

School Partnership

RE Policy (Catholic)

Policy produced by school and the diocese

Adopted by **Governors FGB**-Academic year 25/26

Review date- As changes are made

Updated by Moya and final 22.7.2025

Intent of our curriculum

Our School Vision Statement

Go, shine in the world and live as Jesus lived.

Our school offers a distinctly Catholic education in an inclusive environment, welcoming children and staff of all faiths and none.

'To have eyes for the good things of the Lord is to live by faith, to see life with the eyes of faith.' Cardinal Vincent Nichols

As a community, we have identified **nine core values that stem from our Vision and** are woven in to the very fabric of the school. We expect all members of the school community-pupils, staff, governors, clergy- to model these. These are also closely linked to the **four foundations** of our **curriculum design**.

1. Educating for Wisdom, Knowledge and Skills (value link- excellence)
2. Educating for Hope and Aspiration (value link- determination and inspiration)
3. Educating for Community and Living Well Together (value link-compassion, integrity, friendship)
4. Educating for Dignity and Respect (value link- honesty, integrity, respect)

Determination This means resolution, resolve, willpower. "**Stand firm, and you will win life.**" (Luke 21:19)

Respect This means regard highly, value, honour. "**And as you wish that others would do to you, do so to them.**" (Luke 6:31)

Friendship This means mutual trust and support. "**Dear children, let us not love with words or speech but with actions and in truth.**" (1 John 3:18)

Inspiration This means the process of being given passion and/or ideas for a task. **I can do all things through him who strengthens me.**" (Philippians 4:13)

Excellence This means being outstanding or extremely good. "**Whatever you do, work at it with all your heart as working for the Lord.**" (Colossians 3:23-24)

Community This connects us with each other. **We who are many, are one body in Christ.**" (Romans 12:5)

Compassion This means having a deep awareness and sympathy for another's suffering. **When Jesus went ashore, He saw a large crowd and He felt compassion for them because they were like sheep without a shepherd; and he began to teach them many things.**" (Mark 6:34)

Honesty This means truthfulness, loyalty, fairness, sincerity. **The Lord detests lying lips, but he delights in people who are trustworthy.**" (Proverbs 12:2)

Integrity This means having strong moral principles e.g. honesty, decency, fairness, equality; having pure and balanced moral character. **Whatever is true, whatever is**

honourable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

The distinctive nature of our approach to education can be found in our explicit Christian values, our Collective Worship, our grounded Christian ethos and in our Religious Education.

As a Catholic school we believe **every** child is made in the image of God, and therefore we want the best for them. We value our school community as a place where love can flourish.

Our vision and values are at the core of everything we do. In order for us to think about and understand how Jesus lived his life, we underpin our teaching and learning with the stories and parables from the Bible. We also provide an environment which fully prepares the children to be confident, compassionate, honest and happy human beings so that they can:

[Go, shine in the world and live as Jesus lived](#)

Our School motto is based upon Matthew 5:14-16

Where does our school vision come from?

Our school vision has its roots in the gospel of St Matthew who walked with Jesus during his ministry. "You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives off light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your father who is in heaven."

Background

Our school is situated within an increasingly diverse community, reflecting a multi-faith and multi-racial community, which we recognise and value. The school aims to reflect the local community while ensuring that the Christian foundations are still maintained.

As a Catholic school, we are committed to respecting individual beliefs. Upon introduction to the school, parents/ carers are informed about the Catholic basis of our teaching. It is therefore unlikely that parents/ carers would wish to exercise their legal right of withdrawal. However, should such a case arise, the parents/ carers concerned should consult the Head of school.

Mission Statement

Our school aims to provide a caring, stable, stimulating environment where all children can develop to their full potential. Staff are committed to ensuring that the children's time at school is productive and successful. We aim to raise achievement in all aspects of the curriculum; developing self-confidence, motivation, self-reliance and co-operation.

We are committed to equality of opportunity and serve the local community by welcoming children from all backgrounds and faiths. Whilst our ethos is positively Catholic, we value and respect the diversity of our community and aim to set all children on life's path through compassion, thoughtfulness and understanding to one another and respect for one another's differences.

We believe that parents and teachers have a responsibility to ensure that children leave school with:

- good basic skills in English, maths and computing
- a love of learning
- good social skills
- a sense of responsibility towards society
- the confidence to stand up for themselves
- the knowledge that they are special in God's eyes

so that they are well equipped for a successful future.

Our school motto

Go shine in the world and live as Jesus lived

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.'*
- In a Catholic school, at the core of the core, is Religious Education, for the sake of which Catholic schools exist in the first place.¹

The Aims of Religious Education

- to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
- 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 to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- 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 curriculum²

¹ Religious Education Directory 2023, p13

² Religious Education Directory 2022 p6

Outcome of Religious Education

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

Religious Education at the heart of the curriculum

- Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
- Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
- Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
- In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

Home/School/Parish Partnership

We believe that the school alone cannot undertake a child's religious education. Religious education begins at home at Baptism; the parents are the child's first teachers and support the child with his/her first religious experiences. The school works in partnership with parents and parish to enrich the lives of our children.

We publish a Religious Education newsletter each term to inform parents about the forthcoming Religious Education topics. We notify parents of Masses and Liturgies in our weekly school newsletter.

Our school regularly supports parish events and fund raising e.g. CAFOD, Catholic Children's Society, Advent Appeals, Lenten Appeals, Poppy Appeal and we support the homeless through our local parish.

The Religious Education Programme

The Religious Education Directory 'To know you more clearly' has been updated and we are engaging with the diocese, to produce planning that fulfils the requirements to cover the six branches of the Religious Education Directory. The aim of the directory is to articulate the nature and purpose of Religious Education in the Catholic schools of England and Wales.

Programme of Study:

As a Catholic school, we are required to comply with the Religious Education Directory (2023). We do this by teaching the Curriculum Branches in the RED 'To know you more clearly'. The RED 2023 provides a model curriculum which this school follows in EYFS to Year 6.

Curriculum Structure

The model curriculum has six components known as branches which map helpfully onto the six half-terms of the school year. Five of these have a core theme which invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and

³ Religious Education Directory 2023, p6

experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith. The Encounter & Dialogue branch involves the study of other religions, encountering other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

Detail of the curriculum can be found here: [Religious Education Directory 2023](#)

Teaching and Learning in Religious Education

A range of teaching strategies and learning methodologies, (including appropriate and relevant adaptation of the curriculum to ensure effective match according to the needs and abilities of the children), will be employed; depending on the nature of the activities being undertaken. Work will be adapted in terms of activity or outcome according to the needs and abilities of the children. Approaches will include whole class teaching, group activities and individual work. Children will have opportunities to work individually as well as co-operatively and collaboratively, developing their own knowledge and expertise and sharing their experiences with others.

All work will involve thought provoking reflection and discussion, encouraging the children to develop their moral and spiritual consciences.

Teachers are encouraged to make cross - curricular links when planning Religious Education, incorporating opportunities for Creativity, ICT and extended writing, (in line with our expectations in literacy), where appropriate.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out against the Expected Outcomes in RED 2023.
- Assessment moderation takes place in school amongst colleagues, with schools in the Catholic Partnership, at deanery meetings and at diocesan meetings.
- Monitoring of teaching and learning in Religious Education takes place in line with our school assessment policy.
- Progress and achievement is recorded and tracked in line with our school assessment policy.
- Progress and achievement in Religious Education is reported to Governors at least termly in line with other core subjects.
- Progress and achievement in Religious Education is reported to parents/carers each year in line with other core subjects.

The curriculum is carefully planned (intent) and taught (implemented). The taught curriculum facilitates changes in pupils' long-term memory that equip them with a complex web of interconnected knowledge (schema) that helps them to perform complex tasks.

Assessment should focus on whether pupils learned what they needed to:

- Earlier in the lesson?
- Earlier in the lesson sequence?
- Earlier in the topic?
- Earlier in the year?
- Earlier in their schooling?

Looking forwards in the lesson, is the implementation of the RE curriculum creating readiness for what is to come? Will components help achieve high level composite aims?

The content of the curriculum must have been learned in the long term.

The real source of evidence is in the pupils' heads. In lessons, are pupils drawing upon knowledge stored in their long-term memory? Is it clear that the necessary building blocks, component parts are being utilised to aid new learning?

Pupils' books should show that the intended curriculum has been covered over time and that the intended curriculum is being taught. It

Discussions with pupils show the component parts of the curriculum that must be remembered. Have pupils remembered them securely? What have they learned over time?

We choose to assess pupils in RE from Years 1 – 6 on a set of statements for each year group, that assess directly what is taught through our carefully sequenced curriculum, linked to the Religious Education Directory Expected Outcomes (understand, discern and respond). Therefore, in each year there is a clear assessment criteria.

There is an individual set of statements for RE which enables teachers and leaders to track progress from Year 1 to Year 6. In each subject and in each year there are a set of clear objectives that a child must learn to be ready to access the next year of study. Our model is based upon consolidation, revisiting and expansion of knowledge and skills from the taught curriculum. Almost all children, with the exception of children with complex SEND needs, should achieve all of the objectives within each year and subject.

Summative Assessment is made by teachers for each pupil two times a year – in January and in June in line with core subjects in our school. These assessments are recorded on the Whole Class assessment grid.

We track attainment in RE using a whole school tracking system in line with all other subjects in our school.

Other Faiths

Branch Six: Dialogue and encounter, is taught in summer term 2.

Year 1: Judaism

Year 2: Judaism and religious experiences of others from different communities in class and the local area.

Year 3: Judaism and Islam

Year 4: Islam

Year 5: Judaism

Year 6: Dharmic beliefs, practices, and way of life (e.g. Hinduism or Sikhism or Buddhism or Jainism).

In addition, children will learn about a variety of festivals from other faiths. Where possible, people from other faiths will be invited into school to talk to the children.

Equal opportunities and Inclusion

A central message of the Catholic faith is that although we are all different, God loves each one of us equally, regardless of background, gender or ability. It is therefore vital that we recognise and cater for the individual needs of children, acknowledging that all children have different gifts and talents and that these should be celebrated.

Learning tasks should be matched to the abilities of the children to enable them to achieve success, helping them to develop to their full potential and to develop a positive self-image.

We aim to ensure that resources do not reinforce any kind of stereotypes and that they do reflect our own school community. It is important that the children are provided with images, which reflect the multi cultural society in which we live, enhancing their awareness and knowledge of other faiths and cultures, respecting the rights of the individual at all times. This is essential in preparing children to take their places in a multi – cultural society. This also endorses and supports our commitment to Community Cohesion.

Display and Prayer Focus

Classroom RE displays will relate to the topic being studied to stimulate further work or to celebrate the work that has been undertaken.

Each class has both a prayer area display to stimulate and facilitate reflection and prayer and a RE topic display. The RE topic display is linked to the topic and the liturgical season.

Other displays around the school will celebrate RE work done in each Year Group or Key Stage and will also reflect other faiths.

Resources

On the shared area, each class has the relevant planning which is based on “Come and See” planning and the relevant resources for their year group. Bibles are available in every classroom, we use the Good News bibles for teaching RE.

Class Prayer/Reflection Area

Each classroom has a Prayer/Reflection Area which displays a bible, candle, a cross and prayers etc

Class RE display

Each class has an RE display in place, showcasing recent work and its links to the Curriculum Directory, supporting learning.

Moral Development

In the light of our Mission Statement we understand moral development to be about the growth of each person as a moral decision maker. This involves the formation of a moral conscience and the motivation to behave in a moral way.

We strive to base moral development in our understanding of the truth about the human person as revealed by God. The human person is not for self alone, but to live in, with and through the community.

We aim to help children to make good decisions by helping them to consider others in our every day work and by involving them in decision making.

We aim to motivate them to work for the “greater good” in a positive way, e.g. collecting for the food bank and other charitable giving or working towards being Person of the Week.

Spiritual and Moral Connections

English

Through the teaching of English pupils are given the opportunity to recognise, reflect on and identify with the experience of others. Pupils are also encouraged to develop a growing awareness of moral questions and moral choices.

Mathematics

Mathematics permeates creation. There is a beauty of different approaches to mathematical investigation and also in the patterns in nature. There is a truth in reaching correct conclusions, through co-operation, writing, discussion, logging and

evaluating guides children towards development. Opportunities for reflection, respect for achievement and learning, leads to praise and reward.

Science

Through the teaching of Science and Health Education respect for oneself and others is encouraged. The visits to places of environmental importance give the children a first hand opportunity to see the beauty of God's work and enable them to reflect on and debate issues surrounding the environment and our responsibilities.

History

Through the study of history children learn to recognise and reflect on the experiences of others, to reach beyond their own knowledge, experience and imaginings. We encourage pupils to search for the truth and to consider peoples opinions. They learn to look beyond their own experience and empathise with others. They learn of heroic deeds and achievements and of moral dilemmas.

The study of history helps children study ways of searching for peace and harmony with others and in carrying out God's wish for us to love and care for others. They learn about the use and abuse of power and to question and look critically at the world. They can be helped to analyse and reflect on their own responses to moral problems and to be encouraged to think rationally and impartially.

Geography

Geography enables children to study their own environment and the wider world. In looking at the magnificence of God's creation children can be encouraged to reflect on the wonders and beauty of the universe and can try to understand the way God works in the world and in our lives. We can work with the pupils in considering ways in which we can contribute to God's creation. We can discuss the importance of governmental decisions affecting the environment and learn of the moral dilemmas faced when altering the natural world to develop modern industries, roads and homes. We can study the interdependence of communities and our responsibilities to each other in the world.

Art

In the teaching of art we encourage children to express their innermost thoughts and feelings through the study of shape, form and colour. Through learning artistic skills they can express their imaginative thoughts. In the study of the artistic works of other artists they can appreciate the skill and beauty of their works. They gain an understanding of human creativity and how we can respond to God and contribute to God's creation. Through art we can give joy and pleasure to others.

Physical Education

Through PE children can develop and care for the bodies that God has created and to appreciate the wonder of the human body. They can express themselves through physical efforts and an appreciation of line and form. They learn to work as a team and to respect others gifts and talents. They learn the importance of perseverance to love and develop their skills.

Music

Through the teaching of music children can often obtain an insight into the beauty and wonder of God's creation. The opportunity to learn the skills to play a musical instrument or to use the human voice to help develop perseverance, but also joy and wonder at the sounds created. Music can help in contemplation and spiritual renewal. Music helps us communicate with others and share in the performance of a work through active involvement or through appreciation in listening. The appreciation of the works of composers and musicians help us to respond and contribute to the marvels of God's creation.

Design and Technology

Through the teaching of design and technology children learn about the discipline of planning and organisation and structure. They learn to use their skills to create models. They can marvel at the works of inventors and designers who contribute to God's creation through their inventions. They can learn to respect the needs of others and ways in which inventions can help the lives of others. They need to consider the effects of machines and inventions and to respect the skills needed to bring designs to fruition in each stage of their manufacture.

Information Technology

The teaching of IT is seen in all areas of the curriculum. The rapid development of information technology is another wonder of God's world, but it also leads to an opportunity to discuss with children how it can be best used for the good of mankind. The possibility of rapid communication with others around the world can be a source for good, but also can create moral dilemmas.

Education for Personal Relationships (SRE)

Education for personal relationships is an aspect of religious education, health education and science. Teachers answer questions at every level, at the age and stage of development of each child. Links with the HIA Topics through PSHCE are planned accordingly.

Leadership of the subject:

The RE Lead has responsibility for leading, managing and supporting the delivery of Religious Education and the continuous professional development of teachers in Religious Education.

The Parish Priest is the link governor with responsibility for Religious Education.

Policy Review:

This policy will be monitored, evaluated and reviewed by the Head of School, and Executive Headteacher and updated every two years.