

St Anne's and St Joseph's RC Primary School, a Voluntary Academy

Religious Education Policy (Spring 2025)

Approved by:	LGB	Date: January 2025
Last reviewed on:	January 2025	
Next review due by:	31.08.2025	

With love and faith, we achieve together.

For we are nothing without Christ.

Nihil Sine Christo

Rationale of Religious Education.

- Religious Education is central to the educative mission of the Church. *'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'*¹
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step-by-step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of 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.³

The Aims of Religious Education

- To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To 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;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.⁴

¹ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

⁴ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

In 2024-5, teaching staff will be experimenting with flexi-timetabling including arranging, when appropriate, Religious Education lessons in morning sessions to ensure the highest quality outcomes. Senior leaders will monitor timetables and curriculum provision to ensure there is a consistent commitment to at least 10% of the curriculum time.

Programme of Study:

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the 'Come and See' programme is used as recommended by the Diocese.

During 2024-25, we will be introducing the new Religious Education Directory. This includes trialling activities shared during Diocesan training, using the sample Oxford University Press Y1 planning, *Lighting the Path* and working across both schools to trial newly written materials in Year 5, at the request of the Diocese.

Process:

Religious Education is taught through the process of Explore, Reveal, Respond. This follows the pattern of: the human search for meaning, God's initiative in Revelation and the response in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory.

As the Directory states:

'Teaching in Religious Educationshould help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.'⁵

Methodology:

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

All units will start with a 'Check-in' task to ascertain what children understand already, the vocabulary they know and any thoughts or ideas they may have about the unit of study.

Knowledge organisers are used for each unit to help children understand the sequence of learning and inspire them to engage with creative opportunities.

Each lesson will start with a reflection on what they already know and a clear understanding of what they are going to learn about. The lesson will end with a carefully planned reflection session which should be designed to promote thought, reflection and prayer about what they have been learning about. Children will be encouraged to share their ideas in any way they choose and be confident in their reflections.

Each unit will end with a 'check-out- task' which will be used to help assess pupil outcomes. All pupils will complete a reflection task to respond spiritually and individually.

Children's achievements should be celebrated and appreciated both within the classroom and outside.

⁵ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7

Each class should have a Religious Education display which should support pupils with understanding their learning, display key vocabulary, pose big questions and invite children to engage and think deeply. Children's work should be displayed to inspire others and recognise achievements.

Inclusion and Equality:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

Other Religions:

Two other religions are taught from EYFS to Year 6 following the programme of studying 'Come and See'. These are Judaism, which is taught in the Autumn and Islam, which is taught either in the Spring or Summer. One week's teaching and learning time per year is given to each.

Assessment, Monitoring, Recording and Reporting:

- Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference.
- Each teacher assesses children using Insight and the expectation is that children are assessed during the lesson.
- An in-house moderation of pupils' books is held every term and cross Trust moderation is planned twice a year. We currently moderate outcomes informally as well through joint school monitoring activities.
- Monitoring of teaching and learning includes learning walks, pupil interviews, planning and work scrutiny as well as lesson observations as appropriate. Monitoring is conducted by the Executive Headteacher and Religious Education Lead. Other senior leaders are deployed to monitor standards as necessary.
- Progress and achievement is recorded and tracked termly using the Driver Word assessment tasks and children's progress is tracked on Insight Tracker. This is reviewed termly and feedback provided during Pupil Progress meetings.
- Progress and achievement in Religious Education is reported to Governors and Romero Trust Governors via Headteacher's report, in annual feedback by RE Lead at Curriculum meetings and in termly reports.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the mid-point of the year and in a fuller report at the end of each academic year.

Management of the subject:

Mrs. Sinead Colbeck, Executive Headteacher has responsibility for leading, managing and supporting the delivery of and training in Religious Education along with a new subject leader Mrs. Lucy O'Leary who shadowed during 2023-24; she will be supported to take responsibility of leading RE across school by Mrs. Emma Platt, RE lead from St Augustine's.

Policy Review:

This policy will be monitored, evaluated and reviewed by the Headteacher and RE Lead and updated every two years.

Appendix I

The Role of the RE Lead

- To be responsible to the Executive Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings and inform the Executive Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate training for Religious Education, keep up to date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the change to the interim Age-Related Standards in Religious Education (3-19) and support staff during the transition period.
- To collect and keep pupil books showing pupils working at expected from *at least* Years 2, 4 and 6 at the end of each academic year.
- To facilitate in-house moderation of pupils' books every term.
- To attend Diocesan moderation meetings with the required pupil books.
- In consultation with the Executive Headteacher to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- Working with the Executive Headteacher and colleagues, to undertake a regular audit / review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the SLT to complete the DSEF document.
- To keep up to date with changes to the Religious Education Curriculum Directory.