

Woodley CofE Primary School



Our Vision

At Woodley C of E each person is unique and accepted as a child of God. Through strong Christian values and our BRIGHT attitudes to learning, we inspire hearts and minds to create life-long learners, who have the skills, knowledge and understanding to shine brightly in the world.

"Let your light shine before others." Matthew 5:16

Collective Worship and RE Policy

Responsibility of: Teaching and Learning Committee

Type of Policy: Good Practice

Date of Policy: December 2022

Date of next review: December 2023

Alternative formats available	email enlarged print audio
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Chair of Governors:

Head Teacher:

Collective Worship Policy

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INTENT

Statement of Intent

At Woodley CofE, we aim to inspire hearts and minds and encourage our children to become lifelong learners who let their light shine in the world. Our collective worship aims to support our vision by providing a space for pupils to explore spiritual and moral issues, their own beliefs and to have the opportunity to worship God in a manner that is comfortable to them. We aim to do this by instilling a strong sense of our core Christian values through worship which is inclusive, inviting and inspirational. We aim to provide children and staff with rich and varied worship, recognising the unique qualities of us all as children of God.

Statutory Entitlement

It is a legal requirement that all registered school age pupils take part in an act of worship each day. In line with the 1988 Education Reform Act, these acts of worship must be 'wholly or mainly of a broadly

Christian Character' for the majority of the time. They must also be 'appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils'.

In 2021 the Church of England Education Office (CEEO) released guidance to support church schools in their development of collective worship. In their guidance they state:

"Collective worship in community schools is grounded in the historical past and enshrined in educational law to be 'wholly or mainly of a broadly Christian character. In Church schools the requirement instead to reflect the Anglican status of the school as expressed in its trust deed liberates those leading collective worship to build on the rich, lived diversity of Anglican tradition and identity. In the same way as worship in churches is aspirational, constantly evolving and being re-imagined there is an expectation of a continuous, dynamic reimagining of what collective worship means in the Church school.'" (2021)

Right to Withdraw

As outlined in the 1988 Education Act, parents have the right to withdraw their children from collective worship either wholly or partially. Parents who wish to exercise this right will be invited to meet with a member of the senior leadership team (SLT) to discuss how the school can best support their child during worship times.

IMPLEMENTATION

Pedagogy:

Our Collective Worship aims to meet the 'three I's' as laid out in the CEEO Collective Worship Guidance to schools:

Inclusive:

"Worship is collective in that it involves meeting, exploring, questioning, and responding to others and, for some, to God. In the Church school pupils, their families and other adults can expect to encounter worship that is inclusive of, and fully accessible to, all." (CEEО Collective Worship Guidance, 2021)

At Woodley CofE we ensure that our collective worship is accessible to all by:

- Prioritising time for collective worship with an expectation that all members of the school community are able to access worship.
- Providing children with SEND needs with personalised, tailored provision where necessary.
- Expecting staff, children and ministers leading worship to take care to ensure that the language used avoids assuming faith in all those participating, listening and watching.
- Carefully choosing songs and stories so as not to assume faith. It is recognised that pupils will bring their own experience to worship.
- Involving pupils and members of the school community in planning, leading and evaluating worship.

Invitational:

"Parents, pupils and adults can expect to encounter worship that is consistently invitational. There should be no compulsion to 'do anything'. Rather, worship should provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity." (CEEО Collective Worship Guidance, 2021)

At Woodley CofE we aim to make our Worship invitational by:

- Providing a calming and welcoming atmosphere
- Inviting children and staff to join with prayers and allowing them to pray in a way which feels comfortable to them
- Ensuring prayers are written and led by children who have volunteered – all are welcome to volunteer regardless of faith background. Prayers include opportunities to reflect.
- Playing music which reflects a range of worship styles and interests (including modern and traditional songs) within the Anglican tradition as well as relevant secular songs.

Inspiring:

At Woodley CofE we aim to make our worship inspirational by:

- Giving pupils the opportunity to ask big questions
- Encouraging pupils and staff to think differently, reflect on their behaviour and act in response to what they have learned
- Encouraging the children and staff to become courageous advocates of causes
- Giving children and staff time to think about faith, beliefs and personal philosophies

Planning

- **Long Term Overview :**

Priorities for worship themes are identified with the worship lead, staff and children in line with the school vision. The worship lead will plot out priorities and themes in conjunction with the Anglican Church calendar. Each year, aspects of the vision will be discussed, Core values will be taught and BRIGHT learning addressed.

- **Medium Term:**

Worship is mapped out week by week for each term by the worship lead. The worship lead provides resources for each session from appropriate Christian based sources. The books 'Roots and Fruits' and 'Roots and Fruits 2' provide the majority of the Christian based content.

- **Short Term**

It is the responsibility of each person facilitating the worship to prepare the worship sessions in advance, collect resources and adapt as necessary.

Organisation

Our worship aims to provide the children with varied and rich experiences throughout the term. Each week, worship in school will be led by either staff, minister or pupils:

- Whole School Worship
- Singing Worship
- Celebration Worship
- Minister's Worship
- Phase/Class Worship or Space Makers

Y1 and EYFS are expected to carry out an act of collective worship in classes daily until they are ready to join the whole school. These are centred around stories from the Bible and include time for reflection and response.

Worship sessions are broken down into 4 parts:

1. Welcome:

We create a welcoming environment by:

- Playing music at the beginning
- Setting the worship table.
 1. Candles
 2. Bible
 3. Liturgical calendar coloured cloth or core value cloths
 4. Cross
- Greeting the children at the beginning and welcome them to the worship
- Lighting the candles in the name of the Father, Son and Holy Spirit.

2. Learning:

This is the inspirational aspect of the worship. This is where the children will learn and be challenged to think differently about a range of topics.

3. Reflecting:

Children are encouraged to think about what they have learned and to reflect through a variety of different media including but not exclusively:

- Thinking time
- Guided meditations/ reflections
- Pictures/ music to ponder

4. Responding:

Children are encouraged to respond to what they have learned. Examples of which include:

- Joining in with prayers
- Answering questions
- Taking action e.g. donating to foodbanks/ buying poppies/ joining in with School Council efforts

Links to Wider Community:

The school is most closely affiliated with St John's CofE Church, however, we are also closely supported by other local churches (including the Airfield, Baptist and Emmanuel Churches). Each church volunteers a minister or official member of the church staff (such as a families and children's worker, curate, or preacher) to lead weekly worship sessions. The theme of these is determined by the worship lead in conjunction with the children and SLT to support understanding of various aspects of the vision.

Our local churches also support us with many aspects of school life.

- Rainbow time – A member of the Airfield Church (who is also a governor) and a trained Counsellor leads 'Rainbow Time' which is a space for children to talk about their worries.
- Reflection Garden – The Airfield Church have donated a box of resources to support the development of the Reflection Garden prayer space
- Youth minister – A member of the youth ministry team at the Baptist Church joins children at lunch times once a week in the playground to offer support if they have worries and concerns
- Christingle – The Airfield Church donate the resources for Christingle and lead the worship sessions there. They also provide refreshment for parents after the service
- Governors – Our governors consist of a number of different members of the community including parents and members of local churches
- RE inspired – The local churches together lead curriculum enhancement activities following both RE Discovery and Understanding Christianity schemes of work used by the school.

Church Calendar and Special Events:

Each phase is welcomed to St John's Church to carry out an act of worship to which parents are invited.

Phase	Term	Event
KS1	Autumn 1	Harvest Festival
LKS2	Autumn 2	Christmas Carols/Service
UKS2	Spring 2	Easter Service
EYFS	Summer	Phase visit

Other church calendar events such as Epiphany and Pentecost are planned for in-school worship yearly as detailed in the Long-Term Overview.

A 2-year cycle cultural calendar is in place to celebrate significant festivals in other traditions, cultures and beliefs.

Worship Spaces:

Care is taken to create welcoming and calming worship spaces within school for contemplation and reflection.

In each classroom, there is a Church School board. This contains the Core Value for the half term, a copy of the vision, class rules and a cross. Additionally, each class has a copy of the Bible, wobble box, class prayer book and the class spirituality big book.

The Reflection Garden is a safe space open during lunchtimes for children to take a break from the busyness of school life. It is a calm place to contemplate and pray if the children wish to. Prayer guides and activities are planned for children to complete if they choose. It is open to anyone who wants to attend.

In the entrance hall, there are three lamps accompanied with the school's Bible quote. The lamps encourage the children to remember that in our school we want to "Let [our] light shine before others." Additionally, outside each classroom there is a candle with the children's names as flames around the outside. This, again, encourages reminds the children that we are all shining lights.

Prayers are celebrated through our prayer board in the main corridor. Children are encouraged to write prayers or poems either for specific events, or linked to our core values. A prayer box is used for children to submit prayers they have written to either be read in the reflection garden, or in worship sessions.

IMPACT

Monitoring and Evaluating

Collective worship is evaluated by children and staff.

Selected children, from a range of age groups, evaluate worship daily using a proforma. They form a Collective Worship Committee. The evaluations are fed back to the worship lead for that session.

The Collective Worship Committee meet weekly with SLT to discuss positive feedback, noted in worship that week, and development points. As a result of this the children are able to have direct input into the running of the worship sessions.

Staff and the worship lead evaluate the impact of worship through but not exclusive to:

- Pupil interviews
- Pupil surveys
- Observations of worship sessions

Religious Education Policy

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Intent

Woodley CofE Primary School believes that each person is unique and accepted as a child of God and we value the gifts they bring.

Our aim is that RE will be taught at a high level across the school and that all children will leave Year 6 with an understanding of the main religions and an attitude of tolerance and respect for all people. Using an enquiry-based model (Discovery and Understanding Christianity), children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Woodley CofE is a church school and considers RE to be an academic subject in line with guidance from *A statement of entitlement* (2019); RE has a high profile and is led by senior leadership. RE contributes to the developments of pupils' British value and spiritual moral social and cultural development.

In church schools, Christianity is the majority religion studied in each year group amounting to 50% of the RE curriculum. RE lessons account for at least 5% of the timetable; this does not include collective worship.

Parents have the right to withdraw their children from RE lessons and collective worship. We would strongly recommend meeting with the head teacher to discuss first.

Essential Characteristics for RE

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Essential Opportunities

EYFS	Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Linked to Early Learning Goal	<ul style="list-style-type: none">• Study the main stories of Christianity.	<ul style="list-style-type: none">• Study the beliefs, festivals and celebrations of Christianity.

<p>(Development Matters)</p> <p>People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> • Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study other religions of interest to pupils. 	<ul style="list-style-type: none"> • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. • Study other religions of interest to pupils
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Threshold Concepts

RE Discovery:

Engage	Investigate	Evaluate	Express	Engage
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Understanding Christianity:

Making sense of the text	Understanding the impact	Making connections
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Implementation

How the Subject is Planned

RE Discovery

Planning has been centrally prepared by the RE subject co-ordinator for the whole school. The scheme covers Hinduism, Judaism, Sikhism, Islam and Christianity. It uses a termly overview, theme and key question. This has been done so that there is continuity and a spiral-based development of key skills and religions throughout the school. RE Discovery is an enquiry-based approach to learning with the following 4 threshold concepts for each module:

Engage	Investigate	Evaluate	Express
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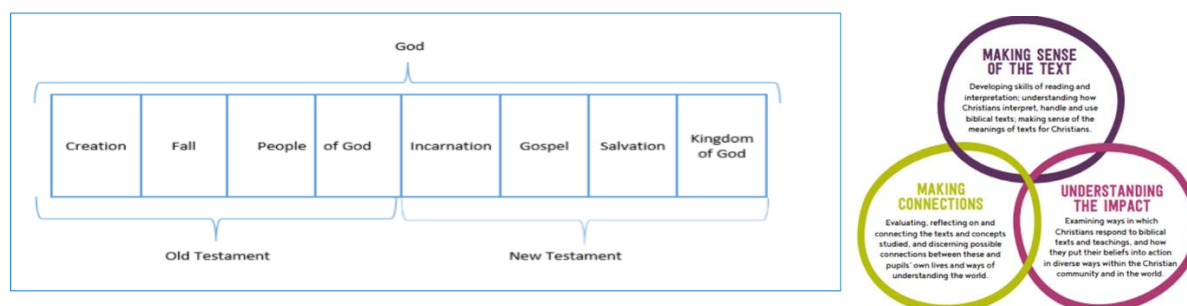
Every unit (enquiry) is based around a key question. The key question for the enquiry demands an answer that weighs up 'evidence' (subject knowledge) and encourages children to formulate their own conclusions based their investigations and reflections on personal experience. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Understanding Christianity

Understanding Christianity is a scheme recommended in *A statement of entitlement* (2019) to give children a better theological depth and understanding of Christianity.

Understanding Christianity explore eight key concepts which offer a coherent series of ideas that underpin Christian belief and practice. The 'big story' gives a context into which teachers and pupils can place the concepts as they encounter them in RE throughout the school.

There are three threshold concepts which are interwoven throughout the lessons.



Long Term Overview

RE Discovery Planning can be found on Subject Leader Sharepoint—RE and Collective Worship- RE Discovery—Discovery 3rd edition—Planning

All planning has been completed and the new discovery 3rd edition material means the planning is in line with the new Pan-Berkshire Syllabus. Planning in each phase has been updated to include the Christian Concept from Understanding Christianity.

Medium Term

See PPT Coverage RE Document in Subject Leader Sharepoint—Documents—RE Collective Worship

The above document outlines which enquiries and religions are taught in each phase and when. This is how the document looks:

Foundation Stage Milestone Coverage						Foundation Stage Milestone Coverage						KS1 - Cycle 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Special people	Theme: Christmas	Theme: Celebrations	Theme: Easter	Theme: Story Time	Theme: Special Places	Theme: Christmas	Theme: Easter	Theme: Summer	Theme: Autumn	Theme: Winter	Theme: Spring	Theme: Summer	Theme: Autumn	Theme: Winter	Theme: Spring	Theme: Summer	Theme: Autumn
Key Question: What makes people special?	Key Question: What is Christmas?	Key Question: How do people celebrate?	Key Question: What can we learn from stories?	Key Question: What can we learn from stories?	Key Question: What makes places special?	Key Question: What makes people special?	Key Question: What is Christmas?	Key Question: How do people celebrate?	Key Question: What can we learn from stories?	Key Question: What can we learn from stories?	Key Question: What makes places special?	Key Question: What makes people special?	Key Question: What is Christmas?	Key Question: How do people celebrate?	Key Question: What can we learn from stories?	Key Question: What can we learn from stories?	Key Question: What makes places special?
Christian Concept: Inspiration			Christian Concept: Salvation			Christian Concept: Inspiration			Christian Concept: Salvation			Christian Concept: Inspiration			Christian Concept: Salvation		

(Foundation Stage)

(Cycle 1- each phase)

(Cycle 2- each phase)

It will outline the religion to be taught, the theme for the half term and the key question as well as a Christian Concept (when the religion is Christianity).

Short Term

In RE, planning has many questions – open ended questions for children to investigate, explore and begin to form their own opinions about. The children direct some of the questioning and teachers steer discussions around the topic as ideas develop.

Planning is set out half termly with a key question, which the children will investigate through the half term. RE should be taught weekly and given a specific slot each week. It is expected that there are at least 2 pieces of work produced in the RE book for each term plus the end of module task sheet (for RE Discovery) to show the depth of understanding the child has at the end of the module. There should be a LO and date at the top of every piece of work.

The end of module task sheet can be found in the RE discovery material which is on All Staff archive (Follow points above in Long Term Overview)

Cross-Curricular Opportunities

RE has many cross-curricular links such as collective worship, leading Friday assemblies, Christianity Unity week, Music – Harvest/Christmas songs, Drama – acting out different RE stories, debates, Nativity, Art – Making cards, prayer mats or Diva lamps.

Impact

How the subject is assessed

Each half term, there is a Key Question that is assessed by the teacher. A task sheet is completed in RE Discovery modules and teachers use other forms of informal quizzing and work completed that term to ascertain whether a child has achieved the required skills. The teachers use a Milestone assessment sheet which has been designed by school to incorporate RE Discovery skills, outcomes and expectations alongside those for Understanding Christianity. The teachers assign a Milestone score, similarly to other academic subjects, and this data is entered on the school's assessment data website (Insight).

Each year, the RE coordinator completes an action plan which helps to support areas of RE which will be tracked across the school e.g. Christmas and Easter to check for progression or the lowest 30% in attainment. This enables the RE co-ordinator provide a targeted response and support structure to staff.

How we use our assessment to inform our planning in this subject.

Assessment in RE is both formative and summative. Clear over-arching learning objectives and the key-coloured boxes within the planning allow the teacher to be mindful of the assessment elements within that step that can formatively help them pitch and plan subsequent lessons.

Core Values

Core values are explicitly taught as a lesson each half term in PSHE lessons, through assemblies (both minister, and partly Monday head teacher assemblies.) The outcome of this is that children to leave year 6 with a good attitude towards each other, and the world around them.

Collective Worship Appendices

Example of Long Term Over view:

	Whole School: Church Calendar School Vision	Phase: Core Values	Ministers:
Autumn 1	School Vision Let your light shine before others. Matthew 5:16 The Miracles of Jesus	Core Values: Love Roots and Fruits Compassion	Creation and Creation Care
Autumn 2	Advent Incarnation	Core Values: Peace	Waiting for God Finding Jesus in the Old Testament.
Spring 1	Core Values: Truth School Vision Being a life-long learner The Words of Jesus	Class Worship: Space Makers	Ask a Minister Big Questions (Each phase submits 2 questions)
Spring 2	Core Values: Freedom Lent and Easter Salvation	Class Worship: Space Makers	Forgiveness
Summer 1	Core Values: Respect School Vision Being a Child of God The People Jesus Met	Class Worship: Space Makers	Belonging The big family of God
Summer 2	Core Values: Friendship School Vision Inspiring Hearts and Minds Parables of Jesus	Class Worship: Space Makers	Courageous Advocates People who have done great things because of faith

Example of medium-term planning

Week	<u>Collective Worship – School Vision, let your light shine</u>	<i>Resources</i>
1	Welcome: candles, Music playing, Learning: Welcome back to school, what makes a school work together? Recap BRIGHT and Core Values Reflection: How do these help us to let our lights shine? Prayer:	LGU/ CBL
2	Welcome: Music Playing City on a Hill, candles Learning: School vision Ask a child to read Salt and Light Matthew 5 13 – 16 Watch Clip	PPT https://www.youtube.com/watch?v=...

	Reflection: What small actions can you do that will make a difference? Prayer – John Wesley prayer from video clip	ch?v=IHOXQkP9cA
3	Welcome: Music – This little light of mine, candles Learning: Roots and Fruits 2 p12-15 The Words of Jesus: I am the light of the world Reflection: Prayer	Candels, Children to research fruitful lives
4	Welcome: Music, candles Learning: Roots and Fruits 2 p24 Do not be worried– Potentially Harvest Reflection: How does Harvest Festival help us to shine in the world? Prayer: see Responding section in R&F2	Roots and Fruits 2
5	Welcome: Music and candles Learning: Roots and Fruits 2 – 204 Read the Bible text first Reflection: How did Jesus let his light shine here? Prayer – Emoji Prayer	2 Children to help act

Yearly Events/ Religious Festivals and Church Calendar:

Month	Event	notes
September	Harvest	Church, Songs, Readings, Prayers, Ministers, Parents letters
October	Black History Month	Link to school vision
November	Diwali	Phase assembly
	Bonfire Night 5 th Nov	Phase assemblies
	All Saints Day 1 st Nov	Cloth for table
December	Christingle	Order Oranges and resources, songs, prayers, ministers
	Hanukkah 18 th - 26 th	
	Carol Service	Church, Songs, Readings, Prayers, Ministers, Parents letters
January	New Year	
	Epiphany 6 th Jan	Table Cloth
February	Lunar New Year	
March	Beginning of Lent	Table Cloth
	Holi	
	Month of Ramadan begins	
April	Easter	Church, Songs, Readings, Prayers, Ministers, Parents letters
April	St Georges Day	
May	Eid Al Fitr	
	Ascension	Roots and Fruits 2 - 148
June	Pentecost	Roots and fruits p 236
	Trinity Sunday	Roots and fruits p 257
July	Eid ul Adha	Assembly about Abraham and Ishmail

Examples of Children's evaluation form:

Worship evaluation Form

Date: _____ - Evaluator: _____

Worship:

Whole school	Singing	Celebration	Minister's	Phase/ Class
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Please mark out of 5. 1= strongly disagree, 5= strongly agree

Welcome:

I felt welcome in the worship.

1	2	3	4	5
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Learning:

The act of worship taught me something

1	2	3	4	5
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What have you learned?

Reflecting:

The time for reflection gave me time to think about what I have learned.

1	2	3	4	5
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Responding:

I have been inspired by the worship.

1	2	3	4	5
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What will you do differently as a result of this worship?

One thing I think the worship leader did well:

One thing I think the worship leader could do differently is:

Religious Education Appendices

Resources the school has available

All resources, books and artefacts are centrally held in the Staff Room- resource room in labelled boxes. Resources can also be found in the RE discovery planning (e.g. task sheets.) Instructions of where to find this are above- see planning).

Christianity

Christianity books

File – Photos of baptism

File – Laminated photos –Year 6 lesson 1 'Is anything ever Eternal?'

File – KS2 Easter 'Is Christianity still a strong religion 2000 years after Jesus was on earth?'

Boxes

Easter resources – Palm Sunday crosses, Easter symbols, book- the selfish giant, Laminated story – for ordering in the correct order.

Christianity Artefacts/ posters/photos - Cathedral information/photos, the nativity poster, bible, Christian stampers- nativity, cultural material/ mats, old Christmas cards, catholic beads, candle, the lord provides (material poster).

Communion Resources- Lots of communion resources.

Christmas Resources (red box) – It's a boy (DVD), wrapped present, barbie in a Christmas bag, File – F2 spring cycle 1- resources, book – The selfish giant, wall scroll.

Christmas Resources (yellow box)- Christmas calendar, Nativity masks, collage materials for KS1 Christmas story, gifts for baby Jesus, Christmas cards.

Christmas Resources (blue box) - 3 wise men resources, nativity props.

Sikhism

Big Book – My Sikh Faith

Boxes

Sikhism Artefacts – Kirpan, Photos of the 5k's of Sikhism, artefacts of the 5k's Sikhism, Guru Nanak, flag, clothing, Guru Nanak photos.

Sikhism Artefacts Photo, posters, leaflets – Information on 5 k's of Sikhism, book - Sikh Gurdwara, print outs 'Inside a gurdwara', Sikhism booklets.

Hinduism

Hindu Worship bag - Bag of Hindu artefacts

Hinduism Books (file) - Hinduism, Understanding Hinduism, Information about Hinduism, book – Rama and the Demon King x2 copies.

Boxes

Hinduism yellow box small – Mendi hand, scent sticks, Laxmi statue, Ram Darbar statue, Hindu.

Hinduism Artefacts – Rangoli patterns, Diva's, Ganesha (Elephant God), Photos/ poster of places of worship and festivals.

Islam

Islam file – books - Bridges to religion, Islam, Opening up Islam.

Boxes

Islam Artefacts- Qur'an, shoes, decoration for Eid, Posters, Material tile, head scarf.

Islam Artefacts photos and poster - rehal (x- shaped book stand for Koran), Prayer mat, photos, taqiyah (rounded skull cap).

Islamic girl doll – Showing Hijab and Burka.

Qur'an x2

Wow event ideas

RE inspired

Candle in the hall - trinity

Visitors/ speakers into school from different faiths

Visit to Church/ Mosque/ Temple/ Gurdwara

Classroom ideas – Continuous Provision

The Core value – key question and biblical verse

A 'Cross' in every classroom.

Observation and Monitoring

Each year, staff receive support through observations by the RE co-ordinator or a member of SLT. This can be done in a variety of ways from drop-in to a full observation. Feedback and targets are provided in written form through a Woodley Observation sheet and verbal feedback is given.

Links

<http://wsh.wokingham.gov.uk/learning-and-teaching/religious-education/teaching-materials/crossing-bridges/>

<https://www.oxford.anglican.org/>

<https://discoveryschemeofwork.com/>