



Primary RE Coordinator Toolkit

Diocese of Westminster Education Service



2021-2022

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Welcome to the role of RE Coordinator

This is a support document for all RE coordinators. It may also be of support to other members of an RE Team in the primary school. It is simply to be used as a starting point or guide as you will get much more support from your Diocesan Adviser and other colleagues at your deanery meetings as well as from our diocesan website.

Support from Diocesan Advisers

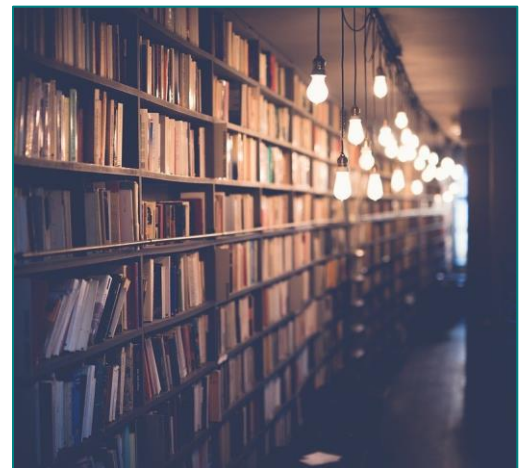
This can take place in a variety of forms: in person, online, through email or a phone call. Not only do advisers offer guidance/advice on various issues, create resources and provide training, but we also offer support which will be personalised to address the school's unique needs and context. This includes:

- Support pre and post diocesan inspection
- Review of the school SEF
- Review of teaching and learning in RE
- Review of evidence and provision in RE
- Website reviews in light of Classroom RE and Catholic Life
- Other (as dependent on the schools' needs)

REC Deanery Meetings

These take place on a termly basis, either in person or virtually. They are extremely beneficial as they:

- Provide diocesan updates
- Encourage professional sharing of resources and ideas
- Provide a support network for RECs
- Provide a forum for collaboration between schools and professionals
- Provide a platform for training and moderation on a deanery level
- Offer reassurance and support for new and developing RECs



The Religious Education Coordinator

“Religious Education is never simply one subject among many,
but the foundation of the entire education process.”

(R.E. in Catholic Schools – Statement from the Catholic Education Service, May 2000)

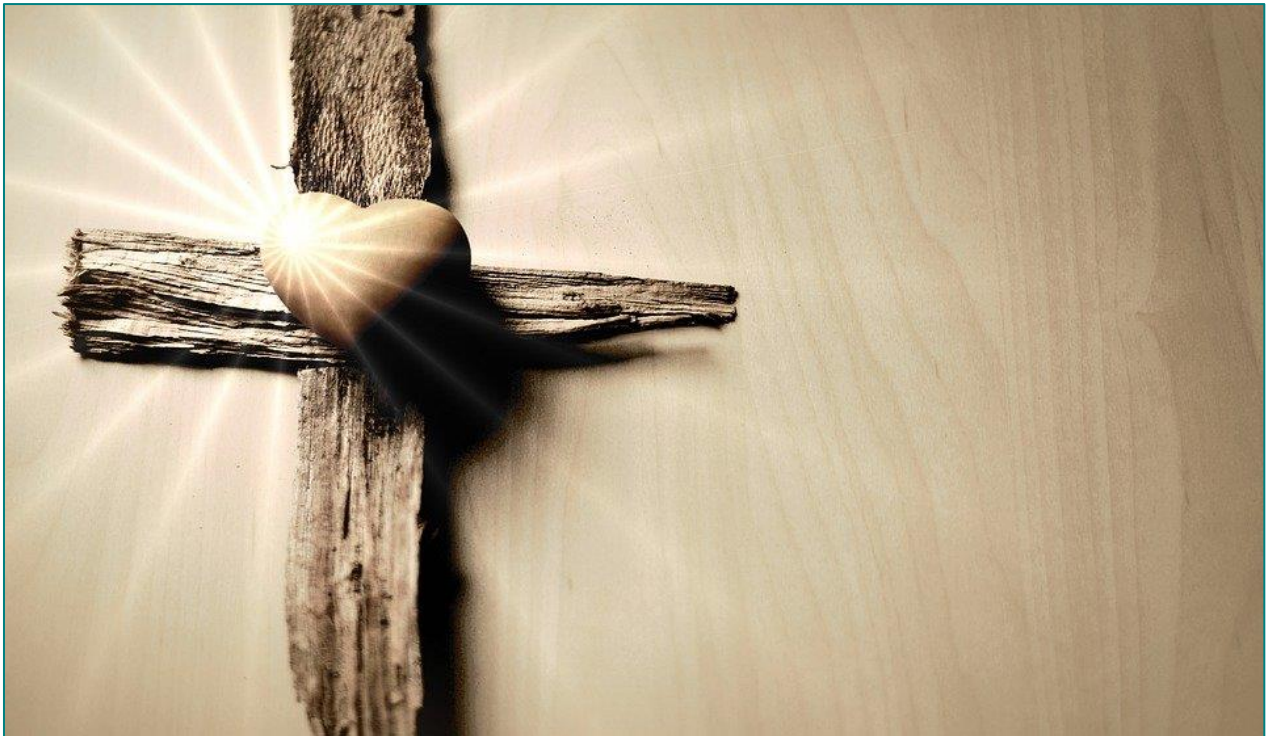


In our Catholic schools:

- The vision and leadership in Religious Education provide clarity of intention as well as enabling and inspiring teachers in their contribution to the religious and faith development of their pupils.
- The Headteacher and/or the Religious Education Coordinator (REC) contribute significantly to the spiritual and religious life of the school community.
- The leaders in the school work in close partnership with Diocesan Advisers, participate in deanery meetings and attend diocesan in-service in Religious Education regularly.
- The REC is responsible for establishing systems and structures to:
 - ensure REC fulfils the requirement of having 10 per cent teaching time
 - monitor assessment and progress in Religious Education across the school
 - deliver a curriculum based on the Curriculum Directory for Catholic Schools
 - develop teaching/learning and enhance achievement
- The REC is responsible for ensuring that Classroom Religious Education includes all the rigour essential for ensuring that pupils become religiously literate and confident in the knowledge/understanding of the Catholic faith and that they are respectful of the faith traditions of others, at levels appropriate to their age and ability

(Our Catholic Schools (The Red Book) Third edition; 2010)

Overview of the Role of Coordinator (REC)



There are many tasks a REC may be involved with including the following, although it is not an exhaustive list:

- Ensure effective systems are in place to monitor Classroom RE & Catholic Life – lesson/worship observations, scrutiny of evidence, learning walks, planning...
- Work closely with the Headteacher, Parish Priest, other leaders and colleagues to organise the liturgical year, sacraments and the curriculum
- Manage budget and resources for Classroom RE and Catholic Life including for teaching of other faiths
- Liaise with Diocesan Adviser and other primary colleagues (and secondary if possible)
- Attend deanery meetings as well as diocesan training and moderation
- Visit the diocesan website regularly <https://education.rcdow.org.uk/>
- Organise/monitor/provide professional development for staff
- Keep updated with current practices and changes with Religious Education and inform staff
- Complete an action plan for RE and measure the impact of these actions
- Monitor and compile evidence for Classroom RE and the Catholic Life of the school
- Promote the Home-School-Parish link
- Inform parents and governors about the status of RE in the school and keep them updated about any changes
- Update/write policies such as the RE Policy, Collective Worship policy
- Ensure that RE remains ‘the core of the core’ in your school

The Role: Monitoring and Inspection Preparation

Monitoring 1 – Learning Environment

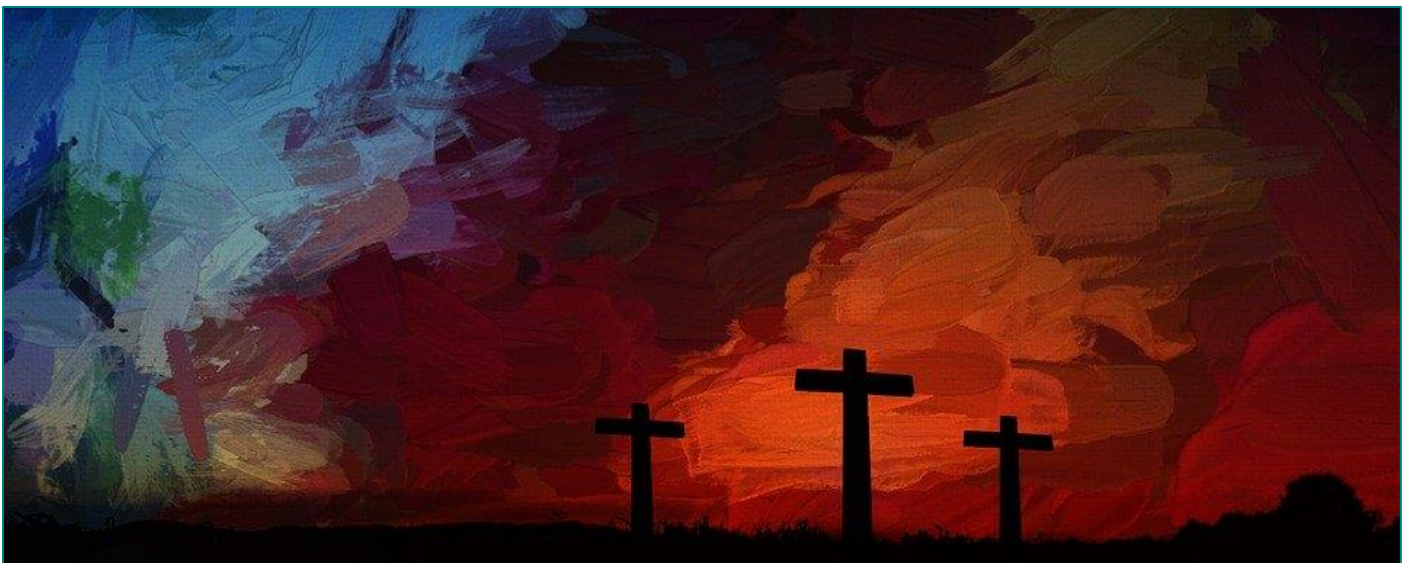
- All rooms have a sign of religious affiliation
- Prayer corners are in place in all classrooms and central areas
- Prayer areas are linked to the liturgical year
- Religious Education displays are in classrooms and are given equal value to other core subjects
- Displays show progress throughout the school
- Pupils work is celebrated on displays and demonstrate care and high expectations

Monitoring 2 – Evidence

- Timetables show 10% of curriculum time is spent on Religious Education
- Planning is linked to the Curriculum Directory
- Moderation file and samples of work from each year group
- Assessment, data, progress and targets
- Pupil progress meetings
- Monitoring of work/evidence
- Observations of Teaching and Learning
- Worship observations
- Questionnaires

Diocesan Inspection

- Update the School Evaluation Form (SEF) and ensure it accurately reflects the school
- Store evidence to support SEF (ongoing)
- Understand the inspection process (see resources on website)
- Support and train the staff as appropriate
- Attend diocesan training

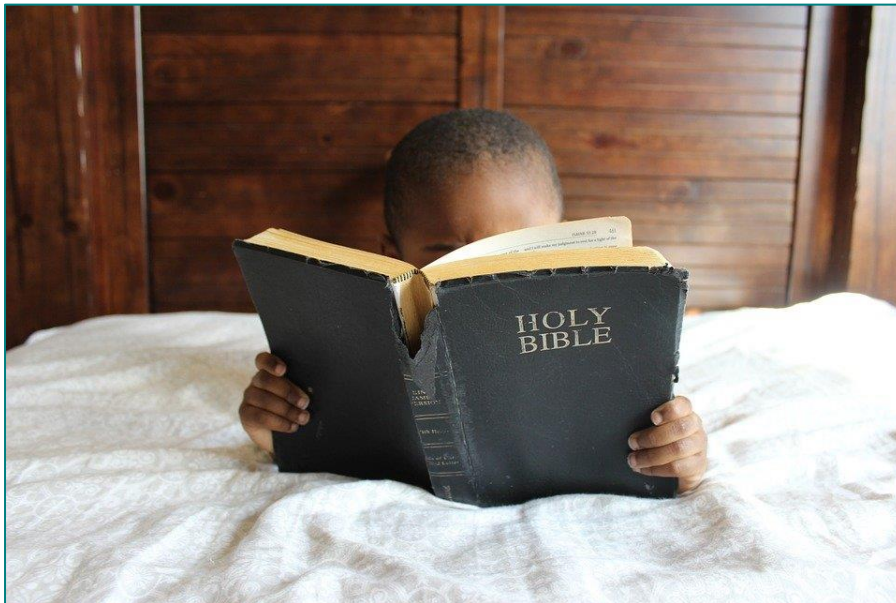


Resources

- Ensure all classrooms have appropriate resources for prayer tables
- Audit resources regularly
- Manage budget/bid early
- Organise storage and use of resources
- Ask staff and pupils about what might be needed to enhance teaching/learning
- Be familiar with resources on Slack and share with staff where appropriate

Continuing Professional Development (CPD)

- Attend termly deanery meetings
- Attend in-service training
- Select courses for staff
- Encourage staff to study for the CCRS and Foundation Stones
- Ensure that staff have a good understanding of modern theology
- Ensure that all new staff are welcomed and receive appropriate induction



Prayer and Liturgy

- Ensure that there is a daily Act of Worship for each child (timetabled)
- Support teachers with training pupils to plan, lead and evaluate worship (prayer and liturgy)
- Liaise with the Parish Priest to plan Masses during the liturgical year including special feast days, holy days of obligation, special times/seasons
- Prepare Mass rota if required
- Care for vestments and vessels
- Support staff and pupils in the preparation of Masses
- Organise times for Reconciliation and Benediction/Adoration
- Support staff/pupils with providing various experiences of prayer such as Rosary, Stations of the Cross, meditation, Christian mindfulness, Lectio Divina, Examen ...

The Role: Curriculum, Parish and Key Attributes

The Parish

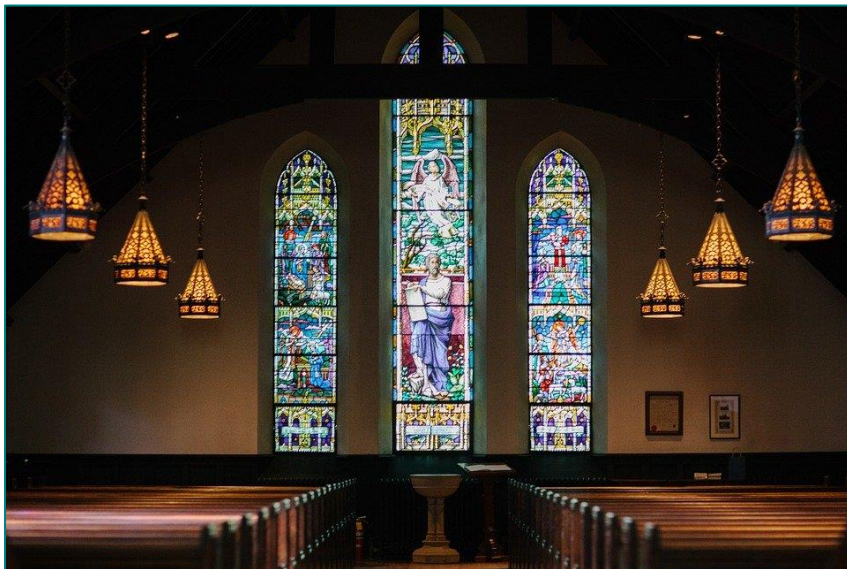
- Liaise with the Parish Priest to strengthen Home-School-Parish links
- Promote parish sacramental programmes
- Invite parishioners to school events/worship where appropriate
- Support relevant parish events

Development of the Curriculum

- Keep up to date with changes in curriculum
- Communicate with your Diocesan Adviser
- Promote cross curricular links in Religious Education where appropriate
- Celebrate Classroom RE and Catholic Life on school website

Some Key Attributes

- A practising Catholic
- Committed to Catholic Education
- Leadership skills necessary to work with and support colleagues
- Good classroom practitioner
- Patient, encouraging, affirming, generous with time, driven
- Good understanding of theology and the faith



Suggested Elements of a RE Coordinator's File

There are a number of documents and resources that REC should keep in their file(s). Below are some examples although this is not an exhaustive list:

- Mission Statement
- Policies: RE policy, RSE policy, Collective Worship (prayer and liturgy) policy and other relevant ones
- Job Description
- Previous Section 48 Report and Action Plan
- Records of diocesan visits
- Mapping to the Curriculum Directory
- Timetables showing daily worship and 10 % RE
- Yearly RE Action Plan (part of School Improvement Plan)
- Monitoring of lessons, books and displays: proforma, schedules, completed forms
- Records of discussions with pupils (pupil voice)
- Assessment: tracking progress/outcomes, pupil progress meetings, analysis
- Evidence of staff training
- Record of prayer, liturgy and worship (including child-led planning and evaluation)
- Common Good (support for charities, awards)
- Resources and budget
- Evidence of teaching other faiths
- Initiatives and developments in school
- Staff handbook
- Questionnaires and feedback (various formats)



Moderation of Work

Purpose:

- Contribute to the judgements of a pupil's attainment
- Ensure that all staff are assessing and monitoring progress consistently
- Identify next / future teaching points
- Ensure consistency between parallel year groups
- Ensure progression and continuity both within and between phases
- Set targets for pupils, groups, classes, cohorts
- Inform discussion with parents, deanery schools and the Diocese
- Provide evidence and point of referral in the school's portfolio

When:

- At least once a year (termly where possible)
- During a staff/phase/key stage meeting

Preparing staff:

- Provide each member of staff with a context sheet format in order that they can write some context notes
- Use photocopies and bring no more than two samples per member of staff
- Ensure that they are legible
- Agree recording process
- Agree time allocation
- Explain the process, purpose and how agreement will be arrived at
- Moderate
- Agree judgements
- Agree next steps, what move for the next step
- Annotate

These samples of work may be used:

- *as evidence during Diocesan Inspection*
- *to train or support current/future members of staff*
- *during deanery meetings or sharing of work during professional development courses*
- *at diocesan moderation*

Action Plan Checklist

Your action plans should include priorities linked to the School Improvement Plan.

When writing your action plans, share them with the Headteacher for comments and consider the following:

1. Are the actions sufficient to support the area for improvement?
2. Are the actions realistically achievable?
3. Have you divided your workload carefully over each term?
4. Have you made it clear who will carry out the actions?
5. Have you taken into account staff training needs?
6. Have you considered how you will measure the impact?
7. Are there any budget implications?
8. Is there evidence of the impact of these actions?

It is very important that you address all of the actions from your previous diocesan inspection and that these are fully addressed before the next inspection. You will need to provide evidence and details about how these have been addressed and the steps you have taken to achieve them.

Your RE Adviser may also give you some actions to work on during a visit and these can be incorporated into the Action Plan. Your adviser may also be able to offer support and guidance on achieving your aims.



Classroom Religious Education and Catholic Life Review Walk

A review walk is a key component to identifying, evaluating and improving your schools' Classroom RE and Catholic life. It is also a useful exercise for schools to carry out for themselves when preparing for their Diocese Inspection and when gathering evidence for their ongoing self-review.

The walk should be carried out by members of the school's leadership team, Head of RE, chaplain and link governor. It could also be undertaken by any member of the school community – support staff, pupil, parents, governors or external visitor as each would bring their own perceptions and viewpoint to the exercise.

Before commencing a review walk ensure all taking part have agreed

- on a code of conduct
- what the particular focus will be (it is impossible to do it all in one walk)
- how the walk is to be recorded
- how findings from the walk will be used and how this will be fed back to relevant groups

On the following pages you will find suggestions for things to look out for/focus on during a review walk. This is not an exhaustive list nor is it an expectation that everything listed should be found on a single walk.



Curriculum Directory

How well does the content of classroom religious education meet the requirement of the Curriculum Directory?

- Is the content of RE lessons Catholic?
- Is there evidence of theology and Church teachings?
- Is the content of RE build upon as students' progress through the school?
- Are Core RE lessons (KS5) well attended?
- Is Core RE (KS5) rigorous and Catholic in content with opportunities for assessment?

Pupil Achievement

Attainment and progress in Religious Education

- Are all students making progress in lessons, in assessments and through the academic year?
- Do students know how to improve their attainment and progress in RE?
- Students are religiously literate.

Quality of Teaching

- Any teaching observed as you are shown around will give you an indication of the quality of teaching in RE
- Learning objectives/success criteria shared/displayed
- Classroom and behaviour management
- Use of space within the classroom
- Atmosphere conducive to learning
- Challenge and support
- Focus on learning – progress in lesson, progress in students' books
- Standards of work on display in students books
- Evidence of Assessment for Learning
- Quality of marking/feedback in books students are working in
- RE displays – high quality and prominence; up to date
- Atmosphere within the classrooms
- Relationships within the classrooms
- Behaviour and attitudes within the classrooms
- Use of support staff
- RE displays – evidence of continuity and progression, high standards – comparison with other displays in the classroom



Leadership and Management

The effectiveness of the leadership and management in promoting religious education

- RE books in central and class libraries
- Availability and quality of resources to support RE
- Head of RE's classroom models good practice/reflects school's aims for RE
- Consistency of approach and standard throughout the school
- Up to date RE information displayed in the staffroom
- If class timetable displayed – timing and quantity of dedicated 10% RE curriculum time

The place of RE -

The place of RE as the core of the curriculum – time, staffing, accommodation, resources, budget

- Are the RE classrooms centrally located in the school?
- Are the RE classrooms well looked after?
- What are the RE classrooms like compared to those used by the English and Maths Department?
- Are the RE teachers subject specialists? Do they have good subject knowledge?
- Is the RE Department well resourced?
- Are Bibles looked after and treated with respect?



Worship

The experience of Catholic worship – prayer and liturgy – for the whole school community

- Religious icons and displays
- Community live out their Mission Statement
- Displays linked to worship – encouraging children to be reflective?
- Photographs etc. of past celebrations – who involved? variety? Catholic traditions?
- Atmosphere
- Prayer areas – in each classroom? elsewhere? quality? are they linked to liturgical year or RE theme? how are they used/ use of liturgical colours; place within the classroom? use of artefacts? consistency across the school?
- Evidence of the patron saint(s) of the school – can the children tell you anything about them?
- Common prayers and school prayers displayed
- Availability of resources
- Central areas reflect the prayer life of the school
- Evidence of pupil involvement in planning/leading worship
- If central prayer area/chapel – evidence that it is used, availability
- Evidence of staff or other groups praying together
- Opportunities for pupils to offer prayer petitions, e.g. prayer box, prayer board – and that it is used
- Relationships
- Display – particularly any evidence of spirituality through other subjects
- Evidence of retreats – students/staff
- School environment – internal and external
- Opportunities for children to interact with God's creation
- Evidence of visits and trips to places which would provide opportunities for awe and wonder
- Displays encouraging pupils to reflect – Art, Science etc.
- Respect for other cultures/faiths

Common Good

The commitment to the Common Good – service and social justice

- Signs of welcome – greeting, notices
- Relationships – interactions between different groups of people
- Older children helping younger children – other responsibilities held by children
- Multicultural aspects – reflected in displays?
- Is diversity celebrated?
- Celebration of achievement
- Celebration of other faiths and cultures
- Charities supported – local, national, international, Catholic – children can talk about them, how they were chosen and what they did to support them
- Fund-raising certificates
- Environmental awareness – Green School? Recycling project?
- Evidence of any response to recent tragedy/disaster
- Pupils show ability to empathise
- Modelling by staff and other adults
- Quality of relationships
- Behaviour and attitudes; behaviour management techniques and approaches
- Charity work
- Work of the School Council – how else are pupils able to voice their opinion
- Support for pupils with special needs
- Healthy School award
- School and class rules - appropriateness and emphasis
- Rewards and sanctions
- Celebrations of positive attitudes and achievement, e.g. special notice board, special assembly, golden time
- Opportunities for reconciliation following misbehaviour etc.
- Evidence of buddy system; peer mediation etc.
- Opportunities for pupils to share their concerns, e.g. worry box
- Movement around the school
- Children withdrawn from class – how is this managed
- Links with external agencies – Fairtrade, recycling organisations, Connexions
- Consistency of expectations and application of school's agreed approach
- Responsibilities held by students



Partnership -

The partnership between parents, school and parish as an integral part of the diocese, particularly through its relationship with the Diocese Bishop and those acting on his behalf

- Evidence of involvement of different groups – parents, parishioners, governors, parent teacher association; evidence of celebration of Catholicity
- Parish newsletters available in school/staffroom
- Parish events in school newsletter
- Visitors Book – parish priest, parishioners - frequency
- Photographs/displays of parish, joint school-parish events
- Students know who their parish priest is and what he does in the school
- Students can name the parish(es) most closely associated with the school
- Supports for sacramental programmes
- Evidence of students visiting local parish church
- Evidence of use of school facilities by parish
- Photo of Pope Benedict, Cardinal Vincent
- Links with local and Catholic clusters of schools – staff and pupils
- Involvement in diocesan events
- School facilities used by local community
- Extended school
- Links to teacher training



Leadership and Management -

The effectiveness of the leadership and management in promoting the Catholic life of the school

- From outside the school gates – is it obviously a Catholic school?
- Mission statement – prominence, appropriateness to audience, value placed on it
- School/class rules – how are they expressed?
- Headteacher's office – Catholic identity conducive to meeting with parents and pupils?
- Evidence of governing body involvement in the school
- School improvement plans displayed/available in staffroom
- Notices/findings etc. relating to diocesan self-review process displayed/available in staffroom
- Diocesan courses advertised and attended

Tips for Leading Collective Worship

‘Worship and prayer are central to the life of the school for pupils and staff providing engaging, innovative and creative experiences of the richness of the Catholic tradition, the celebration of the Eucharist and other sacramental celebrations are offered at key times of the liturgical year, with pupils’ active participation in the preparation and planning.’

(Inspection Handbook - Diocese of Westminster Education Service –revised September 2019 Page 34)



As a Catholic primary school, Collective Worship plays a fundamental part of daily school life and enables all to join together as one in prayer and liturgy. It should have a clear focus and children should have the opportunity to plan their own. Here are some tips:

- Lead by example and model what you want from the children
- Give children time to plan their Collective Worship
- Collective Worship should last for the amount of time relevant for the age and ability of the pupils
- Support the pupils with resources and ideas
- Gradually give them more independence and ownership in preparing prayer/liturgy
- Evaluate the experience together

Include time for: thinking, sharing, listening, stillness and silence, doing (where appropriate)

Use a focus which the children will learn to recognise and respect. Learn to use silence through stilling exercises and guided meditation. Keep the session short and simple by including:

- A short passage from scripture
- A picture or PowerPoint presentation
- A simple prayer
- A hymn or song
- A natural object
- Music
- Silence
- Objects to support prayer e.g. stones, beads or ribbons
- Invite children to reflect on the content of the worship, individually, in small groups or through class discussion.
- A well-organised classroom Act of Worship may lead children into a quiet, creative activity such as writing or painting.

Child-led Worship: A Guide to the Process

‘Pupil engagement in both the planning and preparation of prayer and worship is an integral part of the school’s commitment to them. The quality of the preparation and implementation of prayer opportunities enables worship to be a real celebration.’

(*Inspection Handbook - Diocese of Westminster Education Service –revised January 2017 Page 34*)

Gather

Word (Listen)

Response

Mission

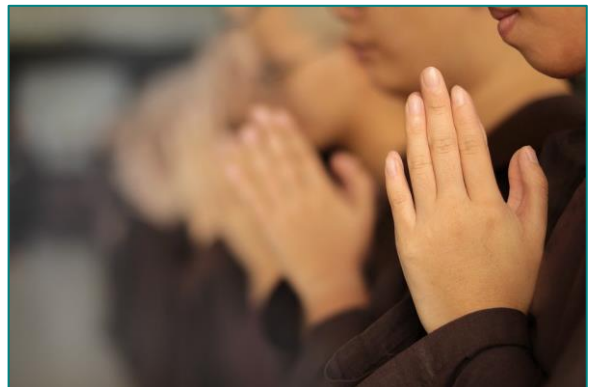
Preparation: When, where, who, what? What resources will I need? Create a focus

- Gather: How will we begin? How will I create an atmosphere of prayer?
- Word: What will be the scripture focus and decide how to present it.
- Response: What will we do in response to listening to God’s Word e.g. prayer and symbolic action.
- Mission: What will I do to help the pupils take the message away with them?

Monitoring and evaluating the daily Act of Worship

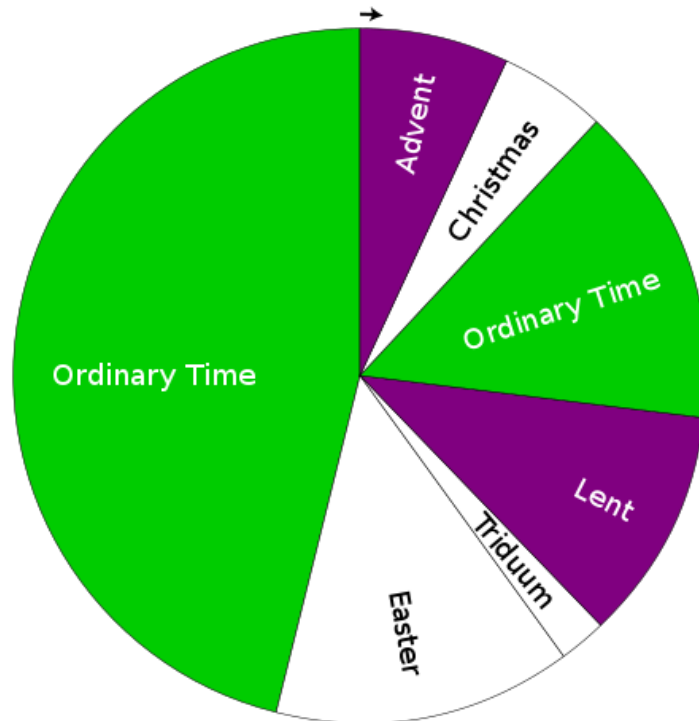
- Was the main emphasis on worshipping God?
- Have pupils been involved in the planning, preparation and leading of the act of worship?
- Was a ‘sacred space’ created using a prayer focus related to the theme, music, images, objects etc?
- Were pupils actively involved in the worship?
- Were a variety of approaches used e.g., story-telling, use of images, drama, music etc?
- Was a time of silence given for pupils to think, reflect and pray?
- Were the pupils respectful and reverent?
- Did the act of worship follow a liturgical structure e.g., Gathering, Listen, Response and Sending Forth?
- Was prominence given to the Scriptures as the Word of God?
- Was the language used suitable for the year group?
- Was the worship linked to everyday life e.g. joys and sorrows, a special event, world matters etc.?
- Was the Church’s liturgical year recognised and celebrated?
- Were the pupils encouraged to think about the needs of others?
- Were prayers from Catholic heritage used?

For more support with this, see our Pupil Chaplaincy Prayer and Liturgy resources [HERE](#).



Liturgical Colours

Liturgies during the different seasons of the liturgical year have different colours, music and prayers. The vestments worn by the priest during the liturgical year help express the character of the mysteries being celebrated. These colours can be used to decorate class prayer tables and display boards during the year.



White / Gold: The colour of joy and victory.

Used for the seasons of Christmas and Easter. It is also used for the feasts of Our Lord, Mary, the angels and saints who are not martyrs. Gold may also be used on solemn occasions.

Red: Used to celebrate the passion of Jesus. It is used for the birthday feasts of the apostles, evangelists and for the celebrations of the martyrs. Red recalls the Holy spirit and is used on Pentecost Sunday and for the Sacrament of Confirmation.

Green: Seen in plants and trees, symbolises life and hope and is used during Ordinary Time.

Violet / Purple: The colours violet or purple in Advent help us to remember that we are preparing for the coming of Christ. In Lent, the season of penance and renewal also uses the colours violet or purple.

Rose: Rose may be used on the Third Sunday of Advent, Gaudete Sunday and on the Fourth Sunday of Lent, Laetare Sunday. It expresses the joy of anticipation for Christmas and Easter.

Celebrations during the Liturgical Year

There are lots of celebrations and special days or weeks and you can remind everyone in your community about these and support them where appropriate. Remember to celebrate your school's Patron Saint's Day too. For more support with this see:

Enhancing the School Year booklet [HERE](#)

The Liturgical Year booklet [HERE](#)

Autumn

Prayer focus / tables should be green at the start of the academic year as it is Ordinary Time.

September: Month of Creation

October:- Harvest Thanksgiving; Month of Mission; Month of the Rosary: October is the month of the Rosary. Children could be encouraged to pray at least a decade of the rosary each day or week.

November: Month of Remembrance

December/Advent: This is the season to prepare for Christmas. *Prayer tables should be purple.*
Christmas

Spring

Prayer tables are white/gold for the Christmas season, then green for Ordinary Time after the Feast of the Baptism of Our Lord.

January -Epiphany – Visit of the Wise men; Feast of the Holy family

February - Candlemas: Celebration of light and Jesus' presentation in the Temple.

Lent: Shrove Tuesday, Ash Wednesday service if in term time.

This season is to prepare for Easter. Opportunity for prayer and penance, Stations of the Cross.

March: Feasts of St David, St Patrick and St Joseph



Summer

Prayer tables are white/gold for Easter season until Pentecost and then change to green after Pentecost Sunday for the Ordinary Time.

First Holy Communions

May: Month of Mary - procession in Honour of Our Lady

June: Month of the Sacred Heart

Ascension: Celebration of our Lord's return to Heaven.

Pentecost: Celebration of the coming of the Holy Spirit.

Corpus Christi: Feast of the Body and Blood of Christ.

Monitoring Planning: Proforma

Year Group:

Date:

Key aspects	Areas of success	Actions
<p>Content</p> <ul style="list-style-type: none"> • 10% of teaching time is given to RE? • Medium term planning shows the links to the RECD? • Sufficient and balanced coverage? • Evidence of the teaching of scripture? • Progression from year to year? • Learning objectives clear? • Skills being developed? • Tasks linked to learning objectives? 		
<p>Differentiation</p> <ul style="list-style-type: none"> • Range of activities (e.g. writing, discussion, role play?) • Cross-curricular activities (music, art, drama, dance ICT etc.) planned? • Key activities matched to pupils' abilities? • Different learning styles taken into account? • Activities planned for inclusion (e.g. talk partners, story props for EAL children)? • Have they planned for the other adult support? 		
<p>Key Words/Questions</p> <ul style="list-style-type: none"> • Key words identified? • Challenging questions to stretch more able pupils? 		
<p>Assessment</p> <ul style="list-style-type: none"> • Evidence of peer/self-assessment? • Evidence of targets set for pupils? • Evidence of assessment for learning? 		
<p>Links to other areas of learning</p> <ul style="list-style-type: none"> • Are opportunities identified for links with other areas of the curriculum? 		
<p>Resources</p> <ul style="list-style-type: none"> • Appropriate resources clearly identified? 		

Work Scrutiny: Proforma

Year Group:

Date:

Key Questions	Evidence
Is there a range of activities developing pupils' RE skills and understanding of the scripture and theological concepts?	
Is there evidence of a variety of teaching strategies and ways of recording?	
Is there development in RE specific vocabulary?	
Is the work appropriate to age expectations and ability range of the class?	
Is there an appropriate amount of work recorded for each of the units?	
Does the presentation show due care and attention, does it mirror other core subjects?	
Is there a consistent and effective approach to assessment and marking?	
Is there evidence of progression?	
Are learning objectives clear and linked to the RE skills and tasks?	

RE Lesson Observation: Proforma

<p><u>Lesson Information</u></p> <p>Year group:</p> <p>Class:</p>	<p>Learning Objective:</p> <p>Context:</p>
<p><u>Planning</u></p> <ul style="list-style-type: none"> • Planned use of other adults • Links to previous and future learning • Assessment for learning • Resources to support learning 	
<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Pupils active/engaged • Learning clear and age-appropriate • Challenging questioning • Progression in knowledge and understanding • Use of Scripture • Effective teaching strategies • Good subject knowledge • Differentiated questions/tasks • Progression • Behaviour for learning • Religious literacy/oracy • SMSC 	
<p><u>Prayer and Reflection</u></p> <ul style="list-style-type: none"> • Child-led opportunities for prayer/reflection (if relevant) 	
<p><u>Learning Environment</u></p> <ul style="list-style-type: none"> • Prayer tables reflecting the Liturgical year • Displays celebrating pupil work and achievement 	

Monitoring Collective Worship: Proforma

Observer		Date		Time of Day		Year Group (s)	
Theme:							
Planning, organisation and delivery prompts <ul style="list-style-type: none"> <input type="checkbox"/> standard of organisation <input type="checkbox"/> order <input type="checkbox"/> attention to mood & setting <input type="checkbox"/> theme/message clear & appropriate <input type="checkbox"/> opportunities for pupils to lead & participate <input type="checkbox"/> opportunities for spiritual growth <input type="checkbox"/> developing a sense of belonging <input type="checkbox"/> quiet reflection <input type="checkbox"/> spontaneous prayer <input type="checkbox"/> traditional prayer <input type="checkbox"/> relationship 				Evidence			
Response prompts <ul style="list-style-type: none"> <input type="checkbox"/> participation in prayer <input type="checkbox"/> respect <input type="checkbox"/> awe and wonder <input type="checkbox"/> interest & concentration <input type="checkbox"/> behaviour 							
Evaluation							

Monitoring Focal Area: Proforma

Year Group:

Date:

Key aspects	Areas of success	Actions
<ul style="list-style-type: none"> Is the prayer table/area in a prominent in the classroom, readily accessible to the children? 		
<ul style="list-style-type: none"> Are there appropriate items on display (Bible, cross, candle) 		
<ul style="list-style-type: none"> Is the prayer corner / area attractive and well cared for? (Focus changed regularly to reflect the liturgical time of the year?) 		
<ul style="list-style-type: none"> Are the statues and pictures good quality religious art? Do they create a sense of a sacred space? 		
<ul style="list-style-type: none"> Do the children help with the planning and/or maintenance of the prayer corner / area? 		
<ul style="list-style-type: none"> Is there a selection of books connected to the topic available for children (these can be kept in a box near the prayer focus)? 		
<ul style="list-style-type: none"> Is there evidence of children's work and/or prayers? Are they used? 		
<ul style="list-style-type: none"> Has each classroom a RE display? Is it up-to-date and based on the current topic? 		
<ul style="list-style-type: none"> Are there traditional/school prayers on display to support learning? 		

Monitoring Class Displays: Proforma

Year Group:

Date:

Key aspects	Areas of success	Actions
<ul style="list-style-type: none"> • Has each classroom an RE display? Is it up-to-date and based on the current topic? 		
<ul style="list-style-type: none"> • Is the RE display prominent/clearly visible and given the value of other core subjects? 		
<ul style="list-style-type: none"> • Is the RE display well cared for and maintained? 		
<ul style="list-style-type: none"> • Is there pupils' work on display? Does the work show high expectations and standards? 		
<ul style="list-style-type: none"> • Are the key words for the current teaching topic displayed? 		
<ul style="list-style-type: none"> • Does the display promote challenge and thinking/reflection? 		
<ul style="list-style-type: none"> • Is the display age-appropriate and meaningful for pupils? 		
<ul style="list-style-type: none"> • Does the display celebrate the independence and ability of various pupils/abilities? 		

Act of Worship Planning Sheet

Date:	Class: Names of the children who have planned and led the session:
Gather	
Word	
Response to the Word – Prayer/Symbolic Action	
Mission	
What the children thought....	

*For further support with child-led Acts of Worship see [HERE](#).
See SLACK for more resources and the Act of Worship Toolkit.*

Mass Planning Sheet

Mass intention	
Title/theme	
Gathering hymn:	
Gloria (said/sung):	
Liturgy of the word:	
Alleluia (said/sung)	
Offertory:	
Prayers of the Faithful read by:	
Acclamation (said/sung):	
Our Father (said/sung):	
Communion hymn(s):	
Recessional hymn(s):	

For more templates and resources to support with planning the Mass and writing bidding prayers, see [HERE](#).

