

LET'S CELEBRATE OUR TEACHING, LEARNING & LIVING OUR RE ETHOS!



Adoration



Holy Eucharist



Exploring Creation



Holy Mass



Nativity



Prayer



Class Assembly

LET US PRAY



All Saints' Day Prayer

*O holy saints of God, You
who walked before us in
faith, Guide us by your
example of love, Courage,
and devotion.*

*Pray for us, That we
may live with purpose,
Serve with joy, And
follow Christ each day
of our lives.*

*All you holy men and
women, Pray for us.
Amen.*

WHAT OUR RE INSPECTION OUTCOME SAYS ABOUT US...QUOTE:



What the school does well

- Pupils have a deep understanding of Catholic social teaching and how this relates to school virtues; Catholic social teaching is embedded in religious education and throughout the wider curriculum.
- Leaders ensure pupils, including the most vulnerable, have opportunities to avail themselves of high-quality enrichment activities which enable them to flourish and develop their talents.
- St Antony's Catholic Primary School celebrates the richness of its diverse community and embraces other faith traditions.
- Pupils are religiously literate, and enjoy and value lessons in the subject regarded as central to the school's mission by all stakeholders.
- A wide range of rich experiences of prayer and liturgy are offered to pupils; pupils are proud to take on leadership roles in class-based liturgies and in assemblies.



OUR CSI REPORT PRAISED STAFF AND PUPILS FOR THE GOOD PRACTICE EVIDENCED!



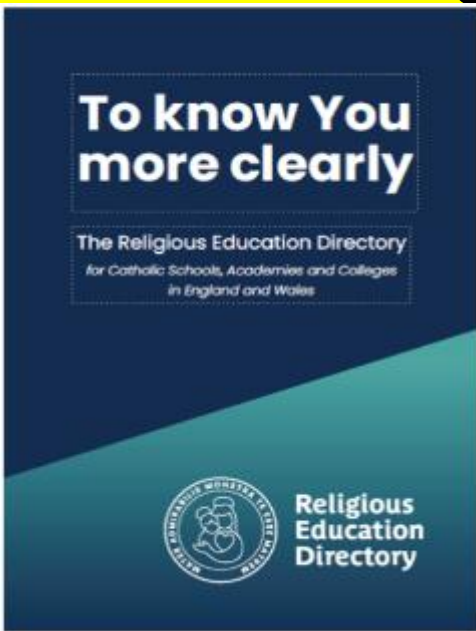
- St Antony's Mission Statement is not only visible but is lived daily and shapes the life of the school in powerful ways.
- Staff consistently go above and beyond to serve their school and community. They actively promote the Living Wage, support families in crisis, and provide a range of therapies for parents and pupils through their bespoke Therapy Centre and partnerships with the LA and NHS.
- The school building is a true community hub, with weekend access offered freely to local community groups building cohesion.
- There is a deep partnership with the Local Parish which is fully evident as many staff attend Sunday Mass, where pupils sing weekly in the choir and some staff and pupils are Readers, Music Leaders, Eucharistic Ministers, Youth Leaders, Community Organizers and Catechists.
- School performances enhance parish liturgies at Christmas, during Lent and Holy Week, strengthening the shared sense of faith.
- Throughout the school, there is a tangible atmosphere of welcome and belonging for all, especially for SEND and the most deprived who are included in all events within and outside of class and school hours.

WHAT WAS OBSERVED IN OUR PRAYER AND LITURGY AND CELEBRATION OF THE WORD?

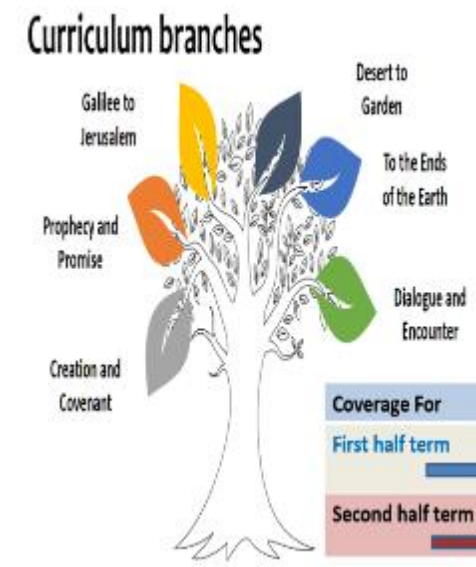


- Pupils engage in prayer and liturgy with a profound sense of reverence, joy, and participation.
- They embrace music, song, and movement as integral elements of liturgy, confidently leading and contributing to rich prayerful experiences supported by key staff.
- Pupils are familiar with a wide repertoire of liturgical dances and use scripture as the foundation for creative, meaningful liturgies that captivate even the youngest children.
- During a Key Stage 2 pupil-led Prayer and Liturgy, pupils followed the school's format and focused on the virtue of the week with scripture links. They then posed reflective questions to the class they were leading, engaging in discussion and deepening their understanding of the Gospel message and their shared mission.
- To enhance this further, pupils are encouraged to incorporate more musical expression into classroom worship and to create deliberate space for silence and stillness, fostering awe and wonder.
- Pupils know and use a broad range of Catholic prayers, supported by a clear progression in the teaching of traditional prayers. They are equally at ease with spontaneous prayer, meditation, and periods of personal reflection.
- Pupil-led prayer and liturgy is heartfelt. Pupils plan and lead liturgy with confidence, drawing on scripture. They speak with maturity about how prayer shapes their choices, actions, and the wider life of the school.

WHAT DID THEY THINK ABOUT LESSONS & THE QUALITY OF WORK DONE IN RE?



- Pupils make excellent progress in religious education evidenced in their books and they all demonstrate a deep, thoughtful understanding of their learning.
- They confidently use religious vocabulary and ask insightful, challenging questions that show maturity and conscious religious curiosity.
- Pupils are independent and creative thinkers who clearly enjoy their learning. Their work is of a high standard, well-presented, carefully considered, and inspiring to read. They regularly reflect on modelled examples by teachers to improve their own work and articulate how they can develop further by including scripture and applying their 'habits of mind'. This helps them make meaningful connections between their learning and their own lives.
- Even the youngest pupils talk confidently about how their teachers supporting them by helping them remember prior learning. In the Early Years, children explained that 'a saint is a person who chose to live a life like Jesus' and recalled detailed facts about St Antony, showing excellent retention and understanding. Pupils across the school are reflective, engaged, and eager to grow both in knowledge and faith.
- In a Key Stage 1 lesson, pupils explored religious art to understand how faith is represented visually. They made impressive connections between the artwork and Gospel stories, demonstrating deep scriptural understanding.
- Behaviour for learning throughout the school is exemplary, and pupils show a genuine love of learning in Religious Education.



SO WHAT ARE OUR NEXT STEPS IN RE? LET'S DISCUSS **HOW** IN PHASES

OUR RE
OFSTED
INSPECTORS
OUTLINED
NEXT STEPS
FOR US....

- “To further **grow leadership capacity** that nurtures and sustains the inspirational vision of religious education leaders, ensuring their impact continues to shape the Catholic life of the school.”

*How will we as leaders grow more leaders in our phases;
List actions you will take together in phase groups.

- “To secure consistently strong practice in religious education, leaders should continue to **share best practice and actively model high-quality teaching** across the phase/school.”

List actions you will take to achieve this together

LET US DISCUSS
HOW WE WILL
ACHIEVE THIS IN
OUR PHASES

AIMS AND SKILLS LISTED BELOW TO BE MET...

**In weekly lessons and
independent work
from EYFS TO YEAR 6...
made evident in books,
discussions/dialogue and
daily living of learning.**

WAYS OF KNOWING FROM EYFS- KS2

	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming 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.	In this way of knowing, you are aiming 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.	In this way of knowing, you are aiming 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.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: - Remember and apply the meanings of key texts, beliefs, and concepts. - Provide explanations by making links between religious texts, beliefs, and practices. - Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections.	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: - Think creatively and critically, testing ideas by imagining other possibilities. - Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. - Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful.	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: - Reflect on the meaning of what they have learned for their own lives. - Dialogue with others to understand themselves and others better. - Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

EYFS & KS1

Understand 		Discern 	Respond 
The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:			
Driver words and phrases	• Recognise... texts, beliefs, rites, ways of life. • Name... • Remember... • Recall... • Retell... • Describe... • Make links... • Explain... • Show understanding... • Interpret within a historical context...	• Play with possibilities, asking 'what if?' questions. • Say what they wonder about. • Recognise similarities and differences. • Point out what is the same and what is different. • Express a point of view or a preference. • Listen to different viewpoints. • Support a preference with reasons. • Explain differences. • Construct arguments. • Weigh strengths and weaknesses. • Arrive at justified conclusions. • Recognise complexity with reference to different interpretations and historical context.	• Talk about their own feelings and experiences. • Respond personally to questions that are difficult to answer. • Make links between their own feelings and beliefs and their behaviour or way of life. • Compare their own and other peoples' responses. • Explain differences of belief and ways of life with reference to religious commitments. • Critically reflect on their own beliefs and ways of life in response to dialogue with others. • Respond with integrity to personal conclusions about questions of value and meaning.
	• Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture. • Correctly use religious words and phrases to recognise features of religious life and practice. • Recognise links and simple connections between sources, beliefs, worship and life.	• Play with possibilities, asking 'what if?' questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling. • Identify and name their personal responses to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) and say why they respond in that way. • Express a point of view with a relevant reason. • Express a preference with a relevant reason • Listen to the stories and experiences of others from different communities and ask questions about the stories and experiences of others.	• Reflect on the meaning of what they have learned for their own lives. Talk about their own experiences, feelings, and the things that matter to them, and listen to others. • Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

Years 3&4

	Understand 	Discern 	Respond 
Ages 7-9	- Describe a narrative that is accurate in its sequence and details, identifying literary form and beginning to understand the original author's intention, drawing out the moral sense of scripture for today. - Correctly use developing specialist vocabulary to describe a range of religious beliefs, symbols, and actions, correctly identifying their meanings. - Make links between sources, beliefs, worship, and life, giving reasons for the links.	- Play with possibilities, asking 'what if?' questions, suggesting answers and imagining consequences and implications for themselves and others. - Suggest meanings considering the maker's intention, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music...) - Express a point of view with reasons that relate to sources/experiences. - Express a judgement with relevant reasons, having considered different preferences. - Explore people's different worldviews and the reasons for their responses to life and to questions of meaning and purpose.	- Reflect on the meaning of what they have learned for their own lives. Dialogue with others about their experiences and feelings and the things that matter to them, recognising the ways in which this could influence the way they live. - Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned. - Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

Understand



Discern



Respond



**Years
5 & 6**

Ages 9-11

- Show understanding of scripture passages, identifying literary forms and authorial intention and beginning to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time.
- Use specialist (theological, religious, and philosophical) vocabulary to describe and explain the meaning of different religious and secular beliefs, rituals, symbols, and actions.
- Show understanding of sources, beliefs, worship, and life, by making relevant links between them.

- Play with possibilities, asking 'what if?' questions, building logical theories, and imagining different people's responses.
- Explore how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc)
- Appreciate differing points of view are not all equally valid.
- Articulate the reasons which might lead to judgements different to their own, recognising that some questions are difficult to answer.
- Consider people's different worldviews, using evidence to express insight into differences in their responses and offer reasoned arguments why they disagree with some features.

- Reflect on the meaning of what they have learned for their own lives. Compare their own and others' experiences and feelings, the things that matter to them, and the ways in which this may lead to different ways of life.
- Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.
- Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.

RED CURRICULUM TEACHING & LEARNING INCLUDES APPLYING OTHER PRACTICAL WAYS OF KNOWING...

So We Make Meaningful Real Life Links Through:

Our Celebration of the Word, Prayer and Liturgy, Class Worship and Masses

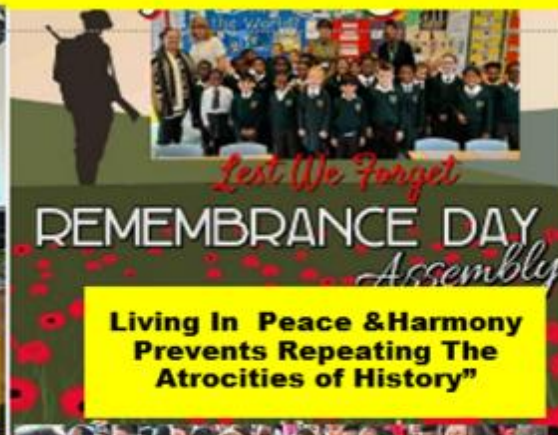
- Our All Saints' & All Souls' Assembly on Monday with the Parade of Saints and discussion on how we are all called to be Saints ...how this consolidates our children's understanding of their faith
- Our Prayer and Liturgy led by pupils on Thursdays...building pupil leadership
- Our participation in Catholic Social Teaching and Social Justice Action with CITIZENS UK and TELCO ...developing civic minded future moral citizens
- Our care for the environment and the earth-our common home by planting more trees and not wasting food & water

- Our Class Assemblies on different Virtues, Morals and Themes
- Our visits to West Ham Park for our 'Creation' and other topics
- Our visits to Church for Adoration, Mass, Celebrating days of obligation
- Our visits to the Homes for the Aged, sick and shut-ins
- Our singing for the patients at Newham General Hospital
- Our performing for Local Community and National Events annually
- Our visits to holy places of worship : Mosques, Gudwara, Mandir, Synagogue, Rome ...and Shrines: Lourdes, Holy Doors, Our Lady of Fatima Grotto

TOGETHER WE MAKE AN AWSOME TEAM ST ANTONY'S!



Staff Celebrate Living In Harmony and Diversity For the Whole School Community



Living In Peace & Harmony Prevents Repeating The Atrocities of History"



The Christmas Star JESUS... Lights The Way To Peace & Unity For All



In Lent We Share The Stations Of The Cross In West Ham Park in Community



SMSC , Catholic Social Teaching & Citizenship in Action Drives Us To Support The Poor's Human Dignity



Wear Red Day: Raising Funds For CAFOD & 5 Other Local & Regional Charities



Prevent Agenda Supporting Living In Harmony : "Carry a Ball Not a Blade"



Our Choir Lives in Harmony By Leading Mass for the whole Community



Looking after Staff & Pupils Mental Health & Wellbeing builds Harmony



First Communion & Marian Procession: United in Faith



Celebrating Mass Unites Us in Christ



Raising Our Voices brings Joy & Harmony