

# Holy Cross Catholic Primary School



## RE Handbook

*We care, we share, we value.*

As a Catholic school community we believe that we all, governors, staff, parents and students, are - Created in the image of God, Redeemed by Jesus and Empowered by the Holy Spirit. Consequently, we are all worthy of dignity and respect.

As educators we are committed to working with parents in raising the children in our care “to know that they are loved” (St John Bosco, Patron Saint of Youth), valuing themselves and others, and open to be of service to whoever is in need. We will develop their talents within a context of praise, support, affirmation and celebration by presenting ourselves as “ministers of God’s love”, models for imitation and as elder sisters and brothers to each of our children.

All our school policies are to be understood within these convictions.

## Our Mission statement

Our Mission Statement places this aim at the center of all we hope to achieve...

*Together with Jesus as our role model,  
we are a happy, nurturing, welcoming community.*

*All are dedicated to supporting,  
valuing and encouraging each other.*

*We love one another as Jesus taught us.*

***We Care, We Share, We Value***

## Aims

- To guide the children to follow Christ's teaching - 'Love God - Love one another'.
- To develop an understanding that Christianity is a way of life, highlighting the relevance of Christ's teaching in our daily lives as a Catholic community through all aspects of the curriculum and school life.
- To develop a caring attitude to people less fortunate than ourselves, involving us in various charitable activities.
- Providing opportunities to discover the beauty and richness of God's world.
- Nurturing uniqueness in ourselves and each other
- Recognising all as children of God.

## Objectives

In order to achieve our aims we will:

- Provide an experience of a living and worshipping community with opportunities for celebration, prayer and reflection, in ways appropriate to the age and stage of development of our children.
- Have a systematic programme of religious teaching which is at the heart of the whole curriculum and which will enhance the Catholic identity of our school.
- Provide opportunities for our children to grow, develop their gifts, realise their potential and to celebrate their achievements.
- Foster in our children a respect and love of their own Catholic Faith and a tolerance and respect for those of other races and religions.

- Provide our children with the language of religious experience 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- Adapt the RE programme to the unique needs of our school and include supportive and supplementary materials for sacramental preparation.
- Enable children to reflect on their learning and progress.
- Seek to help our children to integrate all life's experiences and all learning into an ever-deepening appreciation of faith in Jesus Christ.
- Support staff with regular and relevant professional development.
- Work with parents, providing information which will help them to support their child's learning.
- Share the 'Good News' through witness and love.
- Promoting an atmosphere of mutual respect, acceptance and forgiveness through all aspects of school life
- Exploring our own faith and the faith of others.

### The Religious Education Programme for EYFS – Year 3

From September 2023, to fulfil our aims and objectives we use the 'To Know You More Clearly' programme from the new Religious Education Directory prescribed by the Archdiocese of Liverpool. This programme is currently optional but will be compulsory for all year groups from September 2026. We have chosen to start the programme as it rolled out by the Archdiocese of Liverpool for each year group. EYFs and KS1 will follow the new RED programme and KS2 will follow Come and See.

### **The 'To Know You More Clearly' Programme**

#### Ways of Knowing

Ways of Knowing		
Understand	Discern	Respond
See	Judge	Act
What will I see and hear to help me understand?	How will I discover more?	What can I do now?

#### The Process - Branches and Lenses

There are six branches in 'To know You More Clearly' - one per half term. The branches are:

1. Creation and Covenant
2. Prophecy and Promise
3. From Galilee to Jerusalem

4. From Desert to Garden
5. To the Ends of the Earth
6. Dialogue and Encounter

Each branch follows:

- Here
- Believe
- Celebrate
- Live

At the end of each branch and lenses the children will:

- Understand
- Discern
- Respond

## **Planning**

Each year six branches will be taught, two each term. With 2½ hours of RE per week, a branch should last for half a term.

### Long Term Planning

The Religious Education Directory sets out the programme for the year.

### Medium Term Planning

The RE coordinator provides a planner which has been adapted from the suggested planning templates provided by The Archdiocese of Liverpool.

### Short Term Planning

Short term planning is the responsibility of the class teacher who uses the agreed planning model.

The class teacher will: -

- Allocate time for each branch to be taught and covered
  - Plan the branch to ensure achievement of the expected learning outcomes.
  - Select appropriate activities for the whole class or groups of children.
- Evaluate and assess the children's learning at the end of each branch using the Religious Education Directory expected learning outcomes related to each branch.

To fulfil our aim and objectives we use the 'Come and See' Programme of Religious Education prescribed by the Archdiocese of Liverpool. The aim of this programme is to draw pupils into a systematic study of the

teachings of the Church and the saving mystery of Christ which the Church proclaims. This is achieved through enabling all children to explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupils own experience and with universal experience. Links are also made with experience of other faith traditions.

For all children the programme will raise questions and provide opportunities for reflecting on their own experience. It will help them explore the beliefs, values and way of life of the Catholic tradition and where appropriate of other faith traditions.

For those from committed families, it will deepen and enrich their understanding and living of their faith. For Christians life and faith belong together and so the programme uses both universal language and Christian language.

To support our aims 10% of the length of the taught week for each Key Stage is devoted for delivery of Religious Education.

### **Overview of Content for *Come and See***

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response in faith.

Where do I come from?	Life - Creation
Who am I?	Dignity - Incarnation
Why am I here?	Purpose - Redemption

### **Implementation**

#### Themes

The basic question of belief for each item is explored through three kinds of themes. Each theme relates to one key dimension of religious and Christian faith. They are Church, Sacrament and Christian living.

#### Community of Faith –

**Church** themes are:

Autumn	My story	Family	Domestic Church
Spring	Our story	Community	Local Church
Summer	The story	World	Universal Church

#### Celebration in Ritual –

**Sacramental** themes are:

Autumn	Belonging	Baptism/Confirmation/Ordination/Marriage
Spring	Relating	Eucharist
Summer	Inter-relating	Reconciliation/Anointing of the Sick

## The Way of Life –

**Christian Living** themes are:

Autumn	Loving	celebrating life	Advent/ Christmas
Spring	Giving	the cost of life	Lent/Easter
Summer	Serving	feasts to celebrate	Pentecost

## **The Process**

### **Explore**

The teacher helps children begin to look at and focus on an aspect of life experience about themselves so that they acknowledge and become aware of it.

This may be done by: -

- Telling a story
- Looking at photographs
- Listening to poems or music
- Sharing a personal experience

To explore life experiences: -

- By meditation
- Ponder it from different angles
- To realise and raise questions
- To discover some of the answers

The teacher leads children to deeper understanding:

- By opening new horizons
- By working with problems
- By being in touch with the mystery of life
- By discovering the real meaning and value of life.

### **Reveal**

This is at the heart of the process. Here links are made with the Christian understanding of the mystery of God and human life as expressed in the person of Jesus Christ. It involves learning about Scripture, the teachings of the Church, prayers, rites, psalms, hymns and other ways to express our faith.

### **Respond**

Remember is the first part of this phase. Children will respond by remembering what they have learnt and celebrate it. They are helped to hold on to and make their own, what they have understood of their own experience of the wider Christian community.

Rejoice is the second phase. Children will be able to plan and take part in a celebrate of the aspect of life experience that has been recognised, reflected upon, respected and related to the experience of the Christian community.

Renew enables both children and teacher to respond to their learning, make it their own and think about how they can apply their learning to their own lives.

## **Planning**

Each year nine topics will be taught, three each term. With 2½ hours of RE per week, a topic should last about four weeks.

Allocation of time should be:

Explore	25% of time
Reveal	50% of time
Respond	25% of time

## **Long Term Planning**

The themes and topics framework sets out the programme for the year.

## **Medium Term Planning**

The RE coordinator provides a planner (provided by CES) for each term's work.

Indicated on this:

- The basic question - Christian doctrine for the term.
- The themes and topics change which these will be explored.
- The starting dates for each topic.

The allocation of time is shown to ensure that the learning outcomes for each topic will be achieved.

## **Short Term Planning**

Short term planning is the responsibility of the class teacher who uses the agreed CED planning model.

The class teacher will: -

- Allocate time for each learning focus to be taught.
- Plan the topic to ensure achievement of the learning outcomes.
- Select appropriate activities for the whole class or groups of children.
- Ensure coverage of all six learning focuses
- Indicate if and when the children will be assessed in that topic and, if so, the activities to be assessed.



## **Foundation Stage planning**

RE makes an active contribution to all the areas of learning outlines in the foundation stage curriculum, but in particular to:

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

## **Adaptive Teaching**

Purposes for adaptive teaching in RE:

- To enable children to succeed in the set task or activity.
- To challenge children to succeed in the set task or activity
- To enable children to recognise their achievements and celebrate these.

In 'Come and See' and 'To Know You More Clearly' adaptive teaching is provided through a range of activities. It is essential to refer to the One Page Profiles of the children on the Special Educational Needs register. The level of adult support should be indicated if applicable as a strategy to assist differentiation.

## **Assessment**

"In accordance with the Catholic Schools' belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual's worth."

Assessment is focused on the Level of Attainment for Religious Education, in line with archdiocesan guidelines using Standard Indicators. It does not assess faith or the practice of faith.

Assessment is focused by the overall aims and objectives of Religious Education.

In 'Come and See' and 'To Know You More Clearly' it is related to the concepts, skills and attitudes to be developed through the exploration of these themes and the expected learning outcomes for each topic.

Assessment establishes what children know, understand and can do. It does not assess faith or the practice of faith.

Assessment in 'Come and See' emphasizes a wide range of achievement.

Assessment is a continuous process involving the co-operation of the teacher and child.

## **Informal Assessment**

Teachers are continually making informal professional assessments of individual pupils. They become aware of a pupil's level of understanding and growth in skills, by observing their ability to:

- Listen
- Ask relevant questions
- Respond to questions
- Interact with others
- Work with others
- Be still
- Understand
- Remember

At Holy Cross, this informal assessment is achieved by teachers observing classroom tasks, which demonstrate the extent to which pupils are achieving the intended learning outcome.

These observations will include:

- Engaging in creative play
- Planning and completing a piece of written work
- Planning, creating or mounting a display
- Creating and performing drama or 'play'.
- Discussing an issue and drawing conclusions
- Engaging in role play
- Composing a hymn, song or poem
- Planning and completing a piece of art or craft.

Informal assessment is also achieved by asking the children to assess the work they have done:

- At the end of a task
- At the end of a lesson
- At the end of a topic

Criteria for this type of assessment is agreed with the children and should include such questions as:

- Do we understand the task?
- How far have we got?
- What do we know and understand now?
- How well have we worked together?

Children are also encouraged to reflect on and share what they have learned during the lesson, either as individuals or as part of a group.

## Expectations

In each Come and See topic or 'To Know You More Clearly' branch , teachers are offered brief summaries of what children can be expected to know, understand and be able to do. As for most other curriculum subjects, these are expressed in terms of 'most children' and 'some children'. They provide support for the tasks of adaptive teaching, assessment, recording and reporting.

## Recording

Recording in Religious Education recognises the distinct nature of the subject.

Assessments are made and the consequent records kept will:

- Recognise a wide range of achievement;
- Be selective because not all evidence is suitable for recording or is able to be recorded;
- Be positive in order to record what pupils have done and can achieve;
- Relate to achievement in Religious Education and will not record issues which have a place in the broader profile for the pupil (general behaviour & attitudes);
- Be open and based on collaboration between teacher and the pupil wherever possible.

We keep a record of the experiences offered to pupils in order to ensure continuity and progression within and across Key Stages. This information will be found:

In the scheme of work for Religious Education.

- In long, medium and short term planning.

In each class, the teacher will record the pupils' levels on a class tracking sheet. All assessment and tracking records will be filed and kept by the RE Coordinator.

Recording provides evidence of, and celebrates, the individual's achievements. This is done by:

- Comments written on pupils' work
- Outcomes of tasks
- Visual evidence e.g. photographs, dance, drama and celebrations
- Religious life books, Seesaw, Twitter feed contains examples of children's work and any other celebrations throughout the school.

At specific times in the pupil's school career, there is a need to summarise the evidence gathered from assessments in order to inform pupils, parents and teachers of progress in Religious Education.

## Reporting

There are four dimensions to reporting in Religious Education:

- To provide feedback to pupils in their achievements and progress
-

- To inform colleagues of the achievements of individual pupils and the areas studied by a class and year group.
- To inform parents of the progress and achievement of their children.
- To inform parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

Formal reporting to parents is done throughout the year during two Parents' Evenings and through termly written reports.

### **Evaluation of Teaching**

At Holy Cross we endeavour to incorporate an interesting variety of tasks such as using prayer, story, mime, writing and art activities. Children are also given opportunities to discuss the topics in groups, pairs or one to one. This is an excellent opportunity for us to allow the children to speak and be listened to. We encourage active learning techniques such as artwork, creative writing, role-play, discussion groups, drama and music. The children are also encouraged to use the Internet to collect more information for their topics.

Timetables and planning are monitored. Every class teacher builds up a display and contributes to central displays when necessary.

Teaching and learning is monitored continually on an informal basis by:

- Observation of class assemblies.
- Observation of floorbooks
- Children's work

Teaching and learning is monitored formally by

- Observations of lessons
- Scrutiny of planning
- Scrutiny of work, including children's books

There is a yearly timetable of formal observations. (see RE coordinator's yearly Action Plan).

### **Evaluation of Learning**

All children are being assessed by their class teachers in their contribution to discussions, attitudes to others, activities, picture and written work.

At the end of each topic, children will be given an opportunity to identify what they have learned, which is the culmination of a topic and a chance to reflect on their learning.

Children record their work in a specific RE exercise book.

## Displays

Every classroom has a display board linked to the current topic from the RED/'Come and See' programme, celebrating pupils' work and their learning across the topic.

The school's Mission is displayed in the foyer and around the school.

## 'Journey in Love' A Relationship, Sex and Health Education (RSHE) Programme

*'I have come that you might have life and have it to the full' (Jn.10.10)*

We acknowledge that Personal, Social and Health Education (PSHE) and Citizenship, as well as Relationship and Sex Education (RSE), are all underpinned by a theology of relationship and are all encompassed in the tiles 'Relationship, Sex and Health Education' (RSHE).

Our belief in the unique dignity of the human person as made in the image and likeness of God underpins the approach to all education in our school. Our approach to relationship and sex education therefore is rooted in the Catholic Church's teaching of the human person and is presented positively and prudently.

Stemming from this vision of what it means to be human, we seek to educate the whole child: spiritually, intellectually, morally, emotionally psychologically and physically toward our understanding of Christian maturity.

Following guidance from our own Bishop and Diocese, the Conference of Bishops of England and Wales and as advocated by the DFE, all Relationships and Sex Education in our school will be firmly embedded in the Religious Education framework as it is concerned primarily with nurturing the human wholeness of our pupils.

All Relationship and Sex Education will be in accordance with the Church's moral teaching. It will emphasise the importance of the Sacrament of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values.

### Delivery of Relationship, Sex and Health Education (See Policy)

Relationships, Sex and Health Education is taught using the 'Journey in Love' programme, through our lifestyle in school and through the subject of Religious Education, Science, PSHE and by the way of a cross-curricular, integrated approach as a fundamental part of the Catholic Life of the school.

All elements of PSHE and Citizenship are covered. Significant aspects of Relationship and Sex Education remain part of the National Curriculum for Science. These will be taught to all pupils. (Parents are unable to withdraw pupils from such lessons.)

### **Key Stage 1 (5-7)**

- That humans move, feed, grow, use their senses and reproduce;
- To name the external parts of the body;
- That humans grow from babies into children and then into adults, and that adults can produce babies;
- To recognise similarities and differences between themselves and other pupils

### **Key Stage 2 (7-11)**

- That the life processes common to humans and all animals include nutrition, growth and reproduction;
- The main stages of the human life cycle.

We acknowledge that every area of school life can potentially contribute to Relationships and Sex Education as the school, of its very nature operates through positive human relationships. We recognise, value and greatly appreciate the contribution made by all members of staff in deepening the quality of our Christian community

### **Relationship of Religious Education to the whole curriculum**

Time allocation for the teaching of RE:

KS1 - 2 hours 10 minutes per week

KS2 - 2 hours 30 minutes per week

### **Prayer and Liturgy - worship (See Policy)**

The children participate in the statutory daily act of worship and this is often linked to the Religious Education themes. Prayer and Liturgy is carried out daily; whole school, key stage or within individual classrooms. Prayer and Liturgy will be in many forms giving time for greeting, prayer, song, thanksgiving, forgiveness, celebration, reflection, meditation and spiritual growth.

### **Spiritual and Moral Development (See Policy)**

Our Religious Education work must affect the Spiritual and Moral development of all the children in the school, but we hope that all subjects will help to develop these important areas. The children need to see the wonder of God in all things and need to know right from wrong, this is reflected in all that we do in our school – Daily Life and Relationships.

## **Sacramental Preparations**

Children will receive the Sacraments of Reconciliation and Holy Communion in Year 4. In the Spring Term, Eucharist is explored across the whole school through topics such as Meals, Thanksgiving and Unity. In the Summer Term Reconciliation is explored across the whole school through topics such as Choices, Building Bridges and Freedom and Responsibility.

The Respond elements of each topic provide opportunities for participation in community worship, and allow children to experience the symbols of water, light, food and gesture, which will be used in the celebration of the Sacraments. Sacramental Preparation is a three-way process: Home – Parish – School. Whilst the school plays an integral role in preparation, what is done in school is closely co-ordinated with the catechesis (the process of educating to and in faith) offered at home. Guidance is given to parents on how they can help their child with the programme preparation at home. Parents are invited to a series of meetings and workshops organised throughout the year of preparation to support them in supported their child's development in faith. Family catechesis workshops, led by Parish Catechists (including the RE coordinator), take place as outlined in the Programme for Sacramental Preparation.

During the workshops, parents are supported by catechists and the Parish Priest in working with their children to prepare for receiving each sacrament. This preparation is then continued at home based on resources and information given. This process puts a strong emphasis on the collective role of School, Home and Parish in children's faith development.

## **Education for Personal Relationships**

We have a curriculum map for Personal Development and RSHE policy which has been accepted and adopted by the Governors. We use the Journey in Love curriculum for our RSHE teaching and learning.

## **Equal Opportunities**

Our school mission statement is based on the gospel values of love, care and respect, which are based on the equality between all human beings regardless of gender, race, colour, social condition, language or religion, derived from our belief that each person is a child of God.

## **Religious Education's influence on other School Policies**

As mentioned above Religious Education must influence all that goes on within our school and does not stand alone as a single subject or lesson. It is both implicit and explicit in many activities with school. Religious Education has a strong bearing on many policies, such as, Equal Opportunities, Policy for Promoting Good Behaviour, Special Educational Needs, Display and throughout our cross-curricular links and in our links with other schools, particularly High Schools and the wider Catholic cluster.

## Resources – Staff members 2024-2025

Headteacher	Mrs Carol Gillespie	Catholic Teachers' Certificate
Deputy Head	Miss Kate Chauveau (RE coordinator)	Currently completing Catholic Teachers' Certificate
Nursery	Miss Krista Redcliffe	
Reception	Miss Katie Green	Catholic Teachers' Certificate
Year 1	Ms Katie Birch	Catholic Teachers' Certificate
Year 2	Mrs Alyson Kettle	Catholic Teachers' Certificate
Year 3	Mr Chris Beech	Currently completing Catholic Teachers' Certificate
Year 4	Mrs Terri-Ann Flood	
Year 5	Miss Daneeka Osuna	
Year 6	Miss Megan Basley	Catholic Teachers' Certificate

Each teacher is responsible for the teaching of RE in their own class.

## Resources - Teaching

As a general principal, money from the budget each year is available for whatever needs are identified in RE, in line with other core subjects.

We recognise the necessity to build up RE resources with essential books, CDs, visual arts, music etc., and extra money is always made available where necessary.

General classroom resources include God's Story 1, 2 or 3, (including God's Story 1 big book), Church's Story 1 or 2, Journey in Love, The Bible, Come and See and Come and See Music CDs.

Books, liturgies, other faith materials, DVDs, CDs, etc., are stored centrally.

All resources are freely available to staff.

## Staff Development

The Headteacher attends the Headteacher cluster meetings and INSET days organised by the



Christian Education Department.

The RE coordinator attends INSET days and Coordinator meetings organised by the Christian Education Department.

Teachers (without CCRS) who are newly employed at the school are expected to begin the CCRS within the first 2 years of their employment at Holy Cross.

The RE coordinator reports back to the staff after INSET days.

All newly qualified staff attend the day provided by the Christian Education Department.

Courses at Margaret Clitheroe are open to all staff.

Whole staff INSET meetings/days are organised by the Headteacher and RE Co-ordinator.

### **Staff Communications**

At the start of each term/year all staff are given a copy of the planner for the term/year ahead, and the dates for each topic.

Time is always available at briefings and staff meetings for information throughout the year, and staff are able to speak to the RE co-ordinator whenever necessary. It is school policy that all staff make themselves available to support colleagues and this is often done either on a one-to-one basis during the year or at staff meetings.

The Headteacher passes on any information from the Christian Education Department or other relevant parties to the RE coordinator, or the whole staff if necessary.

Masses, whole school and class, are communicated to staff through the weekly diary.

Prayer and liturgy, whole school, key stage and class, are timetabled.

Mass dates and Sacramental dates are given to staff during staff meetings.

### **Staff Induction**

All new staff members are given the schools' policies on RE, Prayer and Liturgy, Spiritual and Moral Development, Relationships, Sex and Health Education.

The RE co-ordinator is responsible for explaining the delivery of the RE curriculum to all newly appointed staff. The RE co-ordinator will give a brief overview of the scheme and explain the structure of teaching for each topic and is available for further advice and support if necessary.

### **Religious Life**

Throughout the year, Years 3-6 attend mass in church at least once per half term.

### **Parental Involvement:**

- Invitation to Prayer and Liturgy, Friday Celebration Assemblies, Masses, class rejoice assemblies and other celebrations.
- Family Catechesis Workshops and Celebrations for First Reconciliation and First Holy Communion

- Outline of R.E / Catholic School Ethos to parents of prospective Reception intake.
- Content of each terms R.E topics through class curriculum outlines and Come and See termly newsletter.

#### Pupil Responses:

Autumn	Spring	Summer
McMillan Coffee Morning CAFOD Harvest: Local Food Bank Shoe Box Appeal Untangled British Legion Red Wednesday	Lent: Live Simply Award Mission Together SVP	Live Simply Award CAFOD

#### Annual Celebrations:

Autumn	Spring	Summer
Whole School, Key stage and Class-led Collective Worships Weekly Gospel Assemblies		
Feast of Holy Cross Harvest Mass/Assembly Remembrance Day Assembly Whole School Nativity Christmas Mass	Ash Wednesday (if in school) Good Shepherd Holy Week Mass/Assembly First Reconciliation	Sacrament of First Holy Communion School Celebration of First Holy Communion Leavers' Mass/Assembly

#### Prayer

Some of our children will come to school having experienced prayer and worship at home. Others may have no experience of prayer at all.

As Catholic teachers, we have the responsibility and opportunity to introduce and encourage right attitudes of prayer, building upon the children's natural response of wonder and awe at the beauty of God's creation all around them.

The development of the children's prayer should grow from these early and natural responses, so that many prayers used in school will be informal and spontaneous. The children are encouraged in this type of prayer throughout their school life.

Children also become familiar with the more formal traditional prayers used in worship.

Prayers that are taught: -

**FS and KS1:**

- Sign of The Cross
- Our Father
- Hail Mary
- Grace Before Meals
- Morning prayer
- Reflection at the end of the day

**KS2:**

- Sign of The Cross (to include meaning of 'Amen')
- Our Father
- Hail Mary
- Glory be to The Father
- Act of Contrition
- Grace Before and After Meals
- Reflection at the end of the day

### **Links with Parents & Parish**

*'Any worthwhile programme for Religious Education ... must aim at bringing together, home, parish and school, into a partnership of mutual understanding and co-operation'.*

The school's contribution to the religious education of the children must not be seen in isolation. Religious Education Newsletters, 'Come and See At Home', are sent home to all parents at the start of each term, sharing information about the RE curriculum in the term ahead, and also information about Liturgies, feasts and celebrations

Throughout the year, opportunities are taken to support the religious education of the children by close co-operation with the parents and with the Parish.

All staff are committed to fostering this partnership by:

- Making parents welcome
- Being available to talk to parents about their children
- Providing opportunities for parents to share in a wide variety of school activities
- Inviting parents to special assemblies and Masses.
- Supporting parents whose children are being prepared to receive Sacraments of Initiation
- Encouraging the children to attend Parish Masses / liturgical celebrations.
- Preparing a liturgy for special feasts.

- Visiting the community i.e. nursing homes to sing Christmas Carols.
- Supporting Archdiocesan and other charities.

### **Preparation for The Sacraments**

The school leads the '*With You Always*' programme and supports the parish priest in preparing our pupils to receive the Sacraments of Initiation. This involves delivering the programme, liaison with parents, passing on information, ensuring children learn any prayers, hymns required, providing opportunities for the celebration of the children's achievements.

### **Equal Opportunities**

At Holy Cross Catholic School we aim to provide a breadth of education encompassing the National Curriculum in such a manner as to meet the needs of each individual. We ensure that the curriculum and school organisation express equal respect for boys and girls, offering them equal access to the full range of learning opportunities.

We believe the whole essence of RE is to liberate the individual and to allow them to achieve their potential as one of God's children.

We aim to equip our children with the knowledge, skills and values necessary for participation in our modern multi - cultural society.