



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Completed by:	Jan Langton and Debbie Grindrod
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Worship Policy

Our Worship strengthens and supports the Christian identity of our school, reaffirms our vision and associated values of and celebrates the central role that each child has to play in their community. Our worship reflects the variety of traditions found in the Church of England and will recognise and follow the Christian liturgical year. The daily Christian act of worship is central to our ethos and is supported by all staff and governors. It makes an important contribution to the overall spiritual, moral, social and cultural development of the whole school community.

What is Worship?

Legislation requires schools, including Voluntary Aided and Voluntary Controlled schools, to conduct daily acts of Collective Worship. However, the legislation does not define what is meant by the term ‘Collective Worship’.

“... Worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to ‘collective worship’ rather than ‘corporate worship’. (DfE Circular 1/94 para 57)

Corporate worship assumes a shared set of beliefs and values, i.e. a worshipping congregation meeting on a Sunday, where the worship is confessional and evangelistic (to spread the Christian gospel by public preaching or personal witness).

Collective worship, in recognising the collectively of all participants, can make no such assumption that all have the same beliefs and values.

Collective Worship should be:

“Appropriate to the family backgrounds of the pupils’

Worship gives pupils and school staff the opportunity to:

- Engage in an act of community
- Express praise and thanksgiving to God
- Be still and reflect
- Explore the big questions of life and respond to national events
- Foster respect and deepen spiritual awareness

- Reflect on the character of God and on the teachings of Christ through Biblical texts
- Affirm Christian values and attitudes
- Share each other's joys and challenges
- Celebrate special times in the Christian calendar

In line with the requirements of the requirements of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) schedule, we aim to ensure that collective worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.
- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

The Anglican Christian Tradition

The following are shared as Christian elements of collective worship:

- Exploring the Christian understanding of God as Father, Son and Holy Spirit
- Using the Bible for inspiration, stories and guidance
- Observing the cycle of the Church's Year – Advent, Christmas, Lent, Easter, Pentecost and Saints Days amongst ordinary days
- Learning and saying prayers from a number of sources, in particular the Lord's Prayer and the blessings in common use
- Singing a wide variety of hymns and songs from traditional to modern
- Experiencing Christian symbols in worship and reflecting on their meaning
- The use of prayer, silence and reflection

We may also use elements which are more distinctively Anglican:

- Using prayers from Common Worship
- Using Anglican sentences and responses at the beginning and end of worship

Implementation

Collective worship is planned by a variety of stakeholders including staff, pupils, the incumbent of our local church and external visitors in consultation with the collective worship leader. This act of worship can take place at any time of the school day and in any regular school grouping e.g. whole school, key stage or class. Our school plans systematically and cohesively Worship using 'Simply Collective Worship' scheme and links to our values and themes. This is adapted and changed to meet the needs of our community. This ensures that there is a shared understanding of the long and short-term planning of worship and this enables continuity. Visitors to our school are asked to read and comply with our school visitor and safeguarding policies. This should include discussing the content of any worship with a member of the senior leadership in order to ascertain its suitability for the school community. Visitors are never left alone with children as the supervision of pupils remains the responsibility of school staff.

We are mindful of the variation in personal spiritual styles and provide a range of creative opportunities including music, silence, symbolism, drama and use of IT.

Developing Worship

The school allocates part of its budget to support the daily act of collect worship. The collective worship leader attends regular professional development with Chester Diocese and accesses a wide range of resources to ensure that worship is both inspiring and engaging.

Self-assessment and Inspection

Our school regularly evaluates our acts of collective worship and the impact it has on the school and its wider community. This involves monitoring by school leaders, staff, pupils and Governors in order to grow and develop. We also welcome the contributions of parents and pupils through our open-door policy and questionnaires, which are reviewed and considered on a regular basis. These are shared with our Governors and play an integral part in developing the spiritual growth of the school. Worship is independently inspected by law under Section 48 of the Education Act 2005 in consultation with the Diocese of Canterbury (SIAMS).

The legal requirements of collective worship in Voluntary Aided and Voluntary Controlled schools.

- Be conducted in accordance with the provision of the Trust Deeds of the school and Instrument of Government and should be consistent with the beliefs and practices of the Church of England
- The Governors should ensure that all pupils each day engage meaningfully in a real act of Christian worship which is in accordance with the faith and practice of the Church
- Arrangements for collective worship, in foundation schools of a religious character, are the responsibility of the Governors, after consulting with the Headteacher (DfE Circular 1/94 para 52 & 53)
- All acts of worship in Church schools must be Christian in character (based on Biblical teachings)

All registered pupils (apart from those whose parents exercise the right to withdraw) must on 'each school day take part in an act of collective worship'

Parental Withdrawal

Worship is regarded as special time which wholly reflects our ethos as a church school. It is an inclusive opportunity for those of all faiths and none. We respect the right of parents to withdraw their child/children from acts of collective worship. However, as collective worship is central to our ethos, we would appreciate the opportunity to discuss this decision with parents.

NATRE Guidance for the withdrawal from RE

[NATRE Guidance dealing with withdrawal from RE sample pages.pdf](#)

Church of England Collective Worship guidance

[collective-worship-guidance-18052021.pdf](#)

Church of England Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

Our Christian Values

We are a welcoming and caring Christian school where everyone can learn and grow as part of God's family.

At St George's we believe that our school provides the foundation and opportunities for all children to become well rounded and capable individual members of a society which is continually evolving and developing.

When children leave St. George's, we want them to be equipped with the skills to be independent learners and thinkers with a range of skills and talents that enable them to succeed at the next stage of their education journey and in life. By the time learners have left, they will have mastered a range of both procedural knowledge (skills) and factual knowledge. Our curriculum is customised to meet the local needs of our learners.

We can only do this, by providing an environment for learning in which all children are able to maximise their potential academically, socially, physically, emotionally and spiritually.

At St George's our aims are:-

- To provide a Christian education where children learn the love of God, and to have respect and dignity for other faiths, beliefs and cultures.
- To provide a curriculum that is rich and challenging, where children experience the opportunity to learn in a wide range of contexts.
- To provide a sequential curriculum that builds on prior learning which enriches and challenges children and gives them the experiences and opportunities to learn in a wide range of context.
- To develop active citizens who are able to positively contribute to fundamentals of British values and equality for all.
- To provide an environment in which the dignity of every child is recognised and developed; and to provide the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth guided through our vision of:

'Respect for all, Ambitious in aspirations, Bold in actions.'

Christian Values Statement

'...with God all things are possible.' Matthew (19:26)

St George's is a caring, family school with Christian values at our core. We want our staff, families and children to encourage, inspire, believe and achieve whilst living out our Christian values:

Respect: respect for all people

Ambitious: academically and in self-growth

Bold: bold in improving our bodies our minds and lives of others.

Here at St George's, we encourage pupils to understand and promote our school Christian values. We promote Christian values through the celebrations such as Christmas, Easter and Harvest and through prayer and reflection we also support children on their own faith journey.

Picture

Worship Rolling Programme

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Generosity (Harvest)	Compassion (Christmas)	Courage (Candlemas)	Forgiveness (Lent & Easter)	Love (Pentecost)	Service (Trinity)
Year 2	Peace (Harvest)	Kindness (Christmas)	Self control (Candlemas)	Gentleness (Lent & Easter)	Patience (Pentecost)	Joy (Trinity)

Whole School Worship

At St George's we follow the NATRE scheme of work for RE and this we bespoke so that it is mirrored in whole school worship. Each half term/term we will have a different theme that will be displayed around the school and in each classroom. Our whole school worship will take one year to complete. This is to ensure that our values and key elements of Christianity are fully embedded with the pupils of St George's. All worship will follow an order of service and will include hymns and prayer. All of whole school worship will focus on teachings of the Bible. Prayers and worship should be led by a mixture of SLT, the local Reverend, staff and our children. The school will follow the liturgical calendar for key Christian celebrations. We have whole school worship focusing on the following:

- Monday: School Worship in Church-led by the Vicar. Alternate weeks KS1 and KS2.
- Tuesday: Songs of Praise
- Wednesday: No Outsiders, PSHCE
- Thursday: Collective worship in class, led by class teachers.
- Friday: Celebration Worship in KS Halls

Our local Reverend is: Reverend Cannon Elaine Chegwin Hall

<http://www.stgeorgestockport.org.uk/>

The Liturgical Calendar



Ordinary Time	16 June 2019 – 23 Nov 2019	Green
Christ the King	24 Nov 2019 – 30 Nov 2019	White
Advent	1 Dec 2019 – 24 Dec 2019	Purple
Christmas & Epiphany	25 Dec 2019 – 2 Feb 2020	White or Gold
After Epiphany	3 Feb 2020 – 25 Feb 2020	Green
Lent	26 Feb 2020 – 10 April 2020	Purple
Easter tide	11 April 2020 – 30 May 2020	White or Gold
Pentecost	31 May 2020	Red
Ordinary time	7 June 2020 – 21 Nov 2020	Green
Christ the King	22 Nov 2020 – 28 Nov 2020	White
Saints Days	St David – March 1, St Patrick – March 17, St George - April 23, St Andrew - Nov 30	Red

Whole School

Order of Worship at St George's Primary School

Worship Table

- Runner or cloth to reflect the colour of the season of the Church year
- Bible
- When appropriate an artefact or object suggesting the theme or content of the worship

Lighting of the candle

When all of the pupils have gathered the candle(s) are lit to signal the start of worship.

Welcome

We greet each other with one of the Christian greetings:

- The Lord be with you **and also with you**
- This is the day that the Lord has made. **Let us rejoice and be glad in it**

Learning

Teaching of the key message through the use of drama, visual images, storytelling, puppetry or poetry.

Reflecting

The reflecting element encourages everyone to consider how the Bible story or stimulus has resonated with or challenged them.

Hymn

Pupils will sing together a traditional hymn or Christian song linked with the half termly Christian Value theme or daily theme.

Responding

Responding provides an opportunity to consider how God might be challenging those present in the worship to “step out” and play their part in making a difference in the works either as individuals or as part of the whole school community.

Dismissal

Collective Worship is ended with:

- Go in Peace and Love to serve the Lord. **Amen**

Extinguishing of the candle

When the act of Worship is over the candle will be extinguished.

In Class Worship

As well as whole school worship we also have in class worship. In class worship takes place twice a week and follows the same order as the whole school worship. We also expand our worship with the 'No Outsiders' curriculum and PSHCE themes. Flip charts are written by staff and are to be shared on the shared area to ensure consistency across the Key Stages.

Daily Prayer

As well as in class worship, we also have daily prayers that are said in class. These prayers are led by the class teacher and the members of the worship group. The following prayers are said at these times of the day:

Lunchtime Prayer: Said before lunch

Home Time Prayer: Said at the end of the day

The Lord's Prayer

Our Father in heaven
Hallowed be your name
Your kingdom come
Your will be done

On earth as it is in heaven
Give us today our daily bread
Forgive us our sins

As we forgive those who sin against us
Lead us not into temptation

But deliver us from evil
For the kingdom, the power
And the glory are yours
Now and forever
Amen



The School Prayer

Our Father,

We praise you for your love.

Thank you for our school.

Help us to make it a safe and happy place

And to be kind and caring towards one another.

Help us in our work and play.

In Jesus' name,

Amen.



Lunchtime Prayer

For what we are about to receive,

May the Lord make us truly

thankful,

Amen

End of day prayer

Dear God

Now the busy day is done

Jesus bless us everyone

Keep us safely through the night
until we see the morning light
In Jesus name
Amen

Worship Group

The Worship group is made up of 2 pupils from most year groups who were nominated by their class teachers. They meet every weekly with the RE lead and or Headteacher. The role of the Worship group is to support school with whole school worship and in class worship. Worship group pupils are expected to read school prayers and begin worship by lighting the class candles.

Worship Area

Every classroom has a worship area. Each worship area looks exactly the same with the same items on it. The worship area must have the following items on it:

- Bible
- Cross
- Candle
- The theme displayed
- Christian Values displayed
- Prayer box
- Big question
- Activities
- Prayer paper

Pupils are encouraged to use the worship areas in class to reflect on the themes and stories from worship, to answer key questions on display, to participate in activities provided or to write prayers for the prayer tree. Pupils are encouraged to use this space as often as they like during the school day.

Classes	Bibles
Reception	The Beginners Bible
Year 1 & 2	The Beginners Bible My very First Bible
Year 3 & 4	The Lion First Bible The Lion Storyteller Bible The Lion Illustrated Children's Bible
Year 5 & 6	The Lion children's Bible Good News Bible

Pupil Spirituality

At St George's we have a moral responsibility to ensure we are providing for the pupil's spirituality in school. This is reflected through the whole school and in class worship as well as through the school prayer tree and the peace garden.

Prayer Tree

In the KS2 downstairs corridor we have the prayer tree. Pupils are encouraged to reflect on the themes and stories covered in whole school worship and asked to write their own thoughtful and reflective prayers. Prayers are written on leaves and then these prayers are then placed on the prayer tree. During whole school worship prayers from the prayer tree may be chosen to read out to the school as part of worship. Staff are also encouraged to write their own prayers to share with the pupils.



Governors

The Governors are made up of different stake holders from our school, Church and community. One of the purposes of the Governors is to monitor and evaluate the provision for worship and R.E in school and ensure the school are promoting our Christian values. The governors are welcomed into school on a regular basis to share worship, look at RE books and monitor RE prayer areas. The Re lead talks to the governors about RE action plan and plans for the future.

Parental Involvement

At the beginning of every half term we will send home the Home School Values sheet for parents. This sheet has ideas, stories and activities based around the bible and on the theme, we are focusing on for that half term. This sheet will also be displayed on the school website.

FRIENDSHIP

HOME SCHOOL VALUES

This term we will be focussing in school on the value FRIENDSHIP. We hope your family will find these ideas helpful as you explore the value and have fun together.

TALK ABOUT FRIENDSHIP TOGETHER...

Learning to be a good friend. Someone who can be trusted and is loyal, takes a lifetime.

Talk together about how friends come in all shapes and sizes. Some are young, some are old. Some are always there, some we see only occasionally.

- How do we choose our friends?
- What makes a good friend?
- Are we a good friend to others?

READ TOGETHER... Through the roof

Jesus reached a town called Capernaum and made his way to a house near the town gate. The crowd had gathered quickly and now even more people were pushing and squeezing into the small house, wanting to see him, hear him and touch him.

The excitement was infectious and four friends who lived in a street nearby soon heard the news. They met together and decided that they absolutely had to take their friend Joshua to Jesus. Joshua was paralysed and couldn't walk. They'd heard that Jesus performed miracles and could heal the sick. This was a chance they couldn't miss.

Waiting no time they carried their friend on his bed mat to the house, but jostling crowds blocked the doorway. They couldn't give up now. Their friend must meet Jesus. There was only one way. They carried him on to the flat roof of the house and carefully removed part of the roof to make a large hole.

Knotting ropes to the corners of the bed mat they gently lowered Joshua down right in front of Jesus. Imagine the surprise of all the people looking on. But Jesus smiled kindly at Joshua. "Take up your bed, and walk!" he said. Slowly, falteringly and hardly daring to believe it was happening, Joshua stood and took a step forward. He could walk. He could actually walk! Thanks to Jesus and his friends, Joshua's life was changed forever!

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THINK TOGETHER Words of Wisdom

"A good friend is worth their weight in gold."

Anon

That's a lot of gold! Why do you think that this is such a popular proverb?



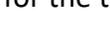
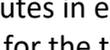
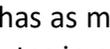
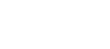
FAMILY FOCUS Friends of the Family

This term's family challenge is to make a card or present for someone who is a friend to your whole family. You could add a gift tag saying...

Our family has learnt the things about friendship. Now it is time you get the same in special ways to all of us.

QUIZ Picture puzzle

Take the first letter of each object to discover who helped the paralysed man.



FASCINATING FACTS

Friendship Bands

Friendship bracelets are usually handmade and given to a special friend. According to American tradition you must wear the bracelet until the cords break and it falls off naturally. In this way you honour the love and hard work your friend put in to making it.



Raksha Bandhan

One special type of friendship bracelet is a Rakhi. Each year, normally in August, many Hindus mark Raksha Bandhan. The festival is a celebration of family life and in particular the relationship between brothers and sisters. They remember and talk about special times together, and think about loyalty, closeness, trust and their everlasting friendship.

- Traditionally sisters tie a sacred thread, a Rakhi, on to their brothers' wrists.
- In response the brothers give their sisters a gift promising to help them whenever the need arises and to always protect them.
- Celebrations continue throughout the day with gifts of sweets and special food as families enjoy the time they share together.

HALL OF FAME



A dog is a man's best friend

Near the village of Beddgelert in North Wales is a beautiful sculpture of a very special friend.

According to legend, the monument marks the resting place of the faithful dog, Gelert, who once belonged to the medieval Welsh Prince, Llewelyn the Great. A tombstone tells the story of a fateful day when Llewelyn went out hunting leaving the faithful hound, Gelert, to guard his young son. On his return Gelert sprang to greet his master, but Llewelyn noticed some blood on his fur. He rushed inside his house. To his horror the first thing he saw was his son's cot. It was empty!

The frantic father turned on the dog, thinking he must have harmed the boy. He killed Gelert there and then with his sword. At that moment a child's cry rang out through the house. Llewelyn searched and discovered his boy unharmed, but nearby lay the body of a mighty wolf which Gelert had killed before it attacked the small child.

Prince Llewelyn is said never to have smiled again and with tears of sadness he buried Gelert in this place, which became known as "the grave of Gelert", or in Welsh, Beddgelert.



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HOME-SCHOOL CHALLENGE

Use your imagination to make the best friendship bracelet ever – using knotting, threading beads, twisting ribbon, whatever you can think of. The more original the better!

or, if you prefer...

make your own large version of the picture puzzle (over the page), joining 5 or 6 words about friendship. Either draw pictures or cut them out of magazines.

Teaching and Learning

As a Church school R.E has as much importance in the school curriculum as English and Maths. R.E is taught as a discreet subject and is taught once a week for 50 minutes in every class from EYFS2 to Year 6. Our R.E curriculum covers a range of topics with a mostly Christian theme, and planning and resources for the topics are saved on to the school server.



Marking and feedback

Marking and feedback given to pupils must be to the same quality as we would see in English or Maths books (see Feedback Policy). Work should be marked to the learning intention and opportunities should be given to pupils to reflect on their learning with key questions. Pupils should respond to this in purple pen.

R.E Displays

Every class in school must have an R.E display either inside or outside of the classroom. R.E displays in school should be topic based. These displays should be used as a working wall, where work gets added to the display regularly. The display should be interactive with key questions for pupils to think about. Pupils should add work to the display as and when is necessary.

R.E Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Why is the word God so important to Christians?	Why do Christians perform Nativity plays at Christmas?	Being special: Where do we belong?	Why do Christians put a Cross on their Easter garden?	Which places are special and why?	Which stories are special and why?
Year 1	Who do Christians say made the world?	Why does Christmas matter to Christians?	Who is Jewish and how do they live?	What do Christians believe God is like?	What does it mean to belong to a faith community?	How should we care for others and the world and why does it matter?
Year 2	What is the good news Christians say Jesus brings? Pt1	What is the good news Christians say Jesus brings? Pt2	Who is a Muslim and how do they love? Pt 1	Why does Easter matter to Christians?	Who is a Muslim and how do they love? Pt 2	What makes some places sacred to believers?
Year 3	What is like for someone to follow God?	What is the 'Trinity' and why is it important?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What do Christians learn from the Creation story?	How and why do people try to make the world a better place?
Year 4	What kind of world did Jesus want?	When Jesus left; what was the impact of Pentecost?	What do Hindus believe God is like?	Why do Christians call the day Jesus dies 'Good Friday?'	What does it mean to be Hindu in Britain today?	How and why do people mark the significant events of life?
Year 5	What does it mean if Christians believe	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to	Creation and science: Confliction or Complimentary?	How can following God bring freedom and justice?	What matters most to Humanists and Christians?

	God is Holy and Loving?		Jewish people?			
Year 6	Christians and how to live; What would Jesus do?	Why do Christians believe that Jesus was the Messiah?	Why do Hindus want to be good?	What difference does the Resurrection make to Christians?	For Christians what kind of King was Jesus?	Why do some people believe in God and some people do not?

Assessment

Assessment is recorded against the end of key stage expectations.

End of Key Stage Expectations

By the end of Key Stage 1 children are expected to:
<ul style="list-style-type: none">• talk about God as creator of the world who loves us.
<ul style="list-style-type: none">• know that God is three in one, Father, Son and Holy Spirit.
<ul style="list-style-type: none">• be able to retell both the nativity and Easter stories.
<ul style="list-style-type: none">• use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
<ul style="list-style-type: none">• know that Christians believe Jesus is the Son of God who died on the cross and rose again.
<ul style="list-style-type: none">• know that Jesus had 12 special friends called disciples.
<ul style="list-style-type: none">• know that the Bible is our holy book and it contains God's big story, the salvation plan.
<ul style="list-style-type: none">• be able to retell stories of Jesus' miracles.
<ul style="list-style-type: none">• have visited a church and confidently talk about their experience and what they have learnt.
<ul style="list-style-type: none">• have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.
<ul style="list-style-type: none">• be able to give examples of how Christians, put their beliefs into action.
<ul style="list-style-type: none">• know the names and significance of holy books from other faiths.
<ul style="list-style-type: none">• know the places where people of other faiths worship.
<ul style="list-style-type: none">• be developing a sense of their own values and the values of others.
<ul style="list-style-type: none">• have experienced taking part in the celebration of Harvest Festival.

By the end of Key Stage 2 children are expected to:
<ul style="list-style-type: none"> • know that God is three in one, Father, Son and Holy Spirit – the Trinity.
<ul style="list-style-type: none"> • know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.
<ul style="list-style-type: none"> • know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
<ul style="list-style-type: none"> • know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.
<ul style="list-style-type: none"> • know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
<ul style="list-style-type: none"> • Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God’s Kingdom on earth as best they can.
<ul style="list-style-type: none"> • know that Pentecost was the start of the church.
<ul style="list-style-type: none"> • know that Christians believe that the Holy Spirit is at work in their lives today.
<ul style="list-style-type: none"> • know that Christianity is a worldwide multi-cultural faith.
<ul style="list-style-type: none"> • know that prayer is an important part of the life of a believer and explain why.
<ul style="list-style-type: none"> • know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.
<ul style="list-style-type: none"> • describe the impact responding to God’s call has on a believer’s life.
<ul style="list-style-type: none"> • use developing religious vocabulary to talk about the impact religion has on believers’ lives.
<ul style="list-style-type: none"> • be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.
<ul style="list-style-type: none"> • ask important questions about religion and belief that improves their learning.
<ul style="list-style-type: none"> • experience a visit to a place of worship other than a church.

<ul style="list-style-type: none"> • talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.
<ul style="list-style-type: none"> • retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.
<ul style="list-style-type: none"> • connect Christian practices, values and beliefs to events and teaching in the Bible.
<ul style="list-style-type: none"> • be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.
<ul style="list-style-type: none"> • be able to express and explain their own opinions on issues they have discussed.
<ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.
<ul style="list-style-type: none"> • describe what they think motivates people of faith and explain what inspires and influences them personally.
<ul style="list-style-type: none"> • ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.
<ul style="list-style-type: none"> • know and be able to talk about the links between Christianity and Judaism.
<ul style="list-style-type: none"> • describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

Monitoring

As part of the yearly monitoring cycle, monitoring of R.E and Worship is regularly included in the whole school cycle. Members of the SLT and the Governors conduct the monitoring of R.E and Worship in school. One of the main purposes of the Governors is to ensure that the Christian Values of the school are promoted and underpin everything. Throughout the year we will monitor:

- R.E books
- R.E displays
- R.E Lesson Observations
- Whole School Worship
- In class worship
- Daily prayers
- Pupil voice
- Staff voice
- Parental voice
- R.E Assessment

Regular feedback is given to staff and pupils to ensure the progression of R.E and worship at school.

Linked Documents:

- R.E monitoring Cycle
- R.E lesson observation form
- R.E book Scrutiny form
- Worship floor books

