RE Policy

School Mission Statement:
St. James’s is a Catholic school in which each individual grows in the knowledge and love of Christ. In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person’s potential.

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<th>Presented to Governing Body</th>
<th>October 2018</th>
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<tr>
<td>Date Adopted</td>
<td>November 2018</td>
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Our Mission at St. James’s is to provide a loving, caring atmosphere enabling each child to develop intellectually, socially and spiritually.

As a Catholic school the foundation of all we do is based upon Christ and His Gospel values of Love, Peace and Justice.

We will strive to ensure that the members of our community are happy and fulfilled in their lives at school.

INTRODUCTION

The Religious Education provided in a Catholic school cannot be confined to teaching/learning specifically devoted to RE. We seek to ensure that the message and spirit of the gospel permeates all aspects of school life. Through teaching, example, worship and shared Christian values, we are helping to further with the family and the parishes the work of the awakening and fostering a living and personal faith in our pupils. It is to this end that we have agreed the following Mission Statement.

**St. James’s is a Catholic School in which each individual grows in the knowledge and the love of Christ. In partnership with parents and the whole community, our purpose is to provide a high standard of education, giving the maximum opportunity to realise each person’s potential.**

AIMS

The Aims of Religious Education will include the following

- To lead the children to a living and active faith by helping them to become aware of God’s presence in their lives, to listen to Him and to respond to His invitation to enter into a personal relationship with Him through prayer
- To develop a well formed conscience allowing the individual to make sound moral judgements in the light of personal commitment to our Lord Jesus Christ
- In a changing world we want to help pupils to develop personal, spiritual and moral values, respect for others and an understanding of interdependence between groups and nations.
- To promote an intelligent appreciation and understanding of religious questions in general and a sympathetic acquaintance with other religious beliefs and practices
- To involve parents in the spiritual development of their child.

OBJECTIVES

In order that these aims can be transferred into workable objectives the following curriculum is followed.

We have developed our ‘Put Out into the Deep’ curriculum following the Curriculum Directory, RCDOW composite models and other appropriate sources.

The aim of the scheme is

- To help children to become aware of and reflect on their experiences of living in the world with others. (Life in Christ)
- To reveal to children some aspects of God’s plan for our salvation. (Revelation)
- To help them to respond to God’s love in their lives. (Life in Christ)
- To help them listen to and respond to God. (Celebration)
- To help them to see God’s offer of salvation in the sacraments and respond to it. (Celebration)
- To show that every human person is made in the image of God and is called to reflect God’s people. (Church)
SCHOOL ORGANISATION/PLANNING

Religious Education is taught throughout the school and we will aim to use a variety of styles to deliver the diocesan scheme to meet the needs of the children. The curriculum is fully reconciled to the Curriculum Directory.

In line with the recommendation of the Diocese and the wishes of the governors, we aim to have Catholic teachers presenting the scheme. We will therefore strive to accommodate this, whenever possible. However, it is the responsibility of the Head teacher and the RE coordinators to assist any non-catholic teachers in their teaching of Religious Education.

The Diocesan curriculum strategy is the basis of all RE teachers’ planning. This provides continuity and progression in each year group. A range of resources has been purchased to support the curriculum strategy.

All teaching staff teach and can produce a multi-faith scheme of work according to their year group. This allows the children to develop their knowledge and understanding of Christianity and other faiths in the world as well as exploring similarities and differences between and within religion and reflecting on the benefits and challenges of living in a multi-faith and diverse society.

Annual review of ‘Put Out into the Deep’ – see appendix 1.

CURRICULUM INTEGRATION

When a thematic approach is adopted, RE is effectively brought into other areas of the curriculum such as music, art, craft, science, schools trips, away days etc. This will ensure that RE is encountered across the curriculum. Furthermore, teachers will provide, where appropriate, opportunities for pupils to apply and develop their computing skills through RE.

THE SPIRITUAL LIFE OF THE SCHOOL

Many of our children join the school at Nursery level and remain in the school until they transfer to Secondary Schools at the end of Year 6. They are with us for eight of their formative years. Children and their families are part of our school community in which the teachings of Christ are central to daily life. The ethos of the school and the values it cherishes, together with home life and parish life, will have considerable influence on each child.

Mindful of the responsibility this influence brings, it is our intention:

• to teach the truths of the faith and reflect the traditions of the Catholic Church
• to nurture the spiritual life of the children through example, prayer, liturgy and the Sacraments
• to help our children grow in confidence and self esteem

Within Catholic education spiritual development is inseparable from religious education, prayer life, collective worship and liturgy. It is inseparable from a growth in faith and moral development. At St James’s School we share a set of Catholic values and beliefs that inform the perspective on life and the daily patterns of behaviour of children and adults. Our common values and beliefs are demonstrated by the good example given by adults within the school, and by our expectations of the children’s behaviour.

In our school, prayer, liturgy and the sacraments nourish faith and enrich the religious experience of pupils and staff, and foster a relationship with God. School collective worship, assemblies and liturgy develop personal self-esteem and respect; strengthen our community spirit, and promote the common ethos of the school. Experience of prayer and worship also contain opportunities for reflection and moments of stillness to be open to the presence of God.

• staff meet together to start the week with prayer each Monday before school begins.
• all classes pray regularly throughout the day with their teacher, using formal prayers or the children’s own prayers.
• each classroom has a prayer table with religious statues, pictures, books and other objects. Children bring their own flowers, natural objects and prayers to the table and it provides a constant focus for class prayer.
• our children participate in readings, prayers, processions and responses, and in making music for school or smaller group Masses.
• all children are active in their class turn in the presentation of assemblies to the school.
• Head’s assembly – reflect on Sunday’s Gospel/Hymn practice. Key stage assemblies reflect on the coming week’s Gospel, events in the liturgical year or Gospel themes.
• all classes have use of the prayer garden

Moments of spirituality outside of prayer are recognised and celebrated in the everyday life of the school and throughout the curriculum. Such moments may include:
• awe and wonder at natural phenomena like rainbows, frost on spiders webs, the colours of leaves, falls of snow that enable us to build snowmen on the field
• sensory experiences such as responding to music or art
• moments of joy in life such as the birth of a new baby
• an awareness of infinity when using the Internet to explore areas such as the solar system which inspire awe and wonder; use of the Intel microscope to examine and know about minute forms of creation
• an awareness of patterns in geometry and number; the opportunity to find universal rules in numeracy and science
• appreciating the potential of mankind by studying great achievements in science, engineering and architecture
• uplifting national or international events

In our school, pupils learn to recognise, respect and accommodate difference and the integrity of individuals.
• our school feels privileged to include The George Tancred Centre within its community. Staff and pupils are committed to a policy of inclusion of differently abled children into school activities and mainstream classes as appropriate to their needs. Mainstream children visit The Centre daily during break times to play. The whole school took part in gathering ideas, which were used to formulate a bid for finance to improve the outdoor play facilities of The Centre.
• PHSCE topics such as the study of rights and responsibilities of individuals; the study of democracy and the Parliamentary process; bullying
• circle time gives pupils the opportunity to discuss and understand human feelings and emotions and their likely impact in relation to themselves and others
• the study of French helps to make children aware of the diversity of cultures and the beauty of other languages; it increases their ability to communicate
• invited speakers give insight into the wider world, the wonder of creation and the diverse needs of God’s many people. This fosters understanding, respect and tolerance. (e.g. speakers from Street Child Sierra Leone, CAFOD, Catholic Children’s Society, Richmond Food Bank)

The ethos of the school encourages self-esteem and respect for individuals whether pupils or adults. Pupils are valued as individuals by adults, treated with respect and encouraged to be their best selves.
• their achievements across the curriculum, in behaviour, and in out-of-school interests are celebrated in class, key stage and whole school groups by such activities as giving out house point badges, having match reports after sports fixtures, the presentation of certificates for personal achievements in areas as diverse as playing the violin, skiing and receiving a new judo belt.
• Pupils treat adults in a friendly but respectful way. Pupils speak to adults politely, open doors for them, smile and greet them in corridors.
• adults respond appropriately to children; they address them pleasantly, they listen to them, they deal fairly with issues, they take time to chat to them about their interests and families, they support individual children with home or school problems
• children are caring towards each other. In the playground, they stop their game if a child is injured and seek help from supervisors if needed. Children volunteer to act as buddies where there are friendship difficulties.
• staff members support each other in their professional lives through encouragement and praise, by sharing ideas and good practice
• staff members support each other in their private lives through gifts at times of celebration, practical assistance during domestic crisis, through prayer
Our children develop a sense of empathy, concern, compassion and responsibility for those in the wider world. The children learn about whole world concepts such as harmony between races, the interdependence of nature and the need for conservation.

- an awareness of local and global issues relating to poverty, hunger, greed, injustice, illness, aggression, racism, sexism, and other forms of discrimination is developed through class discussion of current affairs, the geography curriculum, the PHSCE curriculum, visits from invited speakers such as Cafod and Street Invest
- pupils respond to local, national and international events, in a prayerful and reflective way in class groups and at Masses
- the school responds to local, national and international events in a practical way. Class groups, parents and the whole school are regularly active in raising money for a wide range of charities. Individual pupils organise events such as Bring and Buy sales
- different age groups learn about festivals from other cultures, such as Chinese New year and Diwali
- problems of dealing with pollution, re-cycling of materials, animal welfare and protection of endangered species are discussed in PHSCE and science lessons

Teaching styles are used which value pupils’ questions and allow space for pupils’ own thoughts and concerns. St. James’s is pursuing a thinking skills curriculum. This enables the pupils to understand how they think and learn; the higher order thinking skills they are using and why.

- open ended questioning encourages thoughtful response linking areas of knowledge and enabling children to make decisions
- paired and small group work enable children to exchange ideas, justify and modify views
- a multi-sensory approach to learning, and cross curricula teaching encourage children to make links between areas of knowledge

Religious Education lessons give the children a knowledge of the nature of God and the relationship between God and Mankind; an awareness of the greatness of God, his creation and his love for us as individuals. They give the children knowledge and understanding of Catholic beliefs and traditions and experience in a variety of ways of worshipping God. They give knowledge of other faiths.

- curriculum work laid out in the school curriculum
- additional work on Christian feasts and festivals such as saint’s days, Christingle
- study of the Bible and Bible Stories
- learning formal prayers as a means of relating to God
- incorporating moments of quiet worship to listen and respond to God
- fostering an awareness of the special feeling of places of worship of all faiths by visits to churches, the Mosque and the Synagogue
- giving knowledge of a diversity in ways of responding to the almighty through the study of modern Judaism and Islam

The breadth of our curriculum allows children and adults to have the opportunity to appreciate and reflect on the intangible such as, what is beautiful, good, true or mysterious. They are encouraged to explore what inspires themselves and others and to value creative impulse and insight.

- the use of music to create an atmosphere, and listening to music as an aid to contemplation during prayer
- listening to music and exploring feelings and emotions in class and music lessons, expressing themselves in their own compositions
- making and using music to support celebration of religious festivals and liturgies
- experiencing professional performances of music, dance or drama in school or in organised visits and discussing their responses
- striving for improvement when preparing for performance of music for assemblies or school shows; of dance routines and gymnastic sequences, of sports skills or chess skills for school teams
- making a response to the work of others by viewing art on the Internet, in visits to art galleries, to reproductions on show in the classrooms and communal areas
- being inspired by work of others to produce their own work, such children producing paintings and clay work in the style of Van Gogh or Picasso
appreciation of religious art on show in classrooms and communal areas, as an expression of a relationship with God
working on group projects (e.g. banners) or individual pieces to express belief and spirituality
expressing ideas and personal feelings through drama
involvement in maintaining and improving our school environment by such activities as bulb planting in the grounds
discovering and being made aware of patterns of nature and creation in science lessons; to feel awe and wonder at the power, vastness and diversity of creation; becoming aware of the interdependence of creation
personal experience of the cycle of life through involvement in taking care of the pond; nature walks around the grounds
school visits provide personal inspiration through appreciation of creation, art, music, dance, and artefacts. (e.g. visits to farms, zoos, galleries, concerts, theatres, ballet, museums, places of worship) They provide the opportunity to make decisions and take responsibility. (e.g. Year 6-Year 1’s Pilgrimage to Westminster, Year 6’s School Journey, Year 3’s visit to the V and A, Reception visit to Hampton Court)

St James’ is a happy school where children work hard but also have fun and feel secure. Within this environment children feel able to explore and develop their relationships with others, the world and with God. The ability to have fun and be happy with others and oneself is itself a form of spirituality.

- pupil and parent feedback verbally and in questionnaires
- enthusiasm with which children participate in after school occasions such as Family sing-a-long, Harvest discos
- the large numbers of ex-pupils who visit the school and school events such as the Summer Fair and the Christmas Market
- visitors to the school who comment on what a happy place the school is
- feedback from Head's tour/oversubscription

Assessment of progress in spiritual development is by teacher assessment based on observation of Religious Education lessons, through observation of all curriculum lessons; through discussions and seeing how pupils behave in class and around the school.

THE GEORGE TANCRED CENTRE

Our school is privileged to include The George Tancred Centre (GTC) within its community. Children in the Centre are taught a programme of religious education based on topics from RCDOW identified by their teachers as being appropriate to their needs. The children pray together. They join in mainstream class and whole school worship as appropriate to their needs. The GTC provides an environment that fosters the spiritual growth of the individual.

St James’s School is committed to the policy of inclusion of differently abled children into school activities and mainstream classes as appropriate to their needs. Mainstream children visit The Centre daily during break times to play. We live together, grow together towards God and we learn from each other’s life experience.

RECORD KEEPING AND ASSESSMENT

Ongoing formative assessment informs lesson planning. The children’s summative knowledge and understanding is assessed at the end of each topic, as per the guidance issued at the Bishop’s conference.

The levels of attainment provided by the Diocese are used to record achievement and compliment teacher assessment in determining a child’s progress. A record is kept on line of children’s achievement to build a profile of their progress. Parents are informed of children’s progress through two formal verbal reports each year and through an annual written report. Teachers use a variety of sources for assessment.

Observation of children’s behaviour plays a major part in the evaluator procedure, e.g. changes of moral behaviour, good or bad are monitored. Conduct within and outside school is encouraged to be of a caring, helpful, selfless nature. Conduct in Church is encouraged to be one of dignity and respect. In the end of year reports to parents,
teachers will specify and comment on the child’s knowledge and understanding of the faith but moral behaviour will also be included in the general comment section.

Each child has an RE exercise book which is discussed and marked regularly by the class teacher. RE written work should be marked in accordance with the marking policy but with a focus on the religious nature of the work. Special emphasis must be made on the spelling of key words, ‘God’, ‘Jesus’, ensuring the correct use of capital letters.

Recording of children’s work takes many forms – pictorial, written, wall display, assemblies etc. Where possible RE tasks will be linked to literacy tasks to ensure that children are completing a variety of tasks within RE.

Each child’s progress in Religious Education is reported to parents in the form of the annual report to parents.

MONITORING OF PROVISION

This is undertaken by the Head teacher, Curriculum Coordinator and SLT and managed by monitoring medium term planning, lesson observation, and work scrutiny across the year groups and throughout the school. Our attached adviser, who makes regular visits and reports back to the head teacher, supports the school in this. The head teacher regularly reports to the Governors on the religious life of the school.

Home/School/Parish Links

St James’s children are drawn from the parishes of St James, St Francis de Sales, St Margaret and St Theodore. The parish priests are associate members of the Governing Body. Priests from all the parishes regularly visit the school to celebrate Mass, offer the sacraments and support school functions. They sometimes visit classes to talk about specific areas of the curriculum. Parents are invited to some of the Masses at school.

School, parishes and parents work in partnership to prepare children for the Sacraments of Reconciliation and Holy Communion. School staff always support the children on the day of their First Communion at their own church venue. Children may be taken from school to visit the parish churches and sometimes they attend Mass there. Parish priests support school families in distress.
Church facilities are used to support school functions and the school supports parish life. Chamber Choir outreach to parishes.

RESOURCES

Each classroom has a selection of religious books, pictures and artefacts. A library of resource books for reference and a selection of DVDs and videos are available in the R.E. Resource Room. Story sacks, Christian artefacts and artefacts to support the teaching of other faiths are also stored in this room. The priests’ vestments hang in the R.E resource Room. Tapes and CDs for collective worship or for use in lessons are available from the music room. The school library also has many useful resources.

Items needed for school Masses are stored in a cupboard in the hall and also in the R.E Resource Room. The vessels for the altar are displayed in the cabinet in the entrance hall when not in use.

Support material is available on the ‘curriculum share’ to support prayer and planning. Teachers are encouraged to use on-line resources to religious education. New lists of websites recommended by the diocese are distributed regularly.

Each child has a prayer journal which they take with them as they go up the school. It contains the prayers they have written or learnt and is a keepsake when they leave in Year 6.
ROLES AND RESPONSIBILITIES of the RE Co-Ordinator:

Religious Education:
- Develop whole school curriculum overview and each year groups ‘Put Out into the Deep’ scheme in conjunction with RCDOW composite model and other supplementary schemes
- Continue to reconcile planning to the Curriculum Directory
- Be available to individual year groups and teachers for guidance and support
- Provide opportunities to observe outstanding teaching and learning in RE
- With Head teacher, continue to develop systems of best practice in assessment
- Co-ordinate the mini vinnies group and support their charitable activities within the school

Prayer and Worship:
- Plan and coordinate content for key stage assemblies
- Plan and coordinate whole school, key stage and year group Masses
- Plan and coordinate sacrament of reconciliation in Advent and Lent
- Develop whole school themes to class liturgies
- RE Captains have responsibility for setting an example with their behaviour, assisting in the preparation of the Mass, tidying away from the Mass, representing the school at diocesan and parish Masses

EQUAL OPPORTUNITIES/SPECIAL NEEDS

The fair and equal treatment of all individuals is central to our school mission statement. All children are given equal access to the Religious Education curriculum developing their knowledge and understanding. A variety of teaching and learning strategies are employed to try to meet all children’s different needs.

Lessons and activities from strategy should be planned and differentiated sufficiently to allow children to work at their own Religious Education ability level, including extending the most able.
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<th>KS Assembly Focus</th>
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<tr>
<td>Autumn 1</td>
<td>Put Out Into The Deep - Patron Saint Beginnings 1 week</td>
<td>Put Out Into The Deep Planning Celebration The Church</td>
<td>5th September Blessed Teresa of Calcutta Birthday of Our Lady 8th Sept  Ordinary Time/Green-Year</td>
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<td>Autumn 1</td>
<td>Creation 4 weeks Summative Assessment based on Creation unit</td>
<td>RCDOW unit In the beginning Come and See Revelation Life in Christ</td>
<td>Triumph of Cross 14th Sept St Matthew 21st Sept St Michael 29th Sept St Francis of Assisi 4th Oct Our Lady of Rosary 7th Oct CAFOD Harvest Fast Day 6th Oct Ordinary Time/Green-Year</td>
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<td>Autumn 1</td>
<td>Harvest 1 week Cafod based</td>
<td>CAFOD materials The Church Celebration Life in Christ</td>
<td>St Edward 13th Oct Ordinary Time/Green-Year</td>
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<td>Autumn 1</td>
<td>Mary 1 week Month of the Holy Rosary</td>
<td>Put Out Into The Deep planning The Church Celebration</td>
<td>St Luke 18th Oct Prayers of the Rosary Ordinary Time/Green-Year</td>
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<td>Autumn 2</td>
<td>Other faiths 1 week</td>
<td>Put Out Into The Deep Planning Celebration Life in Christ</td>
<td>All Saints 1st Nov All Souls 2nd Nov Ordinary Time/Green-Year</td>
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<td>Autumn 2</td>
<td>Saints and feast days 1 week</td>
<td>Portsmouth Prayers and Saints The Church Celebration Life in Christ</td>
<td>Remembrance 11th Nov Ordinary Time/Green-Year</td>
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<td>Week 3-4</td>
<td>Belonging/Baptism / Community 1 week Baptism EYS/KS1 focus Confirmation KS 2 focus</td>
<td>Put Out Into The Deep planning The Church Celebration Life in Christ</td>
<td>Presentation of Our Lady 21st Nov Christ the King 26th November Ordinary Time/Green-Year</td>
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<td>Week 5-8</td>
<td>Advent and Christmas - Birth of Jesus according to Matthew or Luke’s Gospel 4 weeks Summative assessment based on Advent and Christmas</td>
<td>RCDOW unit Advent and Christmas Revelation The Church Celebration Life in Christ</td>
<td>St Andrew 30th Nov First Sunday of Advent Feast of St. Nicholas Immaculate Conception 8th December Second Sunday of Advent Third Sunday of Advent (Gaudete Sunday) Fourth Sunday of Advent (Season of Advent/Purple-Year)</td>
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St James's RE Overview
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<tr>
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<td>Spring 1</td>
<td>Epiphany (Jan 6th) 1 week Sacramental People 4 weeks Summative Assessment based on Sacramental People</td>
<td>Put Out Into The Deep Planning RCDOW unit Sacramental People Revelation The Church Celebration Life in Christ</td>
<td>Epiphany January 7th (Ordinary Time/Green-Year) Baptism of Our Lord 8th Jan St. Francis de Sales 24th Jan Conversion of St Paul 25th Jan St John Bosco 31st Jan St Bridget 1st Feb Presentation Feb 2nd Our Lady of Lourdes 11th February</td>
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<td>Spring 2</td>
<td>Lent 1 week</td>
<td>Put Out Into The Deep Planning RCDOW unit Holy Week and Easter Cycle - Gospel Revelation The Church Celebration Life in Christ</td>
<td>(Season of Lent/Purple-Year) Ash Wednesday First Sunday of Lent Second Sunday of Lent St David 1st March Third Sunday of Lent Fourth Sunday of Lent St Patrick 17th March Fifth Sunday of Lent St Joseph Palm Sunday Holy Thursday Good Friday Easter Sunday</td>
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<td>Reconciliation Holy Week and Easter 4 weeks Summative Assessment based on Holy Week and Easter</td>
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<td>Other Faiths 1 week</td>
<td>Put Out Into The Deep Planning The Church Celebration Life in Christ</td>
<td>(Season of Pentecost/Red-Year) St. Bernadette 16th April St George 23rd April</td>
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<td>Summer 1</td>
<td>Easter to Pentecost 4 weeks Summative Assessment based on Easter to Pentecost</td>
<td>RCDOW unit From Easter to Pentecost Cycle - Gospel Revelation The Church Celebration Life in Christ</td>
<td>St Mark 25th April St Catherine of Sienna 29th April Ascension 10th May Pentecost 20th May (Ordinary Time/Green-Year) Trinity Sunday 27th May Visitation 31st May</td>
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<td>Summer 2</td>
<td>Other Faiths /other Christian faith 1 week</td>
<td>Put Out Into The Deep Planning The Church Celebration Life in Christ</td>
<td>Corpus Christi 3rd June Sacred Heart 8th June</td>
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<td>Summer 2</td>
<td>Living the Mass (Common Good) 6 weeks Summative Assessment based on Living the Mass</td>
<td>RCDOW unit Celebrating the Mass Come and See and CAFOD resources The Church Celebration Life in Christ</td>
<td>24th June Birth of John the Baptist 29th June St Peter &amp; St Paul 3rd July St. Thomas Our Lady of Mt Carmel 16th July 25th July St. James</td>
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<td>Week 2-7</td>
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Signed ________ [Signature]

(Headteacher)

Signed ________ [Signature]

(for and on behalf of the Governing body)

Date ________ 2/11/18 ________

This policy will be reviewed every two years.