

St Joseph's Catholic Primary School



Policy for Religious Education

**At St. Joseph's we aim to
promote a learning community
based on the Gospel values of
Love, Trust and Respect
where the achievements of everyone
are recognised and celebrated**

**Living, Learning and Loving
together with Christ**

Date of Approval: June 2026

Next Review Date:

Policy for Religious Education

Ethos Statement

At St. Joseph's our RE curriculum enables children to lead your child to a closer relationship with Jesus Christ.

Vision statement

We expect everyone at St Joseph's to demonstrate 'Living, Learning and Loving together with Christ' in a safe, welcoming and nurturing environment. We live, learn, work and serve together in communion with our whole community, to grow in God's way and be witnesses to our faith so as to build God's Kingdom here in Benwell.

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Intent

At St Joseph's we follow the aims of Religious Education as stated in the RE Curriculum Directory which are:

- To present engagingly a comprehensive content which 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.

Coverage of Curriculum Content

Religious Education is treated as the "core of the core" curriculum.

Early Years Foundation Stage The RED curriculum provides Religious Education within the Early Years areas of learning as a bespoke foundation for secure grounding for Key Stage 1 and beyond. The RED reveals the Good News and making the little stories of children meet the big stories told by the disciples.

Year 1 The overarching theme of this year is revelation, how do people know about God?

Year 2 The overarching theme of this year is baptism

Year 3 The overarching theme of this year is celebrating the Eucharist.

Year 4 Through this year the pupils will learn about people whose lives have been transformed by faith and hope in God.

Year 5 Through this year the pupils will reflect on the significance of the Old Testament as part of Christian understanding of the revelation of Jesus.

Year 6 In this year, pupils will focus their gospel study on St John.

Our beliefs

Catholic Social Teaching is deeply embedded in the mission and values of St Joseph's School. Catholic Social Teaching emphasizes the dignity of the human person, the common good, solidarity, subsidiarity, and the preferential option for the poor. At St Joseph's this is rooted in both the curriculum and the culture of the school, shaping the environment where children learn not only academic knowledge but also moral and social responsibility. We believe that the children learn best from example and therefore we strive to live out the Gospel values with Christian principles and ideals permeating the whole curriculum and living out the school mission statement.

Implementation

'The outcome of Religious Education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life.' (RED, To know you more clearly')

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 Education should 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.'

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils and be inspired by the principles of Catholic Social Teaching.

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

10% of curriculum time is allocated to Religious Education. This does not include Celebration of the Word.

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 'the core of the core curriculum.'
*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*²
- Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.
*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*² As such it is to be taught, developed and resourced with the same commitment as any other subject.
*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*³
- Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- The outcome of Classroom 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".*⁴

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- 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;

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

² Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

³ Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

⁴ Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

- 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.⁵

Religious Education - Curriculum Time Allocation

Schools are expected to dedicate at least 10% of the total weekly timetable specifically to taught RE lessons. This time is completely separate from daily prayer, assemblies, and liturgical celebrations. Years 1 to 6 have 2.5 hours a week and EYFS have 1.5 hours a week.

Programme of Study

At school we follow the Religious Education Directory (RED) Model Curriculum in 'To know you more clearly – June 2023'. The RED fulfils the requirements of the Bishop's Conference which sets forth the expectations for what should be covered by Religious Education teaching in Catholic Schools in England and Wales. Children are assessed in RE through the Expected end of age-phase outcomes which can be found in Section 2.3 of the RED. This also helps teachers to ensure that learning is suitably pitched in order that RE is as interesting, enjoyable and challenging as any other curriculum subject.

Process

Branches and Lenses

There are six branches in 'To know You More Clearly' – one per half term. The branches are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter

Each branch is taught through the knowledge lenses: **Hear, Believe, Celebrate, Live.**

1. **Hear** focuses on the word of God which we hear, the Word made flesh.
2. **Believe** focuses on the content of the church's own profession of faith, what she believes, professes, defines and teaches.
3. **Celebrate** deals with the liturgy in which the Church celebrates the mystery of Christ.
4. **Live** focuses on the impact of faith on how Christians live – the dignity of the human person, freedom, conscience and virtue; law, grace and sin, Catholic Social Teaching.

The following list gives an indication of the ways in which these skills develop as pupils move through the different age-phases of the curriculum content. The Three "Ways of Knowing"

Understand

In this way of knowing, pupils will 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.

Discern

In this way of knowing, pupils will 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.

Respond

In this way of knowing, 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.

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.

Inclusion and Equality

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all 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.

⁵ *Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6*

⁶ *Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.7*

Right of withdrawal from RE

Parents have the right of withdrawal from RE for their children. The school has a separate Policy for the Withdrawal from RE.

Other Religions

A major expectation is that children learn not only about Catholicism, but also about other major world religions and non-religious worldviews. This builds an appreciation and respect for the diverse, multi-cultural society in which they live.

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 keeps a class record of assessed work and records of pupils' progress.
- An in - house moderation of pupils' books is held every term.
- A range of annotated pupils' books are presented for Diocesan Moderation at RE Coordinators' Moderation meetings in the summer term, as directed by the Diocesan Department for Education.
- Monitoring of teaching and learning takes place each term and includes lesson observations, scrutiny of books, talking to pupils, Link Governor visits.
- During the period of use of the Age-Related Standards in Religious Education (3-19) interim document progress and achievement is recorded and tracked in the following way – termly assessment completed (informed by summative and formative assessment) and recorded on Progress Tracker. Progress review meetings take place termly. A sample of books in each class are annotated for moderation purposes.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors at the Achievement and Standards Sub-Committee Meetings, the minutes of these meetings are included in the papers for the Full Governing Body Meeting (Termly)

Management of the Subject

Mrs L Noble, is the Subject Lead with responsibility for leading, managing and supporting the delivery of and training in Religious Education (See Appendix 1 for job description)

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by governors and whole staff and updated every 2 years.

DIOCESE OF **Hexham & Newcastle**
— DEPARTMENT FOR EDUCATION —

Primary RE Lead Job Description

- To be responsible to the 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, 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 the Co-ordinators' meetings and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate In-service 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 Age-Related Standards in Religious Education (3-19) interim document 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 annual diocesan moderation meetings with the required pupil books.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To ensure that cross-curricular concerns such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and PHSE are reflected in Religious Education.
- In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.
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- To liaise with other primary and secondary colleagues.
- To maintain a Subject Leader's file containing:

1. The Religious Education Policy and Guidelines
 2. Medium term plans which represent schemes of work in school.
 3. Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
 4. Audits and reports to Headteacher about progress made in RE.
 5. A record of Staff Professional Development in RE
 6. Data and current targets in RE.
- Working with the 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 Headteacher to complete the school's DSEF document.
 - To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).