Who am I?’ and ‘Why am I here?’ as a catholic school, we believe that, answers to these and other questions in the search for meaning and purpose in life, can be found in our knowledge and belief in God.

The potential for spiritual development is open to everyone, including those children in our school from other faiths.

The ethos of Runnymede St Edward’s School, which is concerned with values we believe to be important, is expressed in our Mission Statement, which is the foundation of everything that happens within our school community. The Eight Essentials of Edmund Rice permeate the Mission of our school. (See appendix)

Our RE programme ‘Come and See’ creates many situations where spiritual development can take place. It also contains opportunities for the individual or class to reflect upon the spiritual dimension. This also happens within Collective Worship.

Spiritual development is not just confined to RE or Collective Worship, all areas of the curriculum and daily life of the school make contribution. The most obvious contributions are from music, art, literature, science and drama which, through their curriculum allow for occasions which can ‘take us’ outside of ourselves.

Opportunities for spiritual development can also arise out of the unplanned. Staff at Runnymede St Edward’s School, are sympathetic to news and events of sadness, joy or wonder which can happen at an individual, local, national or worldwide level, for reflection on a personal level.

In order to develop Spiritual Development, Runnymede St Edward’s School will provide opportunities through the curriculum and its daily life to:

- Reflect on the meaning and purpose of life and how we respond to it.
- Develop a sense of wonder, awe, reverence and imagination through appreciation of the world, which God created.
- Develop the capacity to look beyond the physical to the transcendent
- Become aware of our uniqueness and our creation in the image of God and to realise that this brings about responsibilities
- Realise that all people are part of God’s creation and should be treated with dignity, respect and love.
- Become familiar with the life and person of Jesus and those people who have tried to initiate him in life
- Listen to how people of other faiths and traditions respond to the spiritual dimension of life.



- **Moral Development (See also Spiritual and Moral Policy)**

Moral issues involve making decisions on the basis of what is right and wrong. It promotes goodness and minimises bad choices.

Fundamental to moral development is the individual's:

- Ability and will to behave morally as a point of principle.
- Knowledge and adherence to the codes and conventions of conduct agreed by society and by the rules and guidance of one's religion.
- An appropriate response will be made which allows for reflection on a personal level.

Children need to be introduced from an early age to concepts of right and wrong so that moral behaviour becomes an instinctive way of behaving. For this reason, Runnymede St Edward's School supports the families of our children, where morality is first taught and seeks to nurture and develop the moral conscience of each child.

Like spiritual development, moral development encompasses all aspects of school life, it is not the prerogative of one subject. The knowledge and understanding essential to both spiritual and moral development, and the ability to make responsible and reasoned judgements, should be developed through all subjects of the curriculum and through the school's code of conduct.

The ethos of Runnymede St Edward's School, which reflects the values and attitudes we seek to promote is expressed in our Mission Statement, which is the foundation of our school community

Through the living out of our Mission Statement we seek to:

- Create a community where gospel values produce an atmosphere of justice and love in all aspects of school life and work.
- Develop a personal sense of morality in relation to self and others and to issues of local, national and world matters
- Making value judgements on what is right and wrong and to be responsible for the consequences of actions.

Our RE programme strongly encourages the development of moral conscience aims to promote good moral decisions through a positive and encouraging approach. It promotes the development of:

- Self-discipline
- Taking personal responsibility for ones actions
- Respecting the rights and property of others
- Being truthful
- Keeping promises

- Helping those less fortunate and weaker than ourselves

It discourages:

- Lack of respect for persons or objects
- Irresponsibility
- Dishonesty
- Deceit
- Cheating
- Bullying
- Cruelty

This policy is reviewed annually at the curriculum meeting.

Links with Parents

Runnymede by its nature has very close links with the parents. All children are delivered to school by parents so there is an opportunity to see staff before and after school most days. All staff are willing to see any parent, for any reason at any time by appointment.

- Each term a curriculum brochure is sent home, updating parents on all areas of the curriculum.
- A separate Come and See brochure is sent home, covering the three topics, their meanings, how the parents can help. Class teachers invite parents to class CW separately and other special assemblies.
- We have two formal parents evening per year
- We have three written reports per year
- Head Teacher's termly newsletter, weekly blog and twitter.
- We have numerous parent readers on a weekly basis
- We have a thriving PSA which is a social tool as well as fundraising.
- Parents assist in away fixtures, as many of our fixtures are some distance from Runnymede
- Parents assist on school visits off campus
- Runnymede News
- Recycling uniform shop
- Website



Links with Local Community

At Runnymede we are aware of our good fortune.

We encourage the children to think of others in our local and our wider community. Our charity fund-raising is excellent. We have and do support:

- SPIRITAN FATHERS
- MACMILLAN
- MARIE CURIE
- BRAIN TUMOUR CHARITY
- DEYSBROOK FARESHARE CAFÉ
- GUIDE DOGS
- ALDER HEY HOSPITAL
- NUGENT CARE SOCIETY
- BARNARDO'S
- GOOD SHEPHERD
- CAFOD
- BLESSED TANSI SCHOOL, SIERRA LEONE
- BLUE PETER
- EDMUND RICE FAMILY BEYOND 250 APPEAL
- SHOE BOX APPEAL
- ZOE'S PLACE
- REFUGEES AND ASYLUM SEEKERS
- ALDER HEY
- FOOD BANKS
- POPPY APPEAL
- TOY BANKS

All by total children involvement.

We are also linked with the Christian Brothers School – Blessed Tansi Model in Sierra Leone. We collect pennies in boxes, books and football kits to be used in Blessed Tansi. We fundraise to support larger projects as a school fence or supplies. Pupils exchange letters with Tansi children and gain information through special assemblies.

Links with Parish

As Runnymede is not a parish school it is more difficult for us to form a relationship with an individual parish. Each family is encouraged to attend their own parishes, although many do attend the Cathedral as we are one of the two Cathedral Choir Schools. Within the last 3 years we have found the support of Fr James from St Charles to be invaluable. He regularly celebrates Mass at Runnymede and distributes the Ashes at the start of Lent. St Paul's Parish in West Derby is also very supportive and we link up for Sacramental Programmes.

Through this we are working hard to maintain links with clergy and parishes.

Sacramental Preparation.

There are many parishes represented in the school and all parents are encouraged to attend their own parish and join in the rites of initiation within their parishes. Fr Darren informs all Y4 pupils by letter of the programme in St Paul's. We distribute letters from the Archdiocese and discuss any issues parents have. Parents are free to write or meet with the RE coordinator if clarification is needed.



RE is closely linked in planning and delivering with all other policies of PSHE and Citizenship, Equal Opportunities, SEN, ICT and Display and Cross Phase links. Each one supports and drives the other. RE is not taught in isolation but as an integral part of our Mission Statement as are the other subjects

RE Development/Improvement Plan/SED

Runnymede St Edward's School holds the teaching of RE at the centre of our school curriculum as a core curriculum subject. The RE co-ordinator formulates a development plan for RE in line with the School Development Plan and priorities for Religious Education. Staff discussion on the SED takes place in staff Meeting time and followed up by the Head and the RE Coordinator. The SED and policies are reviewed at the curriculum committee meeting. Minutes of this form part of the full governors meeting.

Evaluation of RE Handbook

The RE Handbook is reviewed at the curriculum meeting on an annual basis and accordingly updated.