

Gallen Community School

Religious Education Policy



FERBANE

THE SCOPE OF THE POLICY

As a Community school the Religious Education Policy impacts on the whole school community.

Support for the implementation of the Policy comes from the following:

- **Board of Management:** Approve the policy, ensure its implementation and monitor its review.
- **Principal and Deputy Principal:** Support the procedures of the policy and ensure its effective implementation.
- **School Staff:** Embraces and safeguards the Ethos of the school and supports the cross culture nature of Religious Education.
- **Teachers of Religious Education:** Implement and review the policy. Ensure a high standard and effective delivery of Religious Education.
- **Chaplain:** Assists with the implementation and review of the policy and supports the staff and members of the school community.
- **Pastoral Care Personnel:** (Pastoral Care Team/Class Tutors/Year Heads/ Guidance Counsellor)
- **Parent(s) / Guardian(s):** Support the Ethos of the school, the Religious Education programme and facilitate the faith formation of their children.
- **Students:** Participate in the Religious Education programme and related activities and cultivate an openness to other religious traditions.

MISSION STATEMENT

Gallen Community School is a caring and Christian Community, committed to quality and excellence in education and central to this is our motto “Creideamh agus Cultúr”. In this environment of faith and nurturing we aim to share with parents the spiritual, moral and intellectual formation of their children. We pursue an educational programme, which is broad, balanced and challenging. We pursue a pastoral care system, which encourages self esteem and promotes a sense of pastoral and social responsibility. Our goal is the informed student who prizes truth, appreciates the value of learning and is mature and honourable”

GOALS OF THIS POLICY:

1. The Religious Education policy allows us to reflect on the role of Religious Education in a Community school and to articulate our commitment to it
2. To lead to a greater degree of clarity in respect of aims, procedures and roles of Religious Education in the school

CONTEXT and RATIONALE OF RELIGIOUS EDUCATION

The mission statement and ethos of Gallen Community School is founded on a respect for the dignity of each individual student and recognition of the unique gifts of each individual person. It is a multid denominational school with a Christian /catholic ethos which reflects the Deed of Trust for Community Schools and our Trustees: the Bishop of Ardagh & Clonmacnoise, the Sisters of St. Joseph of Cluny and Laois Offaly ETB. We are cognisant of circular 13/2018 and the advice received from our management body ACCS in developing this Policy.

Students do not take Religion for State Examinations . We follow the NCCA guidelines and share their viewpoint : “Religious Education promotes the holistic development of the person. It facilitates the intellectual, social, emotional, spiritual and moral development of students. Religious Education provides a particular space for students to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships. It encourages students to reflect, question, critique, interpret, imagine and find insight for their lives. The students’ own experience and continuing search for meaning is encouraged and supported.

Religious Education supports the development of students by helping them to explore how religious and other beliefs are expressed; engage with life's big questions; and reflect on moral values for life".

As students learn to live in an increasingly pluralistic world, Religious Education has a critical role to play in the curriculum in providing opportunities for students to consider the variety of religious beliefs found in Ireland and elsewhere, become aware of different understandings of the Divine, and examine other interpretations of life. It encourages respect and understanding of different beliefs, perspectives and ways of living, including both the religious and non-religious response to human experience.

Religion has shaped and been shaped by historical events, something which continues today. Religious Education gives students an important framework for understanding past and present events, actions and beliefs and their impact within the context of people's lives. It also promotes an understanding of religions as dynamic, internally diverse and evolving over time. Religious Education within an Irish context offers students an opportunity to develop an understanding of how different religions, and Christianity in particular, have contributed to the society in which we live.

People today are faced with many concerns, many of which require an ethical response. Religious Education has an important contribution to make in encouraging students to engage critically with belief systems and principles of moral behaviour which can serve as a foundation for decisions.

Religious Education helps to equip students with the knowledge, understanding, skills, attitudes and values to support their life journey and enable them to participate in their communities and in the world as informed, respectful, responsible and caring members of society" (JC Specifications 2019)

The Religious Patrons uphold the teaching of the NCCA curriculum in Community schools as suitable for students of all faiths and none.

Three types of learning in Religious Education are evident in our school.

1. 'Learning about religion'

While particular focus is given to Christianity, students are exposed to a broad range of religious traditions and to the non-religious interpretation of life. Such a broad exposure seeks to develop in students, powers of tolerance and mutual understanding and the skills needed to engage in meaningful dialogue with those of other, or of no religious traditions.

2. 'Learning into religion'

Students are provided with religious instruction and experience, such as prayer and sacramental participation that will help them to grow into their faith and in their understanding of the Christian tradition.

3. 'Learning from religion'

Students evaluate both *what* has been learned and *how* it has impacted on their lived commitments. Students are invited to learn from what they are discovering.

Religious Education that the school provides is open to, and inclusive of, all students, of all faiths and those of none.

AIMS OF RELIGIOUS EDUCATION

In Gallen Community School, Religious Education endeavours to:

- Foster an awareness that the human search for meaning is common to all peoples of all ages and all time.
- Explore how this search for meaning has found and continues to find, expression in religion.

- Identify how understandings of God, religious tradition, and in particular the Christian tradition, have contributed to the culture in which we live, and continue to have an impact on personal lifestyle, interpersonal relationships and relationships between individuals and their communities and contexts.
- Appreciate the richness of the teachings and practices of the great religious traditions of the world and to acknowledge the non-religious interpretation of life.
- Fostering tolerance of other faiths.
- Contribute to the spiritual and moral development of the students.
- Foster awareness of shared values such as justice, peace, the dignity of the human person.
- Heighten awareness, empathy and compassion for local needs/issues and global problems.
- Promote in each student a knowledge of his/her faith and its practice in everyday life.
- Provide opportunities to deepen sacramental awareness and to participate in prayer and liturgy

CLASS ALLOCATION

Two class periods are devoted to Religious Education at both Junior and Senior level.

JUNIOR CYCLE

Aims

The aims of Junior Cycle Religious Education are to:

- Develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world.
- Foster an awareness that the human search for meaning is common to all peoples of all ages and all time.
- Develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

Specification:

The specification for Junior Cycle Religious Education is built around three inter-connected strands:

Strand 1: Expressing beliefs: This strand develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs — religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.

Learning outcomes for Strand 1 - Students should be able to:

1.1 present the key religious beliefs of the five major world religions found in Ireland today

1.2 investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)

1.3 engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members

1.4 investigate how Christianity has contributed to Irish culture and heritage

1.5 explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film

1.6 examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces

1.7 discuss the significance of non-religious rituals/celebrations for people's lives

1.8 describe the role of prayer in the lives of people of faith

1.9 explain what was involved in the development of a particular sacred text² within a major world religion and consider its continued significance for the lives of believers

1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today

1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision

1.12 synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

Strand 2 : Exploring questions :This strand enables students to explore some of the questions of meaning, purpose and relationships that people wonder about, and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding, skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.

Learning outcomes for Strand 2 - Students should be able to:

2.1 research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life

2.2 consider responses from one major world religion and from a non-religious world-view to some big questions about the meaning of life, such as, Why are we here? How should we live? What happens when we die?

2.3 explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today

2.4 research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority

2.5 create a biography of a founder or early followers of a major world religion, using religious and historical sources of information

2.6 construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge

2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today

2.8 present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs

2.9 describe how the faith of a believer can change at different stages in life

2.10 synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and relationships

Strand 3: Living our values This strand focuses on enabling students to understand and reflect on the values that underlie actions and to recognise how moral decision-making works in their own lives and in the lives of others, based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions, values and beliefs

Learning outcomes for Strand 3 - Students should be able to:

3.1 examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others

3.2 reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decisionmaking

3.3 examine a moral code in two of the five major world religions and discuss how each code could influence moral decision-making for believers

3.4 investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view

3.5 examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation

3.6 debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue

3.7 research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action

3.8 explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today

3.9 synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people

Enquiry, Exploration, Reflection and Action are the skills and the approach employed across the three strands.

SENIOR CYCLE

There are strong links between the aims of the syllabus for Leaving Certificate Religious Education and those set out in the Junior Cycle Religious Education specification. Significantly, there is a strong emphasis on students assuming the role of ‘critical questioner and reflective searcher’ in Leaving Certificate Religious Education, building on the approach taken with students participating in Junior Cycle Religious Education.

Aims

The aims of Senior Cycle Religious Education are to:

- Explore some of the questions people ask when searching for meaning in life.
- Reflect on issues dealing with, morality, sexuality, peace and justice.

The NCCA Framework for Senior Cycle Religion consists of :

- The search for meaning.
- Christianity
- Religious Faiths in Ireland Today
- Morality in Action
- God Talk
- A Living Faith- Justice and Peace.
- Celebrating Faith
- Story

In addition the required modules on Relationship and Sexuality Education is completed within the Religion classes at senior cycle also.

PLANNING FOR STUDENTS WITH SEN

- The Learning Support Department in the school informs the staff of students with learning difficulties. This is done by way of discussion at staff meetings at the beginning of the year and the school LS Documents
- Individual teachers directly affected are given more detailed information on student’s specific needs and how these needs may be satisfied within the classroom.
- Where allocated Special Needs Assistants are present in class they assist students in organizing their class materials and allow students to gain maximum benefit from the learning experience.
- The Religion Department believes that an entitlement to learning must be an entitlement for all pupils. Therefore, as a department we endeavour to ensure that strategies are in place to meet the needs of all pupils. It is only by understanding the nature of the difficulty with which a student is presenting that we can minimise the effects of that difficulty. We can differentiate by :

(a) Differentiation by Input – this involves the need for a clear delivery of explanations and of new vocabulary. Materials and resources should be selected appropriately taking into consideration the language, the layout of the text and diagrams, the variety of tasks and the relevance of visual aids.

(b) Differentiation by Task- at times it may be necessary to adapt a task or assessment /examination to suit particular needs without varying the task or the level of difficulty for example by presenting them in

enlarged print or on computer. Some students may take longer to record or present their work and it may be beneficial for them to do select key questions from a given task. Additional examination time may also be given if appropriate.

- (c) **Differentiation by Outcome** – this is particularly relevant with investigations and practical work. A range of strategies, communication and reasoning can be used depending on the ability of the individual student.
- (d) **Differentiation by Teacher Support** – all students need help and support at some time. Teachers may give it through a variety of methods. This could involve asking Open and Closed questions to certain students, breaking down explanations, giving further directions to some students.
- (e) **Differentiation by Classroom Organisation** – students may work on their own on tasks set to their ability or in pairs or in groups. In group work it may be at times useful that groups be organised to be composed of students of the same ability and so given tasks accordingly.

HOMWORK & REPORTING

While students aren't regularly given written homework, as their books are kept in the classroom, homework may be assigned as appropriate. Student may be asked to write a reflective piece in class or do some project work in class or at home. There is no formal assessment in Religion classes but all the religion teachers fill in term reports and comment on the students participation and involvement in class. It is a good opportunity to recognise and acknowledge contribution, project work, social awareness initiatives and other areas of learning that students have participated in.

TEACHING METHODOLOGIES

The aim is to explain theoretical elements of the programme using:

- Textbooks /Case Studies
- Exploration of stories
- Data Projector- PowerPoint presentations
- Mind maps / Notes on board
- Handouts
- Table quiz
- Active Learning Methodologies
- Cooperative Learning/ Group Work/ Pair Work
- Peer explanation
- Think-Pair-Share
- Simulation/ Role-play
- Project Work/group work
- Research Methods
- Individual research and written work
- Interviews and surveys
- Internet Research
- KWL's
- Self -Assessment and Reflective assignments

Students are required to pay attention as information is discussed/explained, and take notes as required.

RANGE OF RESOURCES

- Textbook & other reference books
- Resources from the Diocesan Advisers
- Old and New Testament
- Data projector – PowerPoint presentations
- Handouts/ worksheets
- Mindmaps
- Numerous Web Resources
- Websites- tesconnect, truetube, youtube, godtube, studyclix, bbcbitesize, RTE, scoilnet and numerous others.
- Posters/Photographs
- Class trips e.g to the Parish Church, to places of Pilgrimage eg Knock, Croagh Patrick.
- Videos – Internet clips e.g. Youtube & GodTube

AVAILABILITY /USE OF ICT

All of our religion teachers have data projectors in the classrooms where they teach. These have proved invaluable to our teaching.

We have two computer rooms in the school which has time available which can be booked on a weekly basis.

CROSS -CURRICULAR SUBJECT RELEVANCE

History:	Origins of religions The Reformation Impact of religion on world conflict The Holocaust Domestic history – Northern Ireland Civil Rights movement's worlds wide
Geography:	Places of Origin The Lives of Religious Founders Social Justice
Art:	Religious art and icons Religious festival decorations
S.P.H.E:	Morality Decision Making
C.S.P.E:	Stewardship Social Justice Morality Communities
English:	Religious & bible stories Religious poetry
Literacy:	Communication skills Use of Literacy strategies- key words, visual verbal squares, graphic organisers etc

Numeracy: Timelines

Dates/ Era's

Bible studies

Graphic Organisers

Page numbers

FACILITIES AND RESOURCES

- Classroom based teachers.
- Prayer room.
 - In keeping with the underlying principle of the room only activities that facilitate the ambience will be acceptable e.g. meditation, prayer service, mass, religion etc.
 - The meditation room contains some contemporary images and symbols from the Christian tradition.
 - Students and staff of any tradition are welcome to use the meditation room.
- Local clergy support.
- Department of Education and Science, Religious Education Support Service.
- Parents.
- School Chaplain.
- Sacred Space.
- Local Community Groups.
- Chaplaincy Notice Board.

WITHDRAWAL FROM RELIGIOUS EDUCATION CLASSES

Gallen Community school respects and acknowledges the rights of parents who require their son or daughter to be excluded from Religious Education. The manner in which such an 'opt out' is facilitated is related to available resources within the school and complies with the school's policies on curriculum, supervision and child safeguarding.

Three options that are provided for students when a request for 'opt out' from Religious Education is made include:

1. Staying within the classroom following an educationally appropriate activity, for example, students of other faiths are required to use the time to study something relating to their own religious tradition, such as a sacred text. Humanist and non-believing students could read relevant literature, for example, *Man's Search for Meaning* by Viktor Frankl.
2. Parents remove their son/daughter from the school premises for the duration of Religious Education.
3. Parents provide supervision within the school for their son/daughter during Religious Education.

An appropriate procedure to facilitate a request for withdrawal from Religious Education is as follows:

1. A written notification from the parent/s to the principal.
2. The principal meets with the parent/s.
3. The principal explains the Religious Education policy and the three options the school can provide for the withdrawal of their son/daughter from Religious Education classes.

STAFFING

We consider Religious Education to be such an integral part of our school ethos and school community that it is imperative that we give it the status it deserves. That means looking at the appointment and selection of qualified teachers and its place on the school timetable and the allocation of class periods.

All students are taught by teachers with specialist qualifications.

- Heather Bracken B Ed in Music and Rel Ed
- Fidelma Dermody B.Ed RE & Home Ec.
- Sean Dench B Ed in Rel Ed and English
- Rachel Mc Hugh B Ed in Rel Ed and Career Guidance Counsellor
- Denise Kennedy B Ed in Rel Ed and Irish
- Ursula Finnegan BA Theology & History, HDipEd and Career Guidance Counsellor

RELIGIOUS EDUCATION CO-ORDINATOR

The role of the Religious Education co-ordinator is rotated each year, and along with the other religious education teachers he/she will :

- Establish and overlook the subject plan for each year level.
- Liaise with principal and chaplain re timetabling of religion and the allocation of class periods, liturgical celebrations and retreats.
- Remind teachers of the important liturgical celebrations, feast days and holy days.
- Support Religious Education teachers in and out of the classroom.
- Organise regular meeting of the religion department where the team meets to plan Whole School Liturgies, share expertise, discuss and plan issues regarding the R.E. Department and offer one another mutual support.
- Organise in-service day and /or meeting with the Diocesan Advisor.
- Implement and review the policy.

STAFF SUPPORT AND DEVELOPMENT

Effective Religious Education does not just happen spontaneously or accidentally. The very nature of the Religious Education class requires teachers of Religious Education to keep 'upgrading' and enhancing their teaching skills and resources.

Therefore, it is important that:

- Management is supportive of all Religious Education both in and out of the classroom.
- Teachers with a qualification in Religious Education are timetabled to teach this subject.
- All Religious Education teachers and Chaplain are encouraged to attend in-service and or conferences whenever this is possible within the timetable constraints in the school.
- The Diocesan Adviser, currently Fr Turlough Baxter is welcomed to the school and teachers are released from a class to speak with him and avail of his expertise.

Outside support is received from:

- Diocesan Advisor.
- Trustees of the school.
- Religious Education Support Service
- Diocesan Clergy.

LITURGY

All staff are encouraged to participate in the Liturgical Life of the School.

To ensure that significant liturgical events are celebrated and recognised throughout the school year the following events normally take place:

- Opening of the school year – Mass.
- November Remembrance Mass for the dead. All who have been bereaved during the school year along with their families are invited to attend.
- Advent and Lenten Services of Reconciliation.
- Ash Wednesday Service.
- Leaving Cert Graduation Mass.
- Class Masses – year groups are taken to one Mass in the Parish church during the academic year.
- Staff Prayer before staff meetings.

SACRED SPACE

There is a strong Ethos of respect for the Spiritual Development of our students. The School has an **Oratory** and a dedicated R.E. Room. Throughout the year a sacred space is created in the Oratory according to the Liturgical seasons and the rhythms of the school year.

A distinctive feature in our Community school is the **SCHOOL TREE** on the first floor. The tree is decorated to reflect the changing liturgical calendar, as well as other events such as :

- Welcome new students (August)
- Harvest thanksgiving (October)
- Remembering the dead (November)
- Jesse Tree /Crib (December)
- Prayers /Resolutions for New Year (January)
- Lenten Path/Easter (Feb/Mar/Apr)
- Prayers for exam students (May/June)

RETREATS

The purpose of retreats is to provide a reflective space for students to deepen their understanding of the content of Religious Education programme by engaging in creative activities, group discussion, meditation and prayer. Retreats may be organised for different year groups. There is flexibility around inviting Retreat Teams to the school or attending Retreat Centres.

OUTREACH PROGRAMMES

Peace and justice is an integral part of a Religious Education programme. Students are encouraged to empathise and show compassion for local and global justice issues.

Students participate in the following:

- John Paul 11 Awards
- Linking in with the local Nursing Home/ Elderly /Parish .
- St Vincent De Paul Transition Year Group
- Student volunteers sent to Lourdes each year to work as aids on the Diocesan Trip
- Fundraising eg, Shoe Box Appeal, Trocaire,
- Student Ambassador Programme
- Social justice issues from year to year.

GUEST PRESENTATIONS

Guest presentation must be in accordance with the Christian ethos of the school. During such a presentation a teacher will always be present.

THE ROLE OF CHAPLAIN

Gallen Community School has a full-time chaplain whose primary responsibility is to provide spiritual support to the whole school community. This involves bringing a 'faith presence' to their role in the school.

There are numerous facets to the chaplain's role in the school, these include;

- Teaching Religious Education
- Organising prayer for assembly where appropriate.
- Organising liturgies/Masses at appropriate times throughout the year
- Promoting the spiritual, personal growth and pastoral well-being of pupils.
- Engaging the confidence of pupils, meet with them and give them space to express themselves.
- Be available for students, having empathy with students and be there as a listener for them.
- Be available to staff, parents and members of the school community especially in particular in times of crisis but also to celebrate Joyful events.
- Work as part of the Pastoral Care Team/ Critical Incident Team
- Liaise with key staff: Religious Education Co-ordinator, School Guidance Counsellor, Special Needs Co-ordinator, Year Heads, Class tutors etc.
- Encourage School-Parish links and work with the local clergy .
- To support the Religious Education Department.
- The chaplain may be called to respond to the unexpected, the unpredictable, the unplanned and the unstructured.

The chaplain through her ministry to students, family of students and staff of the school will:

1. Provide an open door where students, as well as other members of the school community, can come and receive support in a confidential and safe way.
2. Be available to meet students during the school day.
3. Meet each student on a one-to-one basis.
4. Provide an open door where school management and staff, can come and receive support in a confidential manner.
5. Meet with students who wish to speak to the chaplain or who are referred by members of staff.
6. Guide students to explore various prayer methods which may bring peace and fulfilment.
7. Meet with staff and parents as requested and offer pastoral support
8. Maintain an interest in and encourage students to become involved in extracurricular activities in the school.

9. Liaise with the parishes in the catchment area and encourage students to take part in activities in their own parishes.
10. Work to ensure that those of all denominations feel welcome within the school.

Bereavement Support:

The loss of someone close through death or separation is one of the most traumatic events in a person's life. When loss occurs during teenage years the affect can be even greater.

The chaplain provides a bereavement support service to students, parents and teachers, through individual accompaniment & support and referral to bereavement supports e.g. Rainbows or Jigsaw.

The Pastoral Care Team

The chaplain works closely with the Principal and Deputy Principal, Guidance Counsellor, Head of Learning Support, Year Heads, Class Tutors, all of whom complete the Pastoral Care system within the school.

The Pastoral care team, of which the chaplain is part, meets on a weekly basis to coordinate the work of the team, support one another and to decide how best to facilitate the pastoral care of each person in the school community.

PARENT INVOLVEMENT

There is an opportunity for parents to be informed about the content of the Religious Education programme through:

- Meeting parents on Open Night and or Enrolment Meeting with parents.
- Parent-Teacher Meetings.
- Parents are welcome to make an appointment and meet with the Chaplain, School Management or any member of staff outside PT meetings.

POLICY MONITORING AND EVALUATION

In Gallen Community School we believe that effective policy requires constant monitoring and evaluation, in order to ensure successful implementation and to review if adjustments are necessary.

Therefore:

- The Religious Education Department will monitor Policy implementation.
- The Religious Education Department will liaise with management regarding the R.E. policy implementation.
- At the end of each year, the Religious Education Department meet to evaluate the success of the policy implementation.

Communication:

This Draft Policy will be communicated to the Board of Management, Parents Association and Student Council. Feedback from Board members, Parents, Students and Staff will be taken on board before it is finalised. The Draft policy will also be sent to the Trustees of Gallen CS also for their feedback. Amendments will be taken and an additional paragraph may be included here

When ratified it will be listed with other policies on our Websites and all stakeholders will be able to request a copy of it.

At the end of each academic year, the Religious Education department meet to evaluate the success of the policy implementation. The policy is reviewed every two years.

Chairperson of Management

Date
