Religious Education Subject Leader Handbook

Together, we learn, love and grow with Jesus.

Summer 2025
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"Always set a good example for others.
Be sincere and serious when you teach."
Titus 2:7

In the life of faith of our Catholic School, Religious Education plays a central and vital part. At St. Jude's, Religious Education pervades the whole curriculum and is never seen as a separate subject. The beliefs and values studied in Catholic Religious Education inspire and draw together every aspect of the life of our Catholic School. RE is for all and is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination.
At St. Jude's we aim to educate the whole person. At the heart of the school is a sense of purpose, which is to create a community that shares the values of love, respect, truth and reconciliation as shown through the example of Christ.

Religious Education is the core subject which is central to the life of our school.

The aims of Religious Education

The overall aims of Religious Education at St. Jude's are:

The comprehensive and systematic study of:

> ➢ the mystery of God;
> ➢ the life and teachings of Jesus Christ
> ➢ the teachings of the church
> ➢ the central beliefs that Catholics hold and the basis for them
> ➢ the relationship between faith and life

These are explored in a manner, which encourages investigation, and reflection by the
pupils, develops the appropriate skills and attitudes and promotes free, informed and full response to God's call in everyday life.

In the words of the Curriculum Directory 2012, -

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

We ensure that our Mission Statement reinforces this message.

Together, we learn, love and grow with Jesus.

At St. Jude's our 3 aims are –
➢ To nurture and inspire each individual so that they can grow in order to reach their full potential
➢ To be a Christian family bringing the Gospel to life by word and example (action/deed)
➢ To develop, maintain and strengthen relationships between church, home and wider community.

To nurture and inspire each individual to grow and reach their full potential

➢ By ensuring that inspirational learning encourages awe and wonder. (visitors, trips, resources (including the Golden Box), displays, planning, discussion and questioning, silent reflection)
➢ By providing a broad and balanced creative curriculum so that all children are encouraged to become independent learners and every child's achievement is recognised. (schemes of work, training, planning, quality feedback to support children, sharing good practice, TRIADS, resources, cross curricular links, achievers assembly, dojo reward system)
➢ By consistently delivering high quality teaching and learning. (CPD, monitoring, evaluating and sharing good practice, WOWS, resources)
➢ By developing skills, knowledge and understanding in readiness for the future. (Year 5 & 6 transition to high school days out, trips and visits, practical teaching, Animate Retreat, Year 6 Residential, Year 6 Careers Fayre)
➢ By providing appropriate challenge and support to meet the needs of all. (adaptive teaching, planning, TA's and additional support, pastoral teacher, SENCO and outside agencies, School Counsellor, governors and volunteers)
➢ By offering opportunities for learning outside the classroom (Prayer and Liturgy, Extra Curricular Clubs, Orienteering)

To be a Christian family bringing the Gospel to life by word and example (action/deed)

➢ By being a welcoming and caring community (safe environment where everyone feels valued, inviting atmosphere created by all, inclusive environment, Christian symbols embedded into school life, faith based displays and environment, 'open door' policy, pastoral care of children, parents and staff, strong relationships between home and school, supportive staff, annual self-evaluation, share a prayer, Year 6 Prefects, Reception and Year 6 Buddy System, School Council)

➢ Encourage all to develop their understanding of and relationship with God by being positive role models living out the Gospel values (living in the footsteps of Jesus, positive class rules, reward systems, daily prayer, share a prayer CAFOD Club, School Council, Year 6 Prefects, all staff model the Gospel values)

➢ By enabling our children to acquire an excellent religious education through well taught and resourced programs (To Know You More Clearly and Come and See) (updated documentation to support effective planning and delivery, staff training, Topic days, RE lead meetings with the Archdiocese, RE Cluster Group Meetings, creative curriculum, adaptive teaching, sharing good practice, TRIADS, moderation and assessment, monitoring, evaluation, Catholic Social Teaching links to the RE curriculum)

➢ By providing opportunities for quality Prayer and Liturgy, both in and around school and church, involving the wider community. (clear policy and guidelines, staff training based on RE lead findings, quality resources which are regularly updated, effective planning, monitoring, evaluation, triads, opportunities for Prayer and Liturgy to take place in and outside our school taking advantage of our spiritual environment eg. Spiritual Garden, as well as on school trips)

➢ By learning about other faiths, recognising, celebrating and respecting the difference in each other. (trips, visitors, cross curricular links, Come and See planning and teaching, Branch 6 Dialogue and Encounter, valuable discussions with children and families from other faiths, promoting Catholic Social Teaching principles, British Values and Gospel Values)

To develop, maintain and strengthen relationships between church, home and wider community

- By supporting parents educating their children. (Meet the Teacher meetings, parent evenings, newsletters and parent partnership letters, reports, website, subject based information parent meeting, WOWS Art, Sports and Music festivals)

- By providing opportunities for all to rejoice in success. (sports day, achievement assemblies, choir performances, carol services and nativities, leavers services, class dojo shop, Website and Chatter)
- By maintaining positive links between school, home and the parish and wider community. (use of school –breakfast and after school club and St. Jude's Rugby Club training sessions. Visitors, Prayer and Liturgy celebrations, achievement assemblies, share a prayer, sports clubs, Rosary group, feast day masses, Homework coffee afternoon, Tea and Tots, Christmas Fayre, Easter Bingo, Mother's Day celebration)
- By enabling all to be responsible citizens of the local and global community and to empathise with others. (charities – CAFOD, Mission Together, Good Shepherd, Nugent Care, Wigan and Leigh Hospice, The Brick Homeless project, Community Grocery, British Heart Foundation, Daffodil Dreams)
- By working together with other schools sharing and celebrating skills and talents. (WOWS art, music and sport festivals, Wigan Inter-school sports)

To achieve these aims we will:

- Present comprehensive content which is the basis of knowledge and understanding of the Catholic faith
- Enable pupils continually to deepen their religious and theological understanding and to be able to communicate this effectively
- Present an authentic vision of the Church's moral and social teaching so that pupils can

make a critique of the underlying trends in contemporary culture and society.
- ➢ Raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them.
- ➢ Develop the critical faculties of pupils so that they can relate their Catholic faith to everyday life
- ➢ Offer children a sense of self-worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.
- ➢ Enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum.
- ➢ Enable pupils to engage with their own and others' beliefs and values to help develop good attitudes and dispositions so that the children are instilled with a love of learning and a desire to go on learning.
- ➢ Enable pupils to engage with difficult questions of meaning and purpose which everyone has to face to enable them to think critically about their own questions of meaning and purpose.

(As advised by the Religious Education Curriculum Directory for Catholic Schools 2012 & Come and See)

The Religious Education Programme

Overview of content

To fulfil our aims and objectives across EYFS and Year 1, Year 2, Year 3 and Year 4 we follow the new Religious Education Directory, 'To Know You More Clearly'. In Year 5 and Year 6, we use the 'Come and See' Programme of Religious Education, recommended by the Archdiocese of Liverpool.

An overview of the Themes and Topics over the yearly cycle of 'To Know You More Clearly' and 'Come and See' can be found in the RE Handbook, along with further details and guidance on both programmes of study.

The Spiral Curriculum

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils' understanding of the story of salvation, developing a common language, and exploring the 'memory of the Church' and her teachings and how these have formed part of the history of ideas in the development of humanity.

The structure invites teachers to expose students to the beauty of Catholic Christianity and its shaping influence on culture through art, music, literature, science, and architecture historically and to the present day, which equips young people to dialogue with the beliefs and vision of the Church beyond intellectual remits and exposing them to the transcendent, a powerful pedagogy.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity's divine and human drama and its significance for humankind.

The curriculum structures:

The model curriculum has six components that will be known as branches. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

1.Creation and covenant: 'The heavens are telling the glory of God' (Ps 19:1).
In this branch, pupils will encounter the God who creates and calls a people.
They will explore revelation of the Christian belief that all that is comes from God, the Creation accounts in Genesis, and scientific explanations of the process of Creation.
They will explore the call of God and his covenantal relationship with his people first through Abraham and Moses, then through the narrative of the Old Testament.

2.Prophecy and promise: 'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1). The prophets speak of God reaching to his people, calling them back into a relationship with him.
In this branch, pupils will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ.
Pupils will encounter the story of the nativity of Jesus and the mystery of the incarnation.

3.Galilee to Jerusalem: 'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).
In this branch, pupils will experience the ministry of Jesus, the Word of God.
They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

4.Desert to garden: 'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3).
In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.

5.To the ends of the Earth: 'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).
In this branch, pupils will study the events that flowed from the Resurrection and Ascension in the coming of the Holy Spirit and the work of the apostles and early Church. They will also learn about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

6.Dialogue and encounter: 'For "In him we live and move and have our being"' (Acts
17:28).
In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

The approach chosen

Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase.

The process for delivering the Scripture and topics in the programme encompasses a

variety of teaching and learning styles which enable the needs of all pupils to be met.

The process involves four key lenses – Hear, Believe, Celebrate and Live. These enable pupils to develop knowledge, understanding, skills and attitudes.

Hear:

This lens focuses on the Word of God which we hear within Scripture: this is the Word made flesh, Jesus Christ, a person in whom God is fully revealed, whom we know by faith and who is revealed to us through the Sacred Scriptures and the living tradition of the Church. Children hear the Word from our Good News Bibles and process the messages through acting, retelling, music, imagery etc.

Believe:

This focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches. Children are able to process the messages from the Bible and can develop their understanding of what the Church believes about these messages through the use of acting, retelling, music, imagery etc.

Celebrate:

This lens is called 'celebrate' because it deals with the Liturgy in which the Church celebrates the Paschal mystery of Christ. A study of Christian prayer is included in this lens because in the Liturgy, all Christian prayer finds its source and goal. For the Church, prayer and liturgy are intimately connected. In this lens we look at prayer, liturgy, and sacrament, sacraments of initiation, the Eucharist, sacraments of healing, sacraments at the service of communion, and other liturgies and sacraments.

Live:

This lens deals with the ways in which the disciples of Christ are called to be in the world.

It is called 'live' because it focuses on the impact of faith on how Christians live. In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin; Catholic Social Teaching; and the relationship between faith and life as expressed in art, in culture, and in the lives of those who are exemplars of Christian living: the saints.

The study of other Religions and Worldviews

Dialogue and Encounter is where pupils will be given the opportunity to work together to explore other religions and worldviews and encounter other pathways of belief.

The Sacraments

The sacramental life is taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into

practice. The three ways of knowing are: understand, discern, and respond.

Understand – We aim to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.

Discern – We aim to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.

Respond – We aim to help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live.

The approach chosen

For To Know You More Clearly we have chosen a whole school approach to the long term planning for Religious Education so that all pupils explore each topic at the same time, following a one-year cycle. All classes follow their own appropriate programme according to their year group.

Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase has a prescribed set of outcomes that indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens. (please see the section on 'Assessment for more detail)

(To Know You More Clearly, 2023)

Planning Overview for To Know You More Clearly

At St. Jude's we follow the planning format provided by Liverpool Archdiocese and adapt it to suit the needs of our children.

Planning overview

TEACHING SEQUENCE					YEAR ? BRANCH ?
HEAR	BELIEVE	CELEBRATE	LIVE		WAYS OF KNOWING
Scripture (HEAR) Good News Translation					

HEAR
Teacher notes

Suggested Resources	Learning Activities

BELIEVE	
Suggested Resources	Learning Activities

CELEBRATE	
Suggested Resources	Learning Activities

LIVE	
Suggested Resources	Learning Activities

Assess Pupils'.....WAYS OF KNOWING	Informal / Formal Assessment Comments

Enhancing the Religious Education Curriculum	Further Resources	Cross-Curricular Links
• Previous Knowledge • Key Vocabulary • Timeline • Equality • Drama/Role Play • Poetry • Catholic Social Teaching • RSHE • Parents/ Carers • Home/school/parish • Parish Priest • Parish Deacon • Parish Catechists • Governors • Liturgy • Sacramental Foundations • Storytelling • Liturgical Colour Boxes • Philosophy • Inclusion • Culture • AWE & WONDER • Seasons/The Natural World • Beauty • Senses • Music • Art • Dance	• Come and See • John Burland • Look at the back of each God's & Church's Story for further questions and ideas • You Cat for Kids • USEFUL LINKS • https://www.sensorytrust.org.uk/ • Music • https://www.cjmmusic.com/songs/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell • https://www.joannewallace.co.uk/ • https://johnburland.net/ • https://www.classicfm.com/ • https://www.onelifemusic.co.uk/ • https://www.ocp.org/en-us/artists/1092/bernadette-farrell#songs • https://www.kevinmayhew.com/collections/childrens • Philosophy • https://www.plato-philosophy.org/philosophy-toolkit/ • https://www.bbc.co.uk/cbeebies/shows/whats-the-big-idea • file:///C:/Users/julie/Downloads/GM%20An%20outdoor%20treasure%20hunt.pdf • https://archive.sapere.org.uk/Default.aspx?tabid=289 https://www.catholiceducation.org/en/religion-and-philosophy/philosophy/can-beauty-save-the-world.html	
Key Words	* The amount of sequences will match the amount of Scripture. HEAR - The Scripture must be heard and understood first. BELIEVE - Christians believe because of the Scripture they have heard. CELEBRATE - Christians celebrate in this way because of the Scripture they have heard. LIVE - Christians live in this way because of the Scripture they have heard.	Skill/Driver words Recognise, Retell, Describe Wonder, Talk about, Ask

Come and See

Come and See:

Come and See has been developed through three key themes (Church, Sacrament and Christian Living), which are gradually explored, each time at greater depths. The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme. To start the year, Come and See begins within the family because parents and carers are the first teachers of faith with regards to their children. After Christmas, children explore their local church and parish community. The year finishes with the story of the worldwide community; the universal Church because God is calling His people together throughout the world.

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme. Following on from an understanding of belonging to a family, the theme of Baptism is introduced in KS1 to enable understanding of being initiated into the Church; while the theme of Confirmation is introduced in KS2, whereby the baptised are more perfectly bound to the Church. In Spring, after learning about the local Church, the Sacrament of Eucharist is explored as this is the Sacrament of Communion between Christ and Church. During Summer, the Sacrament of Reconciliation is focused upon, so that children have an opportunity to learn about the joy and challenge of relationships and God's love and Mercy. At KS2, children learn about the Sacrament of the Anointing of the Sick which strengthens, forgives and unites the ailing person more closely to God.

The Christian Living themes occur in each season time and each theme gradually builds on the understanding of the previous theme. The Advent/Christmas theme considers the gifts of God's love in Jesus. In Spring, Lent and Easter are explored as Jesus' love for humankind knows no limit. In Summer, the study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service.

The process

Knowledge/understanding/skills/attitudes

The process for delivering the topics in the Come and See programme encompasses a variety of teaching and learning styles which enable the needs of all pupils to be met. The process involves three key focuses – Explore, Reveal and Respond. These enable pupils to develop knowledge, understanding, skills and attitudes.

Explore (One week of Religious Education time):
When a particular topic is first being introduced, the children's life experiences are explored, the questions it raises are wondered at, shared, investigated and their significance reflected upon. The children are therefore led to a deeper understanding, clearer vision and the discovery of the significance and value of experiential events in everyday life.

Reveal (Two weeks of Religious Education time):
The reveal stage of a topic is the heart of the programme where knowledge of the Catholic faith is revealed through God's Word in Scripture, Tradition, prayers and Christian Living. The teacher and children discover together the Christian understanding of the mystery of the Trinity – Father, Son and Holy Spirit.

Respond (One week of Religious Education time):
The final stage – Respond – is where the learning is assimilated, celebrated and responded to in daily life. This stage is split into two parts:
1. Remember – The children remember and celebrate all they have learned through a topic. This new understanding enables them to make a personal response to the learning in their daily lives.
2. Rejoice – This is the opportunity to involve the children in the planning of and taking part in a celebration of their learning and new knowledge. The children think about how they can apply their learning in their own daily lives.

The approach chosen

For Come and See we have chosen a whole school approach to the long term planning for Religious Education so that all pupils explore each topic at the same time, following a one-year cycle. All classes follow their own appropriate programme according to their year group.

Expected outcomes

Children are assessed against the End of Year standards provided by the Archdiocese of Liverpool.

Planning Overview for Come and See

At St. Jude's we follow the planning format provided by Liverpool Archdiocese and adapt it to suit the needs of our children.

Year Group: 4 Theme: Baptism/Confirmation Topic: Belonging - Called	Prior Learning: The meaning of the promises made at Baptism	Learning Outcomes: Explore: The response to being chosen Reveal: Confirmation: A call to witness	Core Vocabulary: chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called	Scripture 1 Samuel 2: 11, 3: 3-10, 19 *God's Story 3* page 34 1 Samuel 16: 4-13 *God's Story 3* page 35 1 Corinthians 12: 31: 13: 1-8, *God's Story 3* page 143 Mark 1: 14-20 – *God's Story 3* page 89 1 John 1: 5-7
	Big Questions How does it feel to be chosen? How do people respond to being called?	Respond: Acquire the skills of assimilation, celebration and application of the above	John Burland Called to Change the World Building God's Kingdom Come and Follow Me Christ Our Light Come O Holy Spirit Yes Lord I Believe	

			Independent / Group Activities (differentiated)	Teacher's Evaluation
Explore (Engagement and Response)	Learning intention – The response to being chosen. LO: Talk about being chosen and discuss different response to being chosen.	Standard Indicator Some children will be able to **ask and respond** to questions about being chosen. Some children will be able to **ask questions** about what they and others wonder about the reason for responses to being chosen. Some children will be able to **make links** to show how feelings and beliefs can affect the responses they might make to being chosen.	Key Vocabulary: chosen, called Explain that everyone is chosen at some time or another. People are chosen for different things at different times and people are chosen for different reasons. Another way of explaining this is that people are called to help or contribute in a special way. Use the following story or another which has the same elements. *Emma was marrying Daniel in the summer. It would be a big day, for both of them. They wanted everything to go well and for everyone to share their happiness. They were getting married at St Anthony's church. Father Melly was going to celebrate the wedding. Emma wondered who to ask to be her bridesmaid and page. She talked to Daniel about it and they decided it would be good to choose Benjamin and his sister Abigail, because they were Daniel's young cousins and they had never been a bridesmaid and page before and they were two lovely children. Emma's cousin had been a bridesmaid when her elder sister got married. Emma and Daniel spoke to the children's parents and asked if would be*	

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Time Allocation for Religious Education

The Bishop's requirement of 10 percent of curriculum teaching time is clearly indicated on the class timetables. This time does not include time for Prayer and Liturgy and Hymn Practice.

In the Foundation Stage and Key Stage One, the time spent teaching RE each week is 2 hours 15 minutes.
In Key Stage Two the time spent teaching RE each week is at least 2 hours and 30 minutes.

Planning

Long Term Planning
Long term Planning is the responsibility of the Leadership Team. The whole school approach has been agreed and can be found on the school website where the RE overview is outlined for the whole school for Come and See and To Know You More Clearly.

Medium Term Planning
Medium Term Planning is the responsibility of the RE co-ordinator.
The medium term plan details:
  ➤ The content and focus of each theme
  ➤ Links to the Catechism of the Catholic Church and Religious Education Curriculum Directory
  ➤ Key concepts, skills and attitudes
  ➤ Attainment targets
  ➤ Christian doctrine for the term
  ➤ The themes and topics
  ➤ The start dates for each topic. (Each topic should be given equal time – To Know You More Clearly topics will be taught across each half term, and Come and See topics will be taught across a four-week period.)
  ➤ The planner shows the allocated length of time required to ensure that the three learning outcomes for each topic are covered in Come and See and that the four lenses in To Know You More Clearly are covered (with the exception of Branch 6 where 'Dialogue and Encounter' are covered.)

Short Term Planning
Short Term Planning is the responsibility of the class teacher.
All material for planning of both programmes can be found within the RED - To Know You More Clearly document or within the topic pages from the Come and See programme handbook.
The following information should be included on all short-term planning:
  ➤ Topic Title
  ➤ Key vocabulary
  ➤ Learning outcome for each lesson
  ➤ Driver words and key vocabulary
  ➤ Stage of the process
  ➤ Activities
  ➤ Resources
  ➤ Dates
  ➤ Reflection and Evaluation

To cater for all need and abilities/disabilities we follow the documentation provided by Liverpool Archdiocese to support our planning.

Assessment

Assessment is focused by the overall aims and objectives of Religious Education. When assessing the new RED: To Know You More Clearly, staff will use 'Ways of Knowing' to establish what pupils know, understand and can do. In 'Come and See' it is related to the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment does not assess faith or the practice of faith. Assessment in RE emphasises a wide range of achievement.

Informal Assessment
- General observation of children engaged in general tasks and activities
- Observation of contributions made to classroom displays and the RE working wall
- Review: end of task, activity, lesson, topic
- Marking of more formal written work

To Know You More Clearly
At the start of every Branch children are provided with a Knowledge Organiser of the end points. Throughout each Branch children are asked questions based on the 'end points' from the Knowledge Organiser which relate to their lessons and an overall teacher assessment is made based on written and verbal outcomes.

Come and See
Throughout each topic children are asked questions based on the 'end points' which relate to their lessons and an overall teacher assessment is made based on written and verbal outcomes.

Self-Assessment
Teachers communicate Learning Objectives to pupils in each lesson and these may be broken down into success criteria.
Pupils are encouraged to self-assess and reflect on their learning at the end of the lesson against the learning objective verbally to each other and to the teacher.

Tracking Data

Pupils work is recorded in a variety of ways and provides evidence of achievement. It involves:
- Notes from observations
- Written comments on pupil's books
- Visual evidence – for example photographs, videos
- Children's books and Exploring Scripture books

Teachers complete an assessment grid each half term based on teacher assessments where each child is marked as achieving the expected standard for their year group

or working towards the expected standard for their year group. The RE co-ordinator monitors and analyses this data in groups (SEND, Pupil Premium and gender) and feeds back to teachers on a 1:1 basis as well as informing SLT and governors.

Moderation of learning takes place each term.

Reporting
There are four dimensions to reporting in Religious education.
Reporting:

> • Provides feedback to pupils on their achievement and progress
> • Informs teachers and colleagues of the achievement of individual pupils and the areas studied by a class and year group
> • Informs parents of the progress and achievement of their child
> • Informs parents, governors, parish and external agencies of the content and quality of Religious Education being provided and the achievements of the pupils.

At St. Jude's, parents are given the opportunity on three occasions during the school year to meet with their child's class teacher, form Preschool to Reception, to receive verbal reports on the progress of their child. Parents also receive a written end of year report where Religious Education is the first subject reported.

Evaluation of Learning
The RE co-ordinator is responsible for creating a monitoring timetable each year for staff. SLT support the RE co-ordinator to monitor books, pupil voice, displays, assessment, planning and Prayer and Liturgy. Please refer to the RE co-ordinator's subject file for the monitoring timetable. RE link governors are also invited to work alongside the RE co-ordinator during the monitoring process.

Continued Professional Development

The RE co-ordinator attends all training and CPD provided by the Archdiocese. All relevant information is fed back to staff during staff meetings. The majority of teaching staff have completed CCRS or are in the process of doing so. SLT ensure that all staff are considered when training is booked. The Headteacher attends all Headteacher briefings and the Chair of Governor attends all relevant training and meetings.

New staff are always booked onto the relevant CPD provided by the Archdiocese and are supported on a 1:1 basis by the RE co-ordinator for the first year.

Staff prayers are used before each Branch begins in To Know You More Clearly and the Come and See for Yourself is used before each topic begins.

For CPD and Inservice please speak to the RE lead.

Staff Induction

Procedures for the induction of newly qualified staff, supply teachers, students, TA's and other classroom helpers – we have an induction crib sheet for all new staff who come to our school which outlines what a week in our school entails eg. Daily prayers, Prayer and Liturgy, hymn practice. All staff are provided with this. All new staff complete an induction with our RE co-ordinator/DHT who ensures they are aware of our RE programmes and expectations. They are supported on a 1:1 basis based on their job description.

Staff communication

Staff meetings take place on a weekly basis and the agenda allows for news to be shared as well as good practice to be shared at the beginning of each meeting. We also have a weekly staff briefing where important information is shared with all staff. Staff meetings are planned based on monitoring and our School Development Plan. In addition to this, the first staff meeting of each half term is dedicated to RE planning so teachers can receive support from the RE co-ordinator.

Resources

We have two RE storage cupboards where general resources for the whole school are kept. These include Golden box artefacts such as small world figures, cloth, buildings. We also have focus area artefacts such as Bibles, artificial trees, artificial flowers, candles, pebbles, signs and plaques. Each classroom has their own Golden Box with individualized resources linked to their curriculum as well as their own Prayer and Liturgy box and resources.
The RE co-ordinator is responsible for their maintenance and all staff respectfully share the whole school resources.
RE is given a budget in line with all other core subjects.

Relationship of Religious Education to the whole curriculum

We provide daily opportunities for Prayer and Liturgy which take place in class, key stage and whole school settings inside and outside our school. We have hymn practice once per week and a celebration assembly once per week. Please see our Prayer and Liturgy policy for more information. (Appendix 1)

We provide opportunities for Spiritual Development in a variety of ways such as celebrating feast days, appreciating the wonder of God's earth, exploring and living out the aims of our Mission Statement and Prayer and Liturgy. Please see our Spiritual Development policy for more information. (Appendix 2)

We provide opportunities for Moral Development in a variety of ways such as celebrating feast days, appreciating the wonder of God's earth, exploring and living out the aims of our Mission Statement and Prayer and Liturgy. Please see our Spiritual Development policy for more information. (Appendix 3)

Away Days and Retreats

Every year, Year 6 attend Animate for a Spiritual Retreat day away. A theme is chosen which is relevant to the cohort and Year 6 staff and children have the opportunity to reflect on their journey throughout primary school and their journey ahead into high school.

Links with parents, parish and the local community

We work closely with our parents and our parish to ensure St. Jude's school is at the heart of the local community. Some ways in which we do this are:
  ➢ Parents and our local parish are invited to celebrations throughout the year held in school and we aim to celebrate as many masses and events as possible in the church so that the local parish can be involved.
  ➢ The RE co-ordinator advertises all events in the church newsletter as well as our school website and parent app.
  ➢ We have a link to our parish church website on our school website.
  ➢ We regularly create displays for our local church and involve them in our fundraising efforts.
  ➢ Our parents and our parish were involved in our Mission Statement.
  ➢ We host local events in our school during school holidays.

The inter-relationship between Religious Education and the school's policies for Relationship, Sex and Health Education (Appendix 4), Equal Opportunities (Appendix 5), Online Safety (Appendix 6),Behaviour (Appendix 7) Marking and Feedback (Appendix 8) Anti-bullying (Appendix 9) and Special Educational Needs (Appendix 10)

Please see appendices for the above policies.

Catholic Self Evaluation Document (CSED)

Please see appendices for our previous inspection report and our current CSED, the RE action plan and our School Development Plan,

Evaluation of Religious Education handbook

The RE Handbook will be subject to regular monitoring by members of the teaching staff led by the Religious Education Co-ordinator and will be reviewed on an annual basis by the Headteacher and Governors.

DATE:…July 2025………………………………………………………………

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PRAYER AND LITURGY POLICY

Together, we learn, love and grow with Jesus.

Written by

R Jackson Autumn 2025

To be reviewed: Autumn 2026

This Prayer and liturgy policy has been approved and adopted by the governing body on 12.09.25 and will be reviewed in Autumn 2026.

Signed by the Chair of Governors J.Hunt

Signed by the Headteacher D.Wilson

Together, we learn, love and grow with Jesus.

1. The context of this Prayer and liturgy policy
'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'
(Marcus Stock (2012), Christ at the Centre, Catholic Truth Society, 23.)

2. Statement of requirement
The law requires all maintained Catholic schools to provide an act of daily collective worship (Prayer and liturgy) for all pupils, including those in the sixth form (Section 70, 1988 Education Act) that is in accordance with the rites, practices, disciplines, and liturgical norms of the Catholic Church (School Standards and Framework Act 1998, schedule 20; 70 Instrument of Government, clause 2). Academies in England are required by their funding agreement and Articles of Association To comply with similar requirements (The Mainstream Academy and Free School:Supplemental Funding Agreement, December 2020; Model Articles for Catholic Academies, February 2019).

The law requires all maintained schools to recognise and respect that parents have the legal right to withdraw their children up to the age of 16 from Prayer and liturgy (School Standards and Framework Act 1998, s.71(1A)). Sixth-form pupils can choose to withdraw themselves from Prayer and liturgy (School Standards and Framework Act 1998,s.71(1B)).

Our provision for Prayer and liturgy will fulfil pupils' entitlement to experience the range of liturgical treasures of the Church, including a shared repertoire of prayers and liturgical music with which pupils in the school will be familiar.

Prayer and liturgy is not designated curriculum time. In the context of the Catholic school, this means that times of Prayer and liturgy is not considered to be part of the allocation of curriculum time for Religious Education.

3. Responsibility

(a) Governance

The governors, as guardians of the Catholic school's life and mission, have a responsibility to ensure that:
• Prayer and liturgy is central to the Catholic life of the school and therefore are in line with the guidance set out by the Prayer and liturgy Directory
• there is a named person(s) who is responsible for Prayer and liturgy in the school (the Prayer and liturgy Coordinator – Mrs Jackson)
• the Prayer and liturgy policy is updated regularly and shared with all stakeholders
• there is a budget for Prayer and liturgy that reflects its centrality to the life of a Catholic school.

(b) Headteacher

The headteacher, as the spiritual leader of the school as a Catholic community, ensures that:
• Prayer and liturgy is central to the Catholic life of the school and therefore is in line with the guidance set out by the Prayer and liturgy Directory
• they work in partnership with the leader, Mrs Jackson, for Prayer and liturgy
• those responsible for Prayer and liturgy in the school have been given appropriate training and formation to ensure that all guidance is followed and adhered to
• there are suitable resources for Prayer and liturgy in the school.

(c) Prayer and Liturgy Coordinator

Those responsible for Prayer and liturgy ensure that:
• Prayer and liturgy is central to the Catholic life of the school and therefore are in line with the guidance set out by the Prayer and liturgy Directory
• there is an Annual Plan of Provision for Prayer and liturgy across the school year which identifies liturgical seasons and key celebrations, as well as opportunities for the celebration of the Sacraments
• there is daily planned prayer for all pupils, appropriate to age and ability, as outlined in the Prayer and liturgy Directory
• pupils are supported in their liturgical formation to take an active role in the planning, preparation, and delivery of Prayer and liturgy according to their age and capacity, and in a manner which facilitates their progressive participation
• resources to support the planning of Prayer and liturgy are appropriate and readily available to staff and pupils
• induction on Prayer and liturgy takes place for new members of staff as required
• staff have access to effective training and formation opportunities
• monitoring and evaluation of Prayer and liturgy take place regularly and feed back into planning for future liturgies

• monitoring of Prayer and liturgy is reported to the headteacher and governing body to support whole-school development and the Catholic life of the school
• there is collaboration with local clergy and parishes
• liaison with the Diocesan Advisory Service and others is maintained to ensure they keep updated with best practice.

1. **Overview of Prayer and liturgy provision**

Where should Prayer and liturgy take place?

If the space is available, then Prayer and liturgy can be carried out at any point in the daytime and can take place in the following spaces:

❖ In the classrooms
❖ In our school hall
❖ In our Spiritual Garden
❖ In church
❖ In the open if appropriate
❖ School trips

When should Prayer and liturgy take place?

Prayer and liturgy need not occur at the beginning of the day but rather at the time that is most appropriate for us as a school to ensure that it is a meaningful and prayerful opportunity for all participants.

Reception and Key Stage One celebrate Prayer and liturgy together every Monday and Key Stage Two celebrate Prayer and liturgy together every Tuesday. Preschool and Reception also celebrate Prayer and liturgy together every Friday. With exception to these three days, Prayer and liturgy takes place daily within each class. Teachers are also encouraged to celebrate Prayer and liturgy with other classes as well as inviting parents to join also.

Sacramental Preparation

We believe that it is essential that Home, School and Parish work very closely together in preparing each pupil for the Sacraments. St. Jude's Catholic Primary School fully supports the parish in their preparation of the children for the Sacraments of Eucharist and Reconciliation. School is involved in the initial part of the process where the preparation and the commitment required is outlined. A prayer session from the Sacramental programme also takes place in school. Input from the parish priest, school and catechists is given. Members of the SLT then attend each session of the Sacramental Programme to support the children and their families.

We follow the 'With You Always' Programme. This is a resource for parents and their children who are in Year 4, however, all children from Year 5 and Year 6 are also invited to participate. The resource encourages parents/carers and children to meet together with parish catechists, supported by the school, to learn about the sacraments using the family catechesis method. Parents are the first and best teachers of their children in the ways of faith as is made clear when the child is baptised. The goal of family catechesis is the evangelisation of the whole family with particular emphasis on the support of parents to pass on the faith to their children. Family catechesis helps support the Home-Parish-School partnership.

Prayer

At the beginning and end of each day, and before lunchtime, prayers are said within the classroom. Prayers are also said during our Achievers Assembly to thank God for our talents and our birthdays. Our parish priest also visits KS2 classes to say the Rosary on a weekly basis. Traditional prayers as well as school prayers are shared.

Mass

Throughout the year pupils participate in mass at Church and in school:

- ❖ Harvest Mass – October
- ❖ All Saints and All Souls Day - November
- ❖ Christmas Mass – December
- ❖ Ash Wednesday - Spring
- ❖ Easter Mass – Spring
- ❖ Feast of St. Peter and St. Paul - June
- ❖ Leavers Mass – July

Classes also visit St. Jude's church throughout the year for weekday mass with the parish.

2. Resourcing

Prayer and liturgy is central to the school's understanding of itself as a Catholic school, and this is reflected in the annual budget allocation and available resources, including staff time and dedicated spaces for Prayer and liturgy.

The Catholic character of the school is reflected in religious artefacts and images on display throughout the building. Dedicated spaces for prayer and liturgy are furnished and maintained as such, and updated to reflect the Church's liturgical season. Staff training and formation costs are funded separately under the staff training budget to ensure that all staff are able to fulfil their responsibility to contribute to the prayer and liturgical life of the

school.

3. Training and formation

All new staff will be supported during induction and beyond, so that they fully understand the responsibility they carry within their individual role for leading prayer and liturgy in the school. Any individual training needs will be identified and addressed through training and formation. There will also be the opportunity for whole-staff professional development at least once a year, so that all staff understand the importance of Prayer and liturgy and relevant staff are well supported to lead as required.

4. Monitoring and evaluation

Monitoring and evaluation of the quality and impact of Prayer and liturgy will take place regularly, and at least annually, and involve all key stakeholders: pupils, parents, staff, clergy, and governors. Areas for development will be identified and issues raised will be actioned and evidenced as appropriate.

Review
The policy will be reviewed as part of the regular cycle of policy review conducted by the governors.

Common prayers

This list is introduced in section 7.10 ('Common prayers').
Age phase 3-7 (EYS) 5–7 (KS1) 7–9 (Lower KS2) 9–11 (Upper KS2)

Prayers
• The Sign of the Cross
• The Lord's Prayer
• Hail Mary
• Glory be
• Grace before meals
• Grace after meals
• The Apostles' Creed
• An Act of Contrition
• Angel of God
• Come, Holy Spirit
• The Prayer of St Richard of Chichester
• Morning Offering
• The Rosary
• The Magnificat
• Act of Faith
• Act of Hope
• Act of Love
• The Benedictus
• The Angelus
• Hail Holy Queen
• The Memorare
• Jesus, Mary and Joseph, I give you
• Eternal Rest

The Sign of the Cross
In the name of the Father
and of the Son
and of the Holy Spirit. Amen.

The sign of the cross is both an action and a statement of faith.
A physical reminder of our redemption in the cross and an expression of faith in the Trinity.

The Lord's Prayer
Our Father who art in heaven,
hallowed be thy name.
Thy kingdom come.
Thy will be done on earth,
as it is in heaven.

Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us,
and lead us not into temptation,
but deliver us from evil.

The Lord's Prayer 'is truly the summary of the whole of the Gospel'. (CCC 2761.)

The Hail Mary
Hail, Mary, full of grace,
the Lord is with thee.
Blessed art thou among women
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.

Our school prayer

Home time Prayer

Thank you God for all that I have enjoyed doing at school today.

Thank you for helping us to learn and work hard.

Thank you to everyone who has worked hard to make this day a good one for me.

I am sorry if I didn't try my best please help me to do better tomorrow.

St. Jude Pray for us.

Amen
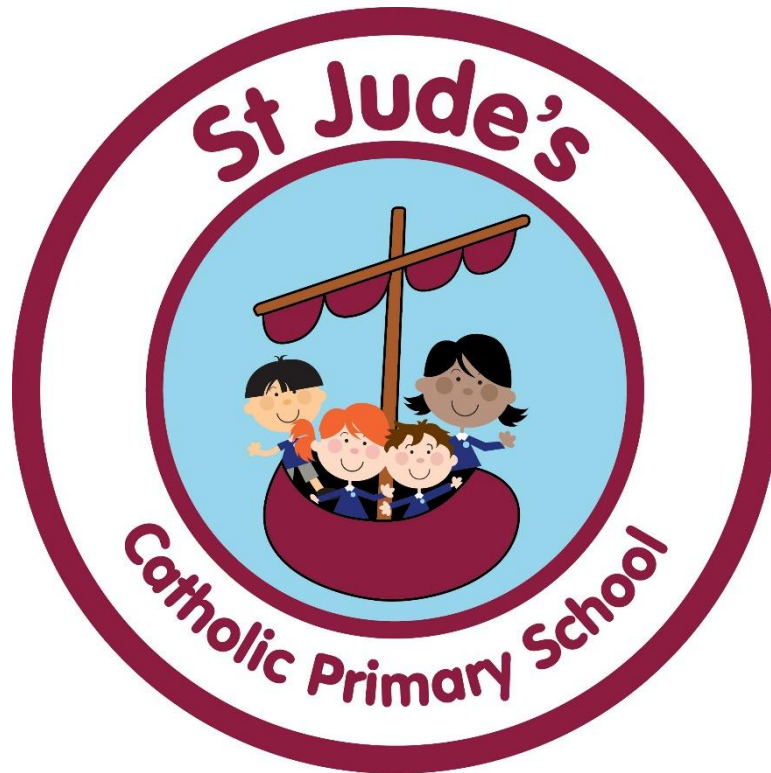
SPIRITUAL DEVELOPMENT POLICY

Together, we learn, love and grow with Jesus

Written by: R. Jackson Autumn 2025

To be reviewed: Autumn 2026

Approved by: M.Sims and J.Dooney (RE link governors)

SPIRITUAL DEVELOPMENT

"Spiritual education helps pupils to acquire insights into their personal existence which are of enduring worth. It is characterized by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. 'Spiritual' is not synonymous with 'religious'; all areas of the curriculum may contribute to pupils' spiritual development.

Spiritual development, then, is concerned with how an individual acquires personal beliefs and values, especially on questions about religion, whether life has a purpose, and the basis for personal and social behaviour – questions which are 'at the heart and root of existence'. It is therefore also about what a school provides – through its curriculum, through Collective Worship, through its ethos and climate – to help individuals make sense of these questions, and about what it does to help form pupils' response to life and to various forms of experience, or even to questions about the universe."

Religious Education in Catholic Schools – Bishops of England and Wales, May 2000.

At St Jude's the spiritual development of our children is of fundamental importance. Thus, we all recognize the presence of God in every individual.

Spiritual Development:

We aim to:

- celebrate feasts and seasons within the Christian calendar and that of other faiths and cultures.
- provide children with opportunities for daily prayer in a variety of forms.
- reinforce positive behaviour through our Mission Statement, PHSE. Assemblies – we will help the pupils to develop a respect for themselves and others.
- engender a sense of empathy with others through Circle Time, through links with other schools in the developing world and through fund raising

- develop their sense of identity and self-worth;
- create an environment of trust, care and compassion
- develop their principles, beliefs and values.
- enrich the children's understanding by providing opportunities for reflection on all aspects of school life
- enhance the pupils' appreciation for beauty, truth, love, goodness and wonder in our delivery of the curriculum as a whole in our Catholic school where, as a staff, we seek to support one another in this goal
- help form our pupils' responses to life and to understand how the impact of their feelings and emotions affects their behaviour and impacts on the feelings and emotions of others
- use our Behaviour Policy and Anti Bullying Policy which provide a clear moral code that is promoted consistently throughout the school and is reinforced through classroom rules and acceptable playground behaviour
- live out and promote our Mission Statement which encourages the wider school community to be inclusive and to promote measures to prevent discrimination on the basis of race, disability, religion, gender, sexual orientation, age and other criteria
- celebrate the uniqueness of each individual and tailoring the learning and teaching environment to enable all to achieve their full potential and engender within them the importance of equality of opportunity for all
- praise and reward for good behaviour and acts of kindness
- reinforce the school's values through images, posters, exhibitions and classroom displays

In order to facilitate the development of such qualities opportunities will be provided for pupils to reflect and pray and to share their ideas verbally or through other media.

We do this through - the curriculum, opportunities for reflection and daily prayer in many forms – traditional prayers, school prayers, quiet reflection and song.

Prayer and Liturgy takes place every day – it can be class based, key stage or whole school. This can be celebrated inside our school or outside in our Spiritual Garden and can also take place whilst on trips.

Pupil knowledge of the liturgical calendar and appropriate use of religious artefacts and icons, candles and music will help to focus reflection during Masses and other celebrations as well as Rejoice celebrations at the end of a Come and See topic.

Conclusion:

As members of a Catholic learning community the Staff, Governors and partners strive to provide our pupils with the assurance that at St. Jude's they will come to know the true meaning of Christian life and be given opportunities to develop a personal relationship with God.

Appendices

Moral Policy

PSHE Policy

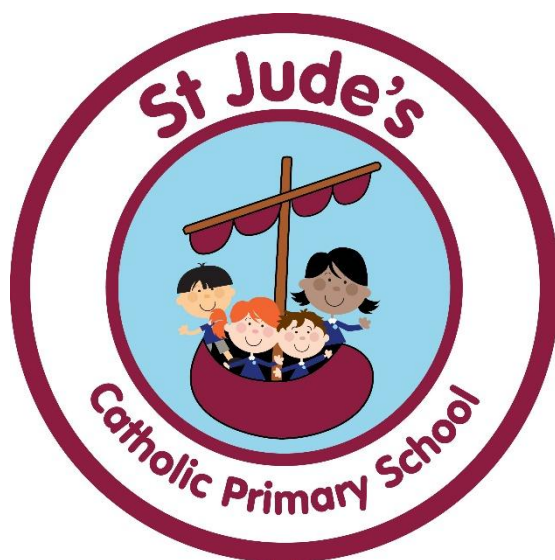Behaviour Policy

RSHE Policy

Prayer and Liturgy Policy

RE Handbook

Review:

The Spiritual Education Policy will be subject to regular monitoring by members of the teaching staff led by the Religious Education Co-ordinator and will be reviewed on an annual basis by the Headteacher and Governors.

DATE:…………03.09.25………………………………………………………………………………………

MORAL DEVELOPMENT POLICY

Together, we learn, love and grow with Jesus

Written by: R. Jackson Autumn 2025

To be reviewed: Autumn 2026

Approved by: M.Sims and J.Dooney (RE link governors)

MORAL DEVELOPMENT

At St Jude's we aim to foster a growing awareness of the distinction between right and wrong and good and evil in a social context. Through our teaching and the promotion of principles we aim to help our pupils develop moral values which regulate their behaviour.

"Moral education helps pupils to acquire knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong.

Moral development involves the distinction between right and wrong, good and evil in a social context. Moral development, therefore, is about a growing awareness of, and positive response to, the demands of living as an individual with others in community. Schools, therefore, need to consider how an individual pupil and, of course, a teacher can best develop in his or her unique way within an identifiable Catholic community."

Spiritual and Moral Development across the Curriculum – C.E.S., 1995

We aim to:

- extend their knowledge and understanding of the range of accepted values in society;
- develop skills and attitudes such as decision making, self-control and consideration of others;
- promote, at appropriate levels, their ability to analyse, debate and make judgements about issues.
- develop an understanding of insights, principles, beliefs, attitudes and values which guide and motivate us. As a Catholic School we seek to promote the Christian values of friendship, compassion and forgiveness
- offer a wealth of experiences which enables a pupil to develop their understanding

- provide opportunities for assemblies and acts of worship which provide models of moral virtue through gospel readings, the message of which is explored with the children, stories about significant role models to inspire the children and stories with a strong moral theme. This is further explored through Picture News assemblies.
- develop opportunities for pupils to show that their insights, principles, beliefs, attitudes and values influence, inspire and guide them in life
- to develop an understanding of moral behaviour in line with our Mission Statement which enables pupils to live out the gospel value of love in many ways such as forgiveness, freedom, tolerance, respect and relationships

These skills and attitudes are developed through all areas of the curriculum including

Religious Education, A Journey in Love, citizenship, PSHE, RSE and global awareness.

Children are regularly involved in decision making and we have an active Schools Council

and CAFOD Club.

At St Jude's we support many charities and good causes including local and global

charities such as CAFOD, Mission Together, St Vincent De Paul Society, The Good

Shepherd Fund, The Brick, Community Grocery and Butterflies Children's Charity.

POLICY DELIVERY:

Explicit teaching drawn from Come and See, To Know You More Clearly and the Sacramental Programme will be used to give pupils knowledge and understanding of the moral teachings of the Church.

Implicit moral education will take place as the pupils observe the attitudes and values underpinning staff behaviour as we relate to other adults and to pupils.

Whole School and Key Stage Assemblies, Prayer and Liturgy opportunities, Picture News, PSHE lessons, All Are Welcome books and themes such as Anti-Bullying and Diversity month will be used to reinforce the pupils' understanding of moral education.

Pupils' development will be evidenced by

Continuous assessment within RE
Pupil involvement in the life of the school and the wider community
Atmosphere of care within the school
Living out the Mission Statement of our school

Monitoring and evaluation

We understand the moral development of pupils is the responsibility of the whole school community. We aim to ensure that this policy is adopted by all through:

Staff meetings
Key stage meetings
Annual RE Inservice day
Governors meetings
Parents' meetings
Links with community and Parish

Conclusion:

In order to promote moral development St. Jude's will provide a secure community and environment in which the Gospel Values direct the life and work of the school. Pupils will be given opportunities for choice and decision making which enable them to demonstrate care and consideration for others.

Appendices

Spiritual Policy

PSHE policy

Behaviour Policy

RSHE Policy

Prayer and Liturgy Policy

RE Handbook

Review:

The Moral Education Policy will be subject to regular monitoring by members of the teaching staff led by the Religious Education Co-ordinator and will be reviewed on an annual basis by the Headteacher and Governors.

DATE:……03.09.25……………………………………………………………………………………………

<u>Appendix 4</u>

Relationship, Sex and Health Education Policy (RSHE)

Chair of Governors	Judith Hunt
Headteacher	Damian Wilson
Date adopted: Spring 2023	**Review Date:** Spring 2026

Autumn 2025 - Following guidance from Liverpool Archdiocese this policy still links to Come and See for the whole school. It will be updated with 'To Know You More Clearly' when we receive further information and guidance.

This policy is in conjunction with the following policies. Please ask a member of staff if you would like any of the following:

Health and well-being policy

Bereavement policy

Child Protection and Safeguarding policy

Anti-bullying policy

Behaviour policy

Equality policy

PSHE Policy

"Together, we learn, love and grow with Jesus'

Rationale

'I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL'

(Jn.10.10)

We are involved in Relationship, Sex and Health Education (RSHE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DFE (and the Welsh Assembly Government), RSHE will be firmly embedded in the PSHE/RSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All Relationship, Sex and Health Education (RSHE) will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Aim

St Jude's Catholic Primary School aims to provide a suitable programme that follows the statutory need to include RSHE into their curriculum from September 2020 which meets the ethos of its Catholic identity and mission.

The purpose of this Relationship, Sex and Health Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life growing up in today's world.

Our School's mission embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to Relationship and Sex and Health Education (RSHE) using the Archdiocesan recommended resource 'A Journey In Love' 2020, we believe that we can promote the development of the whole child, so that children can grow in *virtue, wisdom and stature,* understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

At St Jude's Catholic Primary School, we have opted to use 'A Journey In Love' RSHE programme, recommended by Liverpool Archdiocese and the Catholic Bishops of England and Wales. This programme is authentic to the Catholic faith and supports the teaching and learning of our pupils from Pre-school   to Year 6. Our belief in the unique dignity of the human person as made in the image and likeness of God underpins our approach to education in our school. Our approach to RSHE seeks to educate the whole child spiritually, intellectually, morally, emotionally, psychologically and physically towards our understanding of Christian maturity.

The statutory curriculum intent will be met by following our PSHE programme (see appendix)

The Purpose

The aims of Relationship, Sex and Health Education (RSHE) at St Jude's Catholic Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of dignity, self-worth, self-respect, confidence and empathy.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Statutory Requirements

At St Jude's Catholic Primary School, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching Relationship and Sex Education, we must have regard to Catholic Education Service guidance issued by the Bishops Conference of England and Wales 2017.

The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A

The statutory guidance from the Department for Education Equality Act 2010.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Roisin Jackson – RE/RSHE lead/DHT, Kirsty Hulme – PSHE/Science lead, Melanie Ashurst – Pastoral lead.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents have been given the opportunity to look at the RSHE policy and voice their opinions (Summer 2025)

4. Pupil consultation – we investigated what exactly pupils want from their Relationship Sex and Health Education through pupil voice (Summer 2025)

5. Ratification – once amendments were made, the policy was shared with governors and ratified (to be approved on 03/10/22 at Full Governing Board meeting)

Definition

Relationship, Sex and Health Education involves a combination of sharing information, and exploring issues underpinned by our Catholic values.

Relationship Sex and Health Education is about the emotional, social and cultural development of pupils, and involves learning about personal relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Curriculum

We have developed our curriculum with recommendations from the Archdiocesan Education Department to ensure that they meet with Catholic Church teaching.

After consultation with parents, Relationship Sex and Health Education will be covered using the Archdiocesan recommended resource 'Journey In Love' 2020. This includes *sexual intercourse at Year 6. (See right of withdrawal)

We have considered the age, stage and feelings of pupils and have consulted with parents and staff to ensure we are offering a quality curriculum which is adequately catered to meet their needs.

We have adapted the PSHE Association Primary Scheme of Work and Primary toolkit based on findings using statistics from PHIT for Purpose.

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Delivery of Relationship, Sex and Health Education (RSHE)

Relationship and Sex Education (RSE) is taught both discretely and within the Personal, Social and Health Education (PSHE) curriculum lessons. Some aspects of the RSHE curriculum may be touched upon in other lessons as it shares links with Religious Education, Science and Physical Education.

Our RSHE will ensure that content is relevant to the age, experience and maturity of pupils.

The new statutory guidance for Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

These areas of learning are taught within the context of 'family life' and could include married or single parent families, same sex parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

Equal Opportunities

All pupils have access to the RSHE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Roles and Responsibility

The Governing Body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from the non-statutory element of Relationship and Sex Education in Year 6* (see right of withdrawal).

Staff

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff are responsible for:

- Delivering RSHE in a sensitive way which complies with Church teaching.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with dignity, respect and sensitivity.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory component of sex education in Year 6. This is where sexual intercourse is taught discretely as part of the 'Physical' aspect within Journey In Love - the Archdiocesan recommended resource.

Requests for withdrawal should be made in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSHE.

Parents do not have the right to withdraw their children from Statutory Relationships Education as set out in the DFE guidance 2020.

Monitoring arrangements

The delivery of RSHE is monitored by Roisin Jackson (RSHE lead) by undertaking learning walks, staff and pupil consultations, planning and work scrutinies and questionnaires.
Pupils' development in RSHE is monitored by class teachers as part of our internal informal assessment systems.

This policy will be agreed annually by the governors and reviewed every three years.

Resources

A Journey in Love 2020

Come and See

The PSHE Association www.pshe-association.org.uk

School Counsellor

Pastoral support available at all times

Winston's Wish - giving hope to grieving children

Grief Encounter

St Jude's Bereavement Policy, as advised by Wigan Council (see appendix 8)

Mental health and well-being resources (see appendix 12)

Early Years Foundation Stage

The Underwear PANTS Rule www.nspcc.org.uk

Key Stage One

KS1 and Early Years – visit from the lolly-pop lady

The Underwear PANTS Rule www.nspcc.org.uk

Childline

Visit from the fire brigade and police

Visit from the Dogs Trust

Key Stage Two

Year 4 – visit from a dentist

Childline

Visit from the fire brigade and police

Visit from the Dogs Trust

Wigan Warriors – First Aid for children

Appendix – these are not attached to this document but please see our website if you wish to read them or ask a member of staff.
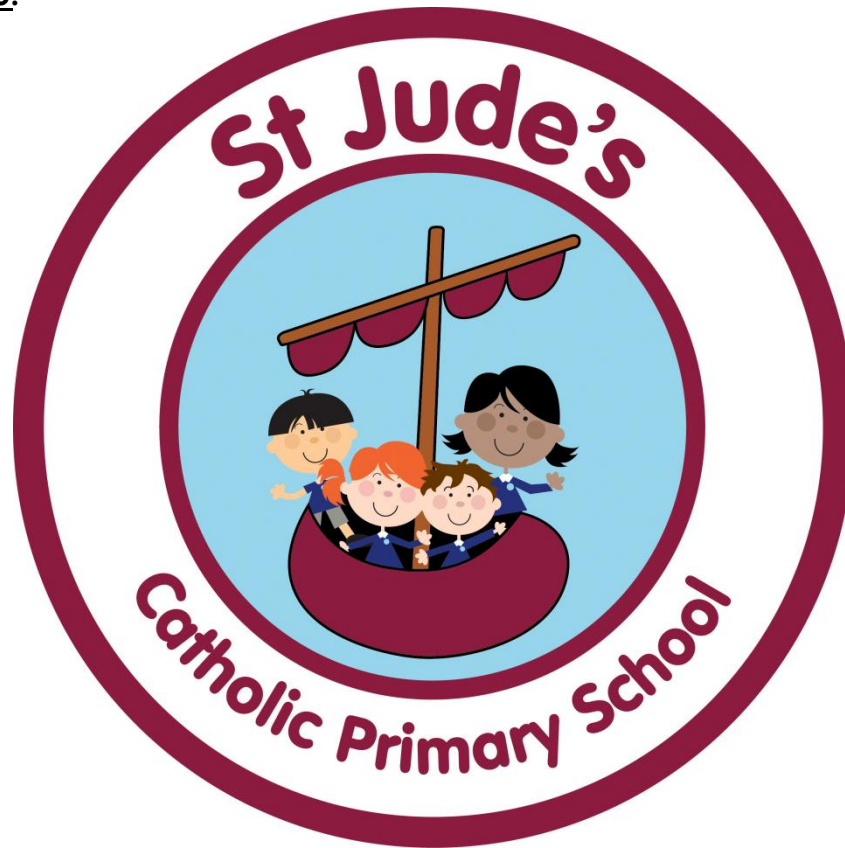
Appendix 1.1 - Primary Relationships Education Statutory Learning Opportunities

Appendix 1.2 – Come and See (RE) and RSE overview

Appendix 1.3 – Statutory Science Curriculum

Appendix 1.4 - PSHE Whole School Progression Map, links with RSHE & Science

Appendix 1.5 – PHIT for Purpose mapping

Appendix 5:

EQUALITY INFORMATION AND OBJECTIVES STATEMENT

Together, we learn, love and grow with Jesus

Agreed: Summer 2023

Review Date: Spring 2025

Contents:

Statement of intent

St Jude's Catholic Primary School recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. **Legal framework**

   1.1.   This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

   - Human Rights Act 1998

   - Special Educational Needs and Disability Regulations 2014

   - Education and Inspections Act 2006

   - Equality Act 2010

   - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

   - Public Sector Equality Duty (PSED)

   - General Data Protection Regulation (GDPR) 2018

   1.2.   This policy also has due regard for non-statutory guidance, including the following:

   - DfE (2014) 'The Equality Act 2010 and schools'

   1.3.   This policy operates in conjunction with the following school policies:

   - Admissions Policy

   - Complaints Procedures Policy

   - Anti-Bullying Policy

   - Relationship, Sex and Health Education (RSHE) Policy

   1.4.   The Equality Act 2010 provides a modern, single legal framework with three broad duties:

   - Eliminate discrimination

   - Advance equality of opportunity

   - Foster good relations

   1.5.   For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

   1.6.   The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

   1.7.   Protected characteristics, under the Act, are as follows:

Archdiocese of Liverpool

- Age

- Disability

- Race, colour, nationality or ethnicity

- Sex

- Gender reassignment

- Maternity and pregnancy

- Religion and belief

- Sexual orientation

- Marriage and civil partnership

1.8. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.

- In the way it provides education for pupils.

- In the way it provides pupils access to any benefit, facility or service.

- By excluding a pupil or subjecting them to any other detriment.

1.9. The responsible body for the school is the governing board.

1.10. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities

1.11. The school will promote equality of opportunity for all staff and job applicants and will work in line with the Equal Opportunities and Dignity at Work Policy.

2. Principles and aims

2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and

background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

2.7. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

It is considered best practice to involve parents in discussions and decisions relating to their child's gender identity, unless there are compelling reasons not to do so.

Information about an individual's gender reassignment will not be discussed to others without their consent, unless there is a legal requirement to do so or it is necessary to protect their health and safety.

2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.

2.10. The school's **Admissions Policy** will not discriminate against any protected characteristic in any way, other than the permitted exceptions included in the Equality Act.

2.11. The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.

- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.

- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.

- Reduce and remove inequalities and barriers that already exist.

- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.

- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.

- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. **Roles and responsibilities**

    3.1. The governing board will:

    - Ensure that the school complies with the appropriate equality legislation and regulations.

- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.

- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.

- Ensure that the school's **Admissions Policy** does not discriminate in any way, other than the permitted exceptions included in the Equality Act.

- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.

- Proactively advertise for high-quality applicants from under-represented groups.

- Provide information in appropriate and accessible formats.

- Ensure that the necessary disciplinary measures are in place to enforce this policy.

3.2. The headteacher will:

- Implement this policy and its procedures.

- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.

- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.

- Actively challenge and take appropriate action in any case of discriminatory practice.

- Address any reported incidents of harassment or bullying in line with DfE guidance.

- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

3.3. Employees will:

- Be mindful of any incidents of harassment or bullying in the school.

- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.

- Identify and challenge bias and stereotyping within the curriculum and the school's culture.

- Promote equality and good relations, and not harass or discriminate in any way.

- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.

- Keep up-to-date with equality legislation and its application by attending the appropriate training.

3.4. Pupils will:

- Not discriminate or harass any other pupil or staff member.

- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.

- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of staff.

- Abide by all the school's equality and diversity policies, procedures and codes.

4. Equality objectives

4.1. The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

- Monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum considering new performance measures

- Offer appropriate support in English for pupils in all vulnerable groups

- Implement effective strategies to support pupils in all vulnerable groups

- Improve the quality of support for pupils in all vulnerable groups in the classroom

- Continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning. With special investigation taking place regarding the use of technology in English, Maths and group work

4.2. The school will update all published equality documentation annually and will publish its objectives at least every four years.

5. Collecting and using information

5.1. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.

- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.

- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

5.2. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion

- Numbers of part-time and full-time staff

- Pay and remuneration

- Training

- Return to work of women on maternity leave

- Return to work of disabled employees following sick leave relating to their disabilities

- Appraisals

- Grievances (including about harassment)

- Disciplinary action (including for harassment)

- Dismissals and other reasons for leaving

5.3. Any personal data the school collects will be processed in accordance with the Data Protection Policy.

6. Publishing information

6.1. The school will publish information to demonstrate its compliance with the Act.

6.2. The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- Other persons affected by the school's policies and procedures

6.3. The school will not provide this information if:

- The employee is employed under contract personally to do work.

- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

6.4. The school will publish findings in their annual report.

7. Promoting equality

7.1. In order to meet our objectives, the school has identified the following priorities:

- School has an inclusive attitude and ensures that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.

- School will encourage compassion and open-mindedness.

- The school will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of school life.

- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, except when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable. The school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.

- The school will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.

- There will be differentiated schemes of work designed to meet the abilities and learning styles of all pupils.

- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.

- The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the school.

- The school will ensure there is adequate access to the physical environment of the school.

- The school will seek the views of advisory staff, outside agencies and local schools.

- Throughout the year, the school will plan ongoing events to raise awareness of equality and diversity.

7.2.   The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

7.3.   Equality objectives will be published at least every four years commencing on the date of the last publication.

7.4.   Bullying and prejudice will be carefully monitored and dealt with accordingly.

7.5.   Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Addressing prejudice-related incidents

8.1.   The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

8.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

8.3. If incidents continue to occur, the school will address them immediately and report them to the LA.

9. Appeal process

9.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

9.2. The school will adhere to the **Complaints Procedures Policy** when following the grievance procedure.

10. Curriculum

10.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

10.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.

10.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

10.4. The school's curriculum will be accessible to all. School will develop an appropriate curriculum for all pupils in all vulnerable groups.

10.5. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

11. Monitoring and review

11.1. The headteacher will review this policy bi-annually, to ensure that all procedures are up-to-date.

11.2. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments

- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

11.3. Any changes made to this policy will be communicated to all members of staff.
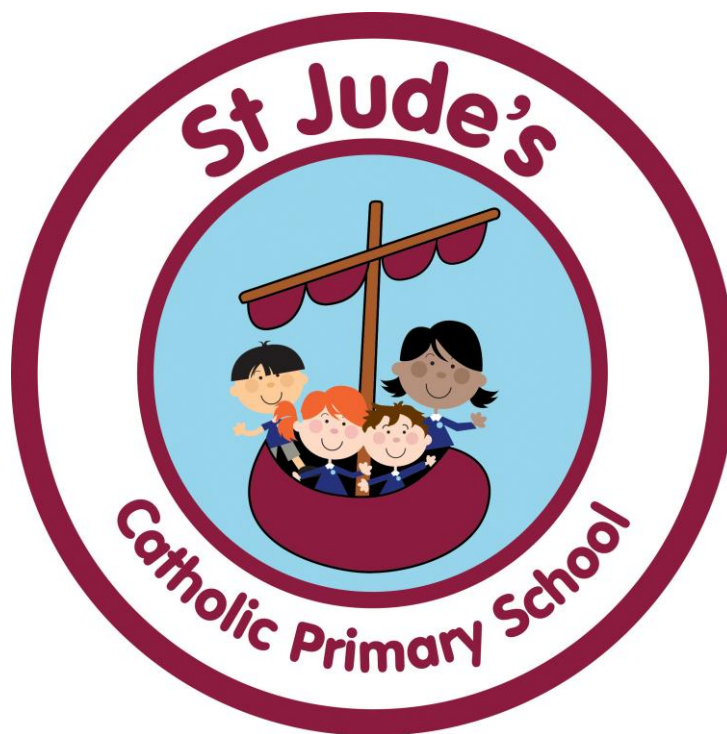
Online Safety Policy

Together, we learn, love and grow with Jesus

Version	Autumn 25
To be reviewed	Autumn 26

Development/Monitoring/Review of this Policy

This online safety policy has been developed by a working group made up of:

- Headteacher – Mr Wilson
- Online Safety Coordinator – Mrs Jackson
- Staff – including teachers, support staff, technical staff (MGL)
- Computing and e-safety link governor – Tony Norris
- Safeguarding Deputy and Pastoral Lead – Mrs Ashurst
- Business manager – Mrs Shaw

Consultation with the whole school community has taken place through a range of formal and informal meetings.

Schedule for Development/Monitoring/Review

The implementation of this online safety policy will be monitored by the:	*Mrs Jackson (computing lead)*
Monitoring will take place at regular intervals:	*Once per term*
The Board of Governors will receive a report on the implementation of the online safety policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	*Once per term*
The online safety policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	*Autumn 2025*

The school will monitor the impact of the policy using:

- Logs of reported incidents
- Monitoring logs of internet activity (including sites visited)/filtering
- Internal monitoring data for network activity
- Surveys/questionnaires of
    - students/pupils
    - parents/carers
    - staff

Scope of the Policy

This policy applies to all members of the St. Jude's community (including staff, students/pupils, volunteers, parents/carers, visitors, community users) who have access to and are users of school/academy digital technology systems, both in and out of St. Jude's.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the St. Jude's site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of online-bullying or other online safety incidents covered by this policy, which may take place outside of St. Jude's, but is linked to membership of St. Jude's.

St. Jude's will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

Roles and Responsibilities

The following section outlines the online safety roles and responsibilities of individuals and groups within St. Jude's:

Governors/Board of Directors

The computing link governor is responsible for the approval of the online safety policy and for reviewing the effectiveness of the policy. This will be carried out by the Governors receiving regular information about online safety incidents and monitoring reports. A member of the Governing Board (Mr Anthony Norris) has taken on the role of Online Safety Governor. He is also the Child Protection/Safeguarding Governor. The role of the Online Safety Governor will include:

- regular meetings with the Online Safety Co-ordinator/computing lead
- regular monitoring of online safety incident logs
- regular monitoring of filtering/change control logs
- reporting at Governors meeting

Headteacher

- The Headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community, though the day to day responsibility for online safety will be delegated to the Online Safety Lead, Mrs Jackson.
- The Headteacher and the DHT (who is also the computing/online safety lead) are aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff. (Appendix 1.1)
- The Headteacher is responsible for ensuring that the Online Safety Lead and other relevant staff receive suitable training to enable them to carry out their online safety roles and to train other colleagues, as relevant.
- The Headteacher and Senior Leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- The Senior Leadership Team will receive regular monitoring reports from the Online Safety Lead.

Online Safety Lead

- leads the Online Safety Group
- takes day to day responsibility for online safety issues and has a leading role in establishing and reviewing the school online safety policies/documents
- ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- provides training and advice for staff
- liaises with the Local Authority
- liaises with school technical staff - MGL
- receives reports of online safety incidents and creates a log of incidents to inform future online safety developments. See appendix for log sheets.
- meets regularly with Online Safety Governor to discuss current issues, review incident logs and filtering/change control logs
- attends relevant meetings of Governors

- reports regularly to Senior Leadership Team

Network Manager/Technical staff

Those with technical responsibilities are responsible for ensuring:

- that St. Jude's technical infrastructure is secure and is not open to misuse or malicious attack
- that St. Jude's meets required online safety technical requirements and any Local Authority online safety policy/guidance that may apply.
- that users may only access the networks and devices through a properly enforced password protection policy
- the filtering policy is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- that they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- that the use of the internet is regularly monitored in order that any misuse/attempted misuse can be reported to the Headteacher and Online Safety Lead for investigation/action/sanction
- that monitoring software/systems are implemented and updated

Teaching and Support Staff

Are responsible for ensuring that:

- they have an up to date awareness of online safety matters and of the current St. Jude's online safety policy and practices and complete annual online safety training on the National College.
- they have read, understood and signed the staff acceptable use agreement (AUA)
- they report any suspected misuse or problem to the Headteacher/Online Safety Lead for investigation/action/sanction
- all digital communications with students/pupils/parents/carers should be on a professional level and only carried out using official school systems
- online safety issues are embedded in all aspects of the curriculum and other activities
- pupils understand and follow the Online Safety Policy and acceptable use policies
- pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they monitor the use of digital technologies, mobile devices, cameras, etc. in lessons and other school activities (where allowed) and implement current policies with regard to these devices
- in lessons where internet use is pre-planned pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- ensure that their use of personal mobile devices follow the agreed policy where they are only used in office areas, the Reception area and the staffroom and not used for anything connected to school.

Designated Safeguarding Lead

Should be trained in online safety issues and be aware of the potential for serious child protection/safeguarding issues to arise from:

- sharing of personal data
- access to illegal/inappropriate materials
- inappropriate on-line contact with adults/strangers
- potential or actual incidents of grooming
- online-bullying

Students/Pupils:

- are responsible for using St. Jude's digital technology systems in accordance with the student/pupil acceptable use agreement
- have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- need to understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. Y6 children who walk alone to school should be aware that if they take a mobile phone to school they must give it to their teacher each morning when they arrive so it can be kept securely until the end of the school day. All pupils should also know and understand policies on the taking/use of images and on online-bullying.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that St. Jude's online safety policy covers their actions out of school, if related to their membership of the school

Parents/carers

Parents/carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. St. Jude's will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website, social media and information about national/local online safety campaigns/literature. Parents and carers will be encouraged to support St. Jude's in promoting good online safety practice and to follow guidelines on the appropriate use of:

- digital and video images taken at school events
- access to parents' sections of the website, St. Jude's Facebook page and Class Dojo
- their children's personal devices in St. Jude's (these are allowed to be used in the Reception area only with the exception of Y6 children who walk to school alone. Their phones are collected by the Y6 staff in class each morning and kept securely until they are given out at home time again.)

Policy Statements

Education – Students/Pupils

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in online safety/digital literacy is therefore an essential part of St. Jude's online safety provision. Children and young people need the help and support of the school to recognise and avoid online safety risks and build their resilience.

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. Our online safety curriculum is Project Evolve. Teaching is targeted and all children are assessed prior to each unit of work so that teaching can be streamlined. It is broad, relevant and provides progression, with opportunities for creative activities. It will be provided in the following ways:

- A planned online safety curriculum will be provided as part of Computing/PHSE/RSE and will be regularly revisited. Children will be assessed regularly.
- Key online safety messages will be reinforced as part of a planned programme of assemblies and tutorial/pastoral activities
- Pupils will be taught in all lessons to be critically aware of the materials/content they access on-line and be guided to validate the accuracy of information.
- Pupils will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet

- Pupils will be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- Pupils will be helped to understand the need for the student/pupil acceptable use agreement and encouraged to adopt safe and responsible use both within and outside St. Jude's.
- Staff will act as good role models in their use of digital technologies, the internet and mobile devices.
- In lessons where internet use is pre-planned. Pupils should be guided to sites checked as suitable for their use and processes are in place for dealing with any unsuitable material that is found in internet searches in conjunction with our technical team, MGL and our filtering service, Smoothwall.
- Where pupils are allowed to freely search the internet, staff will be vigilant in monitoring the content of the websites the young people visit.
- It is accepted that from time to time, for good educational reasons, students may need to research topics (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Technical Staff from MGL can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need.

Education – Parents/carers

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's online behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

St. Jude's will therefore seek to provide information and awareness to parents and carers through:

- Curriculum activities
- Letters, newsletters, web site, Class Dojo
- Parents/carers evenings/online sessions
- High profile events/campaigns e.g. Safer Internet Day
- Reference to the relevant web sites/publications e.g. swgfl.org.uk, www.saferinternet.org.uk/, http://www.childnet.com/parents-and-carers

Education & Training – Staff/Volunteers

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal online safety training will be made available to staff on an annual basis. An audit of the online safety training needs of all staff will be carried out regularly.
- All new staff should receive online safety training as part of their induction programme as well as agreeing to adhere to our Acceptable User Agreement for staff, ensuring that they fully understand St. Jude's online safety policy and acceptable use agreements.
- It is expected that some staff will identify online safety as a training need within the performance management process.
- This online safety policy and its updates will be presented to and discussed by staff in staff meetings.
- The Online Safety Lead will provide advice/guidance/training to individuals as required.

Training – Governors

The link governor should take part in online safety training/awareness sessions, with particular importance for those who are members of any group involved in technology/online safety/health and safety /safeguarding. This may be offered in a number of ways:

- Attendance at training provided by the Local Authority/National Governors Association/or other relevant organisation.
- Participation in training/information sessions for staff or parents.
- Annual online safety training

Technical – infrastructure/equipment, filtering and monitoring

St. Jude's will be responsible for ensuring that the network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented.

If you wish to see a more detailed Technical Security Template Policy, please ask.

- St. Jude's technical systems will be managed in ways that ensure that we meet recommended technical requirements.
- There will be regular reviews and audits of the safety and security of our technical systems.
- Servers, wireless systems and cabling must be securely located and physical access restricted
- All users will have clearly defined access rights to St. Jude's technical systems and devices.
- All users at Year 1 and above will be provided with a username and secure password by Mrs Hongkins (office staff) who will keep an up to date record of users and their usernames in a secure place. Users are responsible for the security of their username and password.
- The business manager, Mrs Shaw, is responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations.
- Internet access is filtered for all users. Illegal content (child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list. Content lists are regularly updated and internet use is logged and regularly monitored. We work closely with MGL to deal with requests for filtering changes.
- Internet filtering/monitoring should ensure that children are safe from terrorist and extremist material when accessing the internet.
- St. Jude's has provided enhanced/differentiated user-level filtering.
- The computing lead, Mrs Jackson, receives daily reports from MGL via Smoothwall, monitoring and recording the activity of users on the school technical systems. Any inappropriate activity is recorded and investigated.
- An appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person, as agreed. See appendix 1.1.
- Appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems, work stations, mobile devices, etc. from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual devices are protected by up to date virus software.
- In order to cater for the provision of temporary access of "guests" (e.g. trainee teachers, supply teachers, visitors) onto the school systems guest logins are available.
- An agreed policy is in place in the Data Protection Policy regarding the use of removable media (e.g. memory sticks/CDs/DVDs) by users on school devices. Personal data cannot be sent over the internet or taken off the school site unless safely encrypted or otherwise secured.

Appendix 1.1

Name: _____ Signed: _____ Date:…………………………………..

Responding to incidents of misuse/Illegal incidents – flow chart

If there is any suspicion that the web site(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below and appendix) for responding to online safety incidents and report immediately to the police.
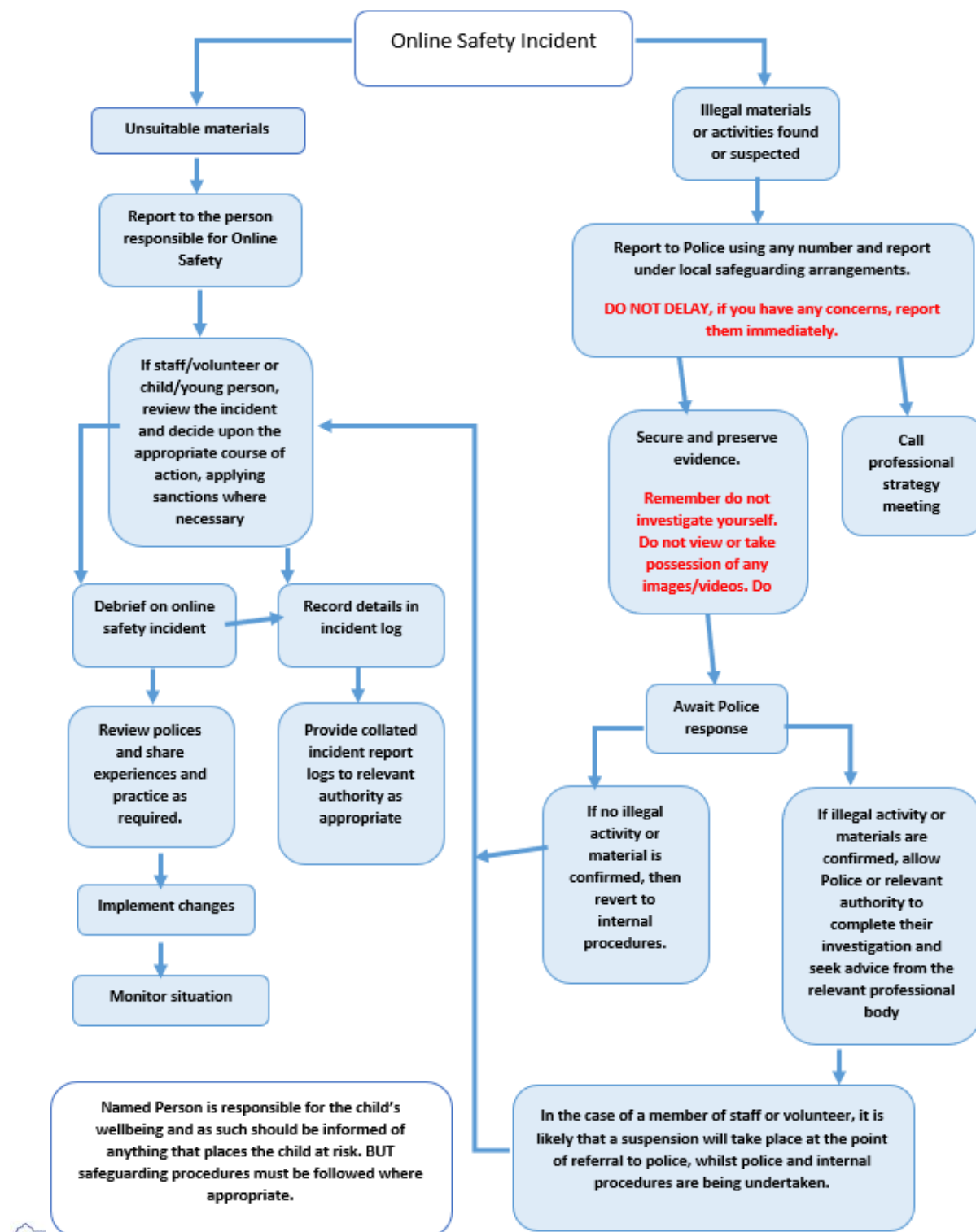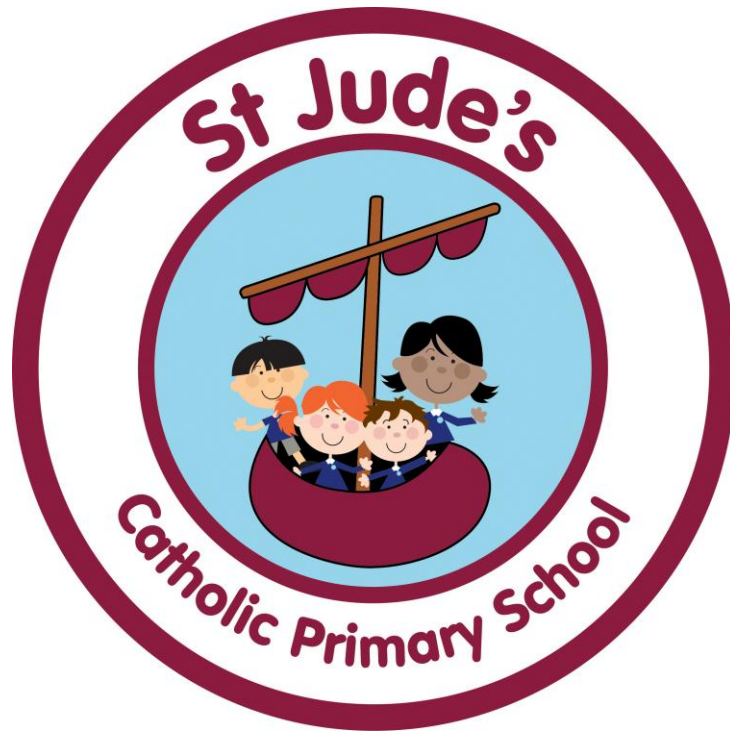
BEHAVIOUR POLICY

Together, we learn, love and grow with

Jesus

Approved: Autumn 2025
To be reviewed: Autumn 2026

St Jude's Behaviour Policy

Rationale

At St Jude's Catholic Primary School we believe that children learn best when they have clear knowledge of what is expected of them on a day to day basis. Children need to understand that there will be rewards and consequences for their day to day conduct in and around school. If children feel safe and can enjoy their lessons then they will learn and achieve.

Daily Routines

The headteacher or deputy headteacher will walk around school in the morning and after lunch, greeting children and ensuring children are behaving as expected and ensuring that new school procedures (non- negotiables instigated in 2023-2024) are being adhered to.

Classroom behaviour rewards and sanctions

Through discussion at the start of the year, and ensuring rules are age appropriate, each class to instigate their own behaviour policy /routines.
The whole school will give dojos. Dojos will be rewarded as single dojos and for doing something very well. A child will be expected to get a maximum of 3 dojos per day.
Dojos can be removed for negative behaviours.
Children who repeatedly misbehave and do not follow class rules will receive a lunchtime detention (see below).
Children who are repeatedly on detention or for extreme behaviours, will be put onto a blue book. This decision to go onto a blue book will be taken by the headteacher, deputy headteacher or pastoral lead.
If a child reaches stage 4 on the consequences of behaviour chart they will be placed on a red book.

Dojo Shop

Children receive dojos for positive behaviours. When appropriate, class teachers will open the dojo shop and children can 'cash in' their dojos for prizes. The 'cheapest' prize will be 10 dojos and prizes will go as high as 60+ dojos. The Dojo shop will also be used as a teaching tool with shop 'staff' encouraging children to save up dojos and cash them in for something big. This should help children realise the value of money and how important it is to save.

Each week during praise assembly, the child with the most dojo's in each class will be named 'Star of the Week'.

Non- negotiable

Non- negotiables are a minimum expectation these are not rewarded with dojos but are encouraged and rewarded with verbal praise

Respect – treat others as you wish to be treated- this must be modelled.
Walking only when in the building.
Walking around the outside of the building.
Holding doors open for adults.

Detention

Detention will run each lunchtime between 12.15 and 12.45 in the Y3 classroom and will be staffed by Mrs Ashurst(If unavailable a member of SLT will staff). Any child given a detention MUST be brought to detention by an adult and the adult MUST speak to Mrs Ashurst as to why the child has received a detention. The length of the detention will be determined by the reason for the detention, the child's age and level of understanding. Any child on detention to report to detention before lunch is taken. Parents are informed that the child has had a detention and the detention is logged onto our MIS.

Restraining

On rare occasions a pupil may require restraining for his/her own safety and that of others. At St Jude's we use the Local Authority approved Restraint programme – 'Team Teach.' Only members of staff who have been trained should restrain pupils. When a pupil has been restrained it must be recorded and the appropriate paperwork completed. All incidents of restraining must then be reviewed and authorised by either the deputy head teacher or the head teacher in the bound and numbered book. However, we do recognise for the safety of the child and others, on extremely rare occasions non-teamteach staff may need to physically intervene.

The role of all adults in school

To have high expectations of behaviour at all times, to communicate and model this, within and beyond the classrooms.

To emphasise and reward positive behaviours at all times.

To follow the consequence route and reward system consistently in order to ensure that positive behaviour choices are made.

To work with parents in managing their child's behaviour, as necessary.

The role of the Headteacher

To implement the Behaviour Policy consistently throughout the school.

To support its implementation by all other relevant members of the school community.

To keep clear and complete records of all serious incidents and keep parents and governors informed of such.

To work with parents in managing their child's behaviour, as necessary.

To take decisions about exclusions, if necessary, in compliance with the Local Authority guidelines.

To monitor regularly the effectiveness of the Behaviour Policy and report on this to the governing body when required.

To ensure that the Behaviour Policy is made available to all parents and carers through the school website and as a hard copy in the school.

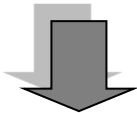## The role of the governing body

To support the school in fulfilling its duty of care to our pupils through the Behaviour Policy.

To support the Headteacher in implementing the policy, and offer advice with regard to specific issues as needed.

To facilitate and promote the regular monitoring and review of the policy.
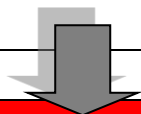
Consequences of Behaviour Chart

Stage 1	If I do this:	This will happen:
	Repeatedly ignoring / not following class rules and non-negotiables.	1 Class based intervention e.g. waning/ discussion with teacher/ moving to another area. 2 Lunchtime detention.

Stage 2	If I do this:	This will happen:
	Repeated **stage 1** offences; Bullying Classroom / Playground Fights Derogatory comments about race, creed or culture.	**Blue Book Report Card** Parents informed by letter Child to report to the Headteacher at break and lunchtimes with report card. Child must stay in for detention for the duration of time on a blue book. Maximum of 2 blue books (2 weeks) then move to stage 3 3rd blue book= move to **Stage 3**

Stage 3	If I do this:	This will happen:

	Repeated offences from stage 2	**Red Book Report Card**
	Bringing dangerous items into school	Parents to meet with headteacher
		Child to report to Headteacher at break, lunch and end of day.
		Child must stay in at break and lunchtime for the duration of time on a stage 3 red book
		All privileges will be withdrawn.
		Maximum of 2 red books then move to stage 4
		3rd red book= move to **Stage 4**

Stage 4	If I do this:	This will happen:
	3 or more entries in the **red book**	In School Exclusion for one day- work set by the teacher completed under supervision of a senior member of staff away from the classroom.
	Extreme Violence	Parents invited in for a meeting with headteacher
	Physical abuse to staff	Child to report to Headteacher at break, lunch and end of day.
	Malicious false allegations against staff	Request for PSP (Pastoral Support Plan) from the local authority and the Education Targeted Support Team.
		Or depending on level of 'If I do this'
		Fixed Term Exclusion
		Referrals to other agencies if appropriate such as Targeted Youth Support Service
		Or depending on level of 'If I do this'
		Referral and placement within a PRU
		and/or
		Permanent exclusion (see government guidance)

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Dear Parents/Carers,

Regrettably, I have to inform you that today ####### has been placed on Stage 2 of our consequences of behaviour chart. This means they have received a **'Blue Book'** for the following reasons-

##

Whilst your child is on a blue book the following will occur:

- Your child will be placed on a report card in order to track behaviour over a period of one week.

- Your child will stay in for detention every day whilst on the blue book.

If your child's poor behaviour should continue or does not improve, then they will remain on report and move through the consequences of behaviour chart- this will lead to further disciplinary proceedings.

Yours sincerely

Mr D Wilson (Headteacher)

Together, we learn, love and grow with Jesus

Dear Parents/Carers,

Regrettably, I have to inform you that today ####### has been placed on Stage 3 of our consequences of behaviour chart. This means they have received a **'Red Book'** for the following reasons-

##

Whilst your child is on a blue book the following will occur:

- Your child will be placed on a report card in order to track behaviour over a period of one week.

- Your child will stay in for break and detention every day whilst on the red book.

- Your child will report to the headteacher at break, lunch and the end of the day to track their behaviour.

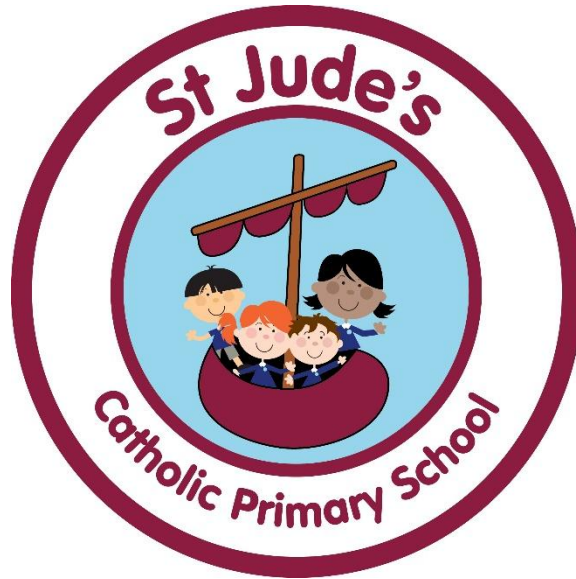- All privileges will be withdrawn whilst on a red book.

If your child's poor behaviour should continue or does not improve, then they will remain on report and move through the consequences of behaviour chart- this will lead to further disciplinary proceedings.

Yours sincerely

Mr D Wilson (Headteacher)

FEEDBACK POLICY

Together, we learn, love and grow with Jesus

Written by: R. Jackson

Based on findings from the WOWS Marking Review Project- published March 2018 **https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports**

To be reviewed: Autumn 2026

Philosophy

We believe staff should provide constructive feedback to every child, focusing on success and improvement based on the learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. All feedback must adhere to three key principles; it should be manageable for both staff and learners, meaningful and motivational.

Principles

Feedback should:

- Be manageable, meaningful and motivating.
- Involve all adults working with the children in the classroom.
- Enable learners to continue to progress, correcting any current misconceptions and inform them of next steps.
- Be an important part of assessment, informing future planning and individual target setting.
- Encourage and teach children to self-mark when appropriate.
- Encourage and teach children to peer mark when appropriate.

Practice

Current evidence shows that the most valuable feedback showing the greatest impact is verbal feedback given to the individual during or immediately after the lesson. Therefore, this will be the most used type of feedback given. This can take place with individual children, groups or the whole class.

- Children will edit work by putting a neat line through their mistake (using a ruler if appropriate)
- We recognise that not all pieces of work can be 'deep marked' nor is this necessary. Teachers will ensure that **all children** will have feedback for every lesson (either written or verbal). This will be at the teacher's discretion depending on content, outcome and needs of the individual.

- **All work** will have some form of written mark (a tick, highlighted objective or correction is adequate) - this shows children that the teacher has looked at their work.
- Marking of children's work will be done with a green pen.
- 'Deep marking' will occur when appropriate- a question/comment will be used only when meaningful, will move the learning forward or address and correct a misconception.
- The (letters) LO will be highlighted pink to show the LO is achieved.
- All teachers should follow our marking code to show the level of support the child has received. A letter(s) should be written in green pen next to the LO to show this. R – resources   AS – adult support   PS – peer support
  A child can achieve the objective and have it highlighted in pink and also have one of the above codes.
- All work will be marked, but the amount of written feedback is at the teacher's discretion, however non-negotiables must be brought to the pupil's attention to show-
  1. Spelling errors- no more than 3 spellings should be chosen - if a word is a common exception word, word the pupil should know for the year group or a technical word that is from the unit.
  2. Other errors e.g. punctuation errors can be identified by a dot- teacher to identify the mistake and the children to correct accordingly- the method of identification depends on the needs and ability of the individual.

Monitoring of Feedback Policy

This policy will be reviewed annually – next review Autumn 2024

Policy signed by_____   Position_____ Date   _____
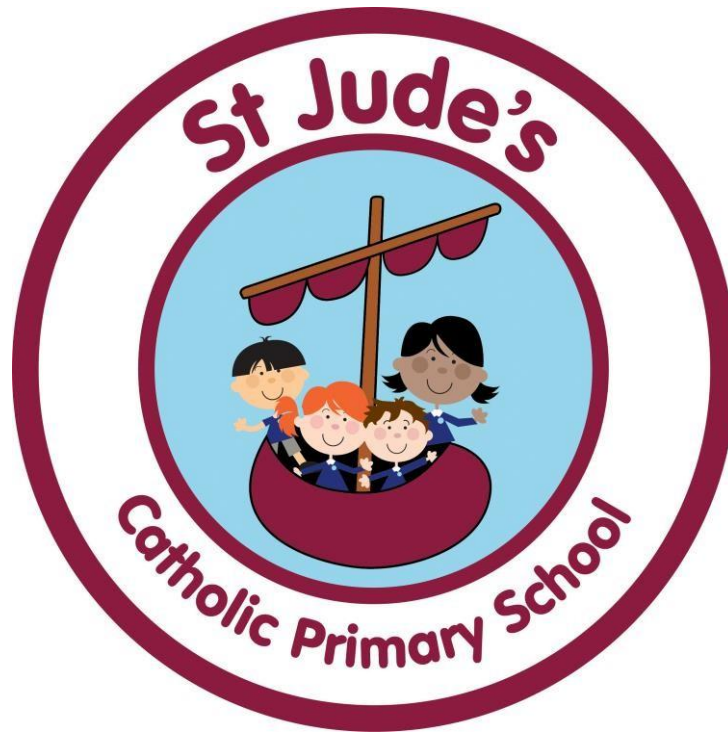
ANTI-BULLYING POLICY

Together, we learn, love and grow with Jesus

To be reviewed: October 2026

Contents:

1. Statement of intent

St Jude's believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

· Education and Inspections Act 2006

· Equality Act 2010

· Protection from Harassment Act 1997

· Malicious Communications Act 1988

· Public Order Act 1986

· Communications Act 2003

· Human Rights Act 1998

· Crime and Disorder Act 1998

· Education Act 2011

· DfE (2017) 'Preventing and tackling bullying'

· DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

· DfE (2018) 'Mental health and wellbeing provision in schools'

· DfE (2024) 'Keeping children safe in education 2024'

· DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy

- Child Protection and Safeguarding Policy

- RSHE Policy

- Online Safety Policy

- Equality Information and Objectives Statement

- Social Media Policy

3. Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

· Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.

· Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.

· Targeting: Bullying is generally targeted at a specific individual or group.

· Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

· Pupils who are adopted.

· Pupils suffering from a health problem.

· Pupils with caring responsibilities.

· Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

· Pupils who are LGBTQ+, or perceived to be LGBTQ+.

· Ethnic Minority and traveller pupils.

· Pupils with SEND.

4. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

· Verbal
· Physical
· Emotional
· Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

5. Roles and responsibilities

The governing board is responsible for:

· Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils based on their protected characteristics or backgrounds.

· The overall implementation and monitoring of this policy.

· Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.

· Ensuring that the school adopts a tolerant and open-minded policy towards difference.

· Ensuring the school is inclusive.

· Analysing any bullying data to establish patterns and reviewing this policy in light of these.

· Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.

· Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

· Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

· Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

· Keeping a of all reported incidents through CPOMs, including which type of bullying has occurred, to allow for proper analysis of the data collected.

· Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

· Arranging appropriate training for staff members.

· Corresponding and meeting with parents where necessary.

· Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

· Being alert to social dynamics in their class.

· Being available for pupils who wish to report bullying.

· Providing follow-up support after bullying incidents.

· Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.

· Refraining from stereotyping when dealing with bullying.

· Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

· Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

· Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

· Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

· Informing a member of staff if they witness bullying or are a victim of bullying.

· Not making counter-threats if they are victims of bullying.

· Walking away from dangerous situations and avoiding involving other pupils in incidents.

· Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying

6. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

· Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.

· Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

· Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

· Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

· The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

· Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

· Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

7. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

· Healthy and respectful relationships.

· Boundaries and consent.

· Stereotyping, prejudice and equality.

· Body confidence and self-esteem.

· How to recognise abusive relationships and coercive control.

· Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

8. Signs of bullying
Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

· Being frightened to travel to or from school

· Unwillingness to attend school

· Repeated or persistent absence from school

· Becoming anxious or lacking confidence

· Saying that they feel ill repeatedly

· Decreased involvement in school work

· Leaving school with torn clothes or damaged possessions

· Missing possessions

· Asking for extra money or stealing

· Cuts or bruises

· Lack of appetite

· Unwillingness to use the internet or mobile devices

· Lack of eye contact

· Becoming short tempered

· Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

· They have experienced mental health problems, which have led to them becoming more easily aggravated

· They have been the victim of abuse

· Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's Class teacher or pastoral manager, who will investigate the matter and monitor the situation.

9. Staff principles
The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

10. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

· Be aware that pupils of any age and gender are capable of abusing their peers.

· Be aware that abuse can occur inside and outside of school settings.

· Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.

· Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

· Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.

· Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

· Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

· Telling sexual stories, making sexual remarks, or calling someone sexualised names.

· Sexual "jokes" or taunting.

· Deliberately brushing against someone.

· Displaying images or video of a sexual nature.

· Upskirting (this is a criminal offence).

· Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school's Safeguarding Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-onchild abuse can be found within this policy and the Child Protection and Safeguarding Policy.

11. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

· Threatening, intimidating or upsetting text messages

· Threatening or embarrassing pictures and video clips

· Disclosure of private sexual photographs or videos with the intent to cause distress

· Silent or abusive phone calls

· Using the victim's phone to harass others, to make them think the victim is responsible

· Threatening or bullying emails, possibly sent using a pseudonym or someone else's name

· Menacing or upsetting responses to someone in a chatroom

· Unpleasant messages sent via instant messaging

· Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.

Staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

· Avoiding use of the computer

· Being on their phone routinely

· Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

· Avoiding using the computer or turning off the screen when someone is near

· Acting in a secretive manner when using the computer or mobile phone

· Spending excessive amounts of time on the computer or mobile phone

· Becoming upset or angry when the computer or mobile phone is taken away

Parents may also be invited to attend training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online.

The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity

The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

·**The victim of the bullying may have evidence of what has happened –** pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

12. Procedures

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the head of year in writing of the incident and outcome.
When investigating a bullying incident, the following procedures will be adopted:
- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries

- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The headteacher or appropriate staff will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgmental at this stage
- Members of staff listen carefully to all accounts, being nonconfrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

13. Sanctions

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. detentions or exclusions and future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken. All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The class staff informally monitors the pupils involved over the next **half-term**. The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been

serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

14. Support

In the event of bullying, victims will be offered the following support:
- Emotional support and reassurance from the school counsellor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing tables or spaces where possible, and will attempt to split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

The school will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session to assist with any underlying mental health or emotional wellbeing issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

15. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class staff. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged if appropriate with parents after the incident.

Pupils who have bullied others will be supported in the following ways:
- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour

Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS or other support services.

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSL will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

16. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and Standards Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

17. Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

• Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.

• Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

• Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.

• Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

• Responding to any complaints about how cases have been handled.

18. Monitoring and review

This policy is reviewed every **two years** by the headteacher and the DSL. Any changes to this policy will be communicated to all relevant stakeholders. The scheduled review date for this policy is **October 26.**
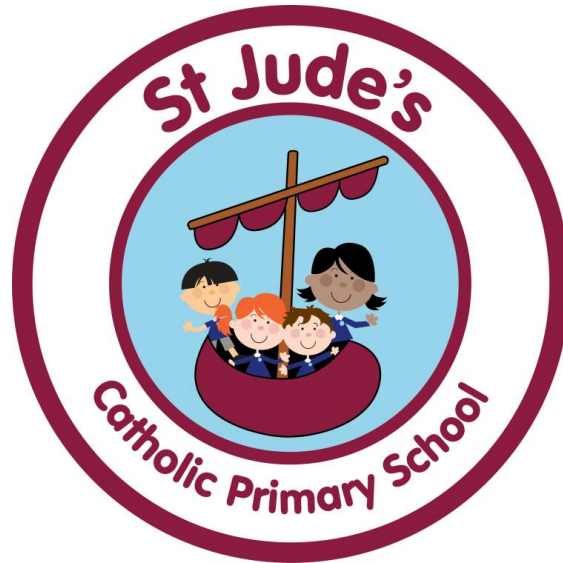
SEND Policy

Together, we learn, love and grow with Jesus

Amended by: Mrs R Cregan
To be reviewed: Autumn 2025

This SEND policy is written to comply with the 2014 children and Families Act and its SEND Code of Practice together with the Equality Act 2010. All our school policies are interlinked and should be read and informed by all other policies. This SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This policy has been devised by collaboration between SENCo's, (Special Educational Need Co-ordinators), across the WOWs network of schools – 18 schools in the Winstanley, Orrell, Worsley Mesnes, Norley Hall and Marsh Green areas. Professionals within all schools have been involved in consultation including teachers, governors and support staff as well as parents and pupils.

The SENCo at St Jude's RC Primary is Mrs R Cregan. At St Jude's we believe that every teacher, is a teacher of children with special educational needs.

'Together, we learn, love and grow with Jesus'

Definition of SEND
The 2014 Code of Practice says that:
A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than most others the same age, or, has a disability which prevents or hinders him or her from making use of facilities, of a kind generally provided for others of the same age in mainstream schools.
2014 SEND Code of Practice: 0 to 25 years – Introduction xiii and xiv.
The 2014 SEND Code of Practice: 0 to 25 years can be found at
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

School Aims
To nurture and inspire each individual so that they can learn and grow in order to reach their full potential

School Objectives
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To raise aspirations and ensure high expectations for all pupils.
- To ensure that every child experiences success in their learning and reaches their full potential.
- To enable all children to participate in lessons fully and effectively to their own ability.

- To involve children in decision making and in the development of their learning.
- To value and encourage the contribution of all children and families to the life of the school.
- To support parents in their journey of education with their child.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regards to the Policy Statement for SEND.

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children who may have SEND:

  ➢ Communication and Interaction
  ➢ Cognitive and Learning
  ➢ Social, Emotional and Mental Health Issues
  ➢ Sensory and / or Physical Needs

Detailed descriptions can be found at:
https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx

- All staff are involved in the identification process which considers the needs of the whole child.
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at St Jude's, and how it will be managed.
- Individual children's needs are regularly discussed and monitored throughout their time at St Jude's.
- Children are assessed regularly through termly assessments and during their lessons.
- Parents are welcomed and invited to discuss any concerns about their child's progress.
- At St Jude's we work closely with external specialist agencies e.g. Occupational Therapists, Educational Psychologists and Health Visitors and their assessments and recommendations form an important part of our identification process.

A graduated approach to SEND support

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High

expectations should be set by teachers for every learner whatever their prior attainment.

- Highly focused lesson plans with clear objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the children in their class, including when pupils access support from teaching assistants or specialist staff.

At St Jude's we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies, assessment and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs, to make a successful transition to adult life.

Where a pupil is identified as having SEND, the SENCo and all staff act to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated

approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, to match interventions to the SEND of children and young people.

The graduated approach is a four-part cycle that consists of:

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Jude's takes seriously any concerns raised by a parent. Assessments are looked at and, in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (providing the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child daily. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education Health Care Plan (EHCP), the local authority, in cooperation with the school, must review the plan every twelve months as a minimum.

The success of the school's SEND policy and provision is evaluated through:
· Monitoring of classroom practice by the Headteacher, SENCo and Senior Leadership Team.
· Analysis of pupil tracking data.
· Monitoring of procedures and practice by the SEND governor.
· School Self-Evaluation document.
· Local Authority moderation process and OFSTED inspection arrangements.
· Meetings of parents and staff, both formal and informal.

Managing SEND Support

At St Jude's, SEND children are assessed continuously. These assessments then inform planning and targets for SEND children in the form of a Child Centred Plan (CCP). This plan is then reviewed and assessed by the class teacher and SENCo and next steps are decided upon each half term.

It is the duty of the class teacher to keep SEND records up to date. The SENCo has a strategic lead over SEND within school. If a child has an EHCP, the SENCo will organise and chair annual reviews for that child. The plan is reviewed with parents, and pupil progress meetings help as part of this process.
Provision for children with additional needs is informed by:

- Specific needs of the individual child
- Pupil progress meetings
- Discussion with parents
- Other professional's advice
- SEN notional budget

The SENCo informs Governors through a termly Governor's report. The SENCo also meets with the SEND governor to discuss all aspects of SEND; the current **SEND governor is Mrs A Clarke.** A SEND census is completed three times a year.

Parents, families and children are involved in this process from admission into school through the school's SEND information report. Parents, families and children are involved in school life by:

- Attending parents evening.
- Open door policy.
- Annual reviews.
- Parent questionnaires
- Pupil questionnaires etc.

If a SEND support child isn't making the expected progress through the additional support that they receive, school will seek advice from other outside agencies. School currently uses the services of:

- Educational Psychology
- Targeted Educational Support Services (TESS)
- Early Years Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy & Outreach Services
- Gateway etc.
- EMTAS

If a child has followed the graduated approach and staff have been following advice from outside agencies and is still not making the expected progress, we would refer the child for an Education, Health Care Plan (EHCP) This process will involve the child, parents, family, health workers, staff from school and any other bodies that are involved with the child.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted; some may require further staffing to ensure all children are included; this includes any children with physical / medical needs.

At St. Jude's school, we have a pastoral manager, Mrs M Ashurst, who organises any nurture interventions that may be necessary. This ensures that SEND children, who require it, receive the support and nurture that they need, in order to build their self-esteem and reach their full potential.

If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by the class teacher and children will be removed from those plans. However, these children will still be monitored to ensure that they continue to make the expected progress.

Pupils and Families

Parents and carers of children with SEND are kept fully informed of the provision that is being made for their children. They receive a copy of their child's CCP and are invited to review progress towards the targets. Children are also informed of their targets, and their strengths and difficulties are discussed with them. If a child is unable to express what they find difficult / easy / like /dislike, other methods of communication are used such as pictures, photographs, learning walks and drawings. The pupil voice is very important to us.

Class teachers and the SENCo have regular meetings with parents and encourage active involvement with the school to help their children overcome their difficulties, whilst ensuring that they also discuss the strengths of the child or what he or she likes to do in school. The school will always ask permission from parents before approaching other professionals and outside agencies about their child.

The Local Authority has created what they call a 'Local Offer'. This highlights to parents and carers how the authority will support pupils and families. Each school was then asked to create their own 'School Information Report' for children and families. This School Information Report and the Local Offer from the authority can be found by following the links below:

School Information Report: https://www.saintjudes.wigan.sch.uk/send-policies-accessibility-information/

Wigan Local Offer: https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx

As a faith school our ethos is very supportive, and our beliefs underpin our actions. We live out our mission statement; **"Together, we learn, love and grow with Jesus"**

Transition from class to class can be a very anxious time for any child and even more so for a child with additional needs. The school plan in time for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children can spend time with their new teacher and teaching assistants, as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed, and support can be put into place where necessary.

If a child is required to leave the setting for whatever reason, or when they leave primary education at Year 6, information is passed onto the next setting via the SENCo and Year 6 teacher.

Supporting Pupils at School with Medical Conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have an Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practise (2014) is followed.
- The staff at St. Jude's work closely together to plan and deliver support for children who have medical conditions. We value the input given by parents and carers in supporting children effectively.
- If your child has a medical condition please speak to **Mrs Ashurst**, who will complete a health care plan with you to support your child. Medicines can be given in school when essential for a child's health.
- For further information on accessibility please see the School Information Report by following the link below: https://www.saintjudes.wigan.sch.uk/send-policies-accessibility-information/
- For further information on administration of medicines please see the Administrating Medicine Policy and the Health and Safety Policy by following the links below: https://www.saintjudes.wigan.sch.uk/general-policies/ https://www.saintjudes.wigan.sch.uk/child-protection-safeguarding-policies/

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

•   Ongoing teacher and TA observations in daily classroom practice.
•   Differentiated planning and resources.
•   Ongoing evidence of work shows progress towards learning and behaviour objectives.
•   Evidence of progress reviewed at termly Pupil Progress meetings.
•   Child Centred Plans updated termly.
•   Daily monitoring of behaviour incidents.
•   Informal discussion with the child about their progress with the class teacher / TA /Mentor.
•   Discussion with parent/carer about their child's progress e.g. parent evenings, informal conversations, parent drop-in.
•   Discussion with relevant outside agencies about progress/needs.

- Termly Planning and Review Meetings to discuss individual children and school needs.
- SEND report for Governors.
- Termly SEND updates for SEND Governor.
- Analysis of SEND data and reporting to staff and Governors

For monitoring and evaluation purposes we have adopted a graduated response approach:
- Assess
- Plan
- Do
- Review

The above approach promotes an active process of continual monitoring and evaluation, to improve provision and progress for all children.

Training and Resources
- To maintain and develop the quality of teaching and provision, to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes: A meeting with the SENCo to explain the systems and structures in place. Advice on the school's SEND provision and practice. Information about specific children and to discuss the needs of individual children.
- The school's SENCo regularly attends the Local Authority's cluster meetings, in order to keep up to date with local and national initiatives in SEND; they also regularly attend WOWs SEND meetings for the same reasons.

Roles and Responsibilities

The SEND Governor
Mrs A Clarke is the current Governor with responsibility for SEND at St Jude's Primary School. She has regular contact with the SENCo and the Headteacher to keep up to date with, and monitor the school's SEND provision, making sure

that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The governors ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs.
- They have regard to the requirements of the Code of Practice for Special Educational Needs.
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND.

The SEND governor will have regular contact with the SENCO and Headteacher and will be responsible for monitoring and assessing the SEND provision. The SENCo write termly reports regarding SEND to the full governing body.

The role of the Headteacher within SEND
It is the responsibility of the headteacher to work with the SENCo, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:
- The management of all aspects of the school's work, including provision for pupils.
- Provision within special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCo.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school.

The role of SENCO

The current SENCo at St Jude's is Mrs R Cregan. It is the responsibility of the SENCo to oversee the day-to-day operation of the schools SEND policy. The SENCo maintains the SEND register and coordinates provision for children on the register. The SENCo works with the head and governors to ensure the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years.

The SENCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning needs.
- Supporting class teachers in drawing up individual Child Centred Plans.
- Setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs.
- Ensuring the effective use of materials and personnel in the classroom to ensure the best possible outcomes for SEND pupils.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND, using existing school assessment information, e.g. class-based assessments / records, end of year tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Role of the Class Teacher

Teachers are accountable for the progress and development of all the pupils in their class. Teachers differentiate the curriculum to meet the needs of the children with SEND. They measure and monitor the ongoing progress for pupils

with SEND- focussing on outcomes with high expectations for all. They will liaise with the SENCo, in order to ensure high quality provision for children with SEND by:

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriate adapted curriculum.
- Retaining responsibility for the child, including working with the child daily.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Role of Teaching Assistants

The teacher and teaching assistant (TA) work collaboratively to support all the children within a class. A teaching assistant works under the direction of the teacher, the teacher having ultimate responsibility for the children's learning. Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.

Children's responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning.
All Children should be involved in making decisions about their education, were possible and appropriate, and the school should listen to the views of the child.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students

with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parents/ Carers responsibilities

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEND framework.
- Can make their views known about how their child's education.
- Have access to information, advice and support during assessment, and any related decision-making processes about special education provision.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides.
- Provide staff with up-to-date information regarding their child's needs or medical condition.

Date adopted by Governing Body

………………………………………………………………..

Date to be reviewed: **Autumn 2025**

Signature of Chair of Governors

………………………….………………………………………………….

Signature of Headteacher

…………………………………………………………………………………………….

Signature of SENCo

Mrs R. Cregan