



**Religious Education Policy**  
**Date: July 2024**

## Mission Statement

Our mission at St Joseph's ...  
is to provide a place where our Catholic faith is lived and treasured.

Sharing God's love and faith throughout our school community.

Together we create a positive learning environment as we go through our journey with God.

Jesus teaches us to love each other.

Our achievements are celebrated together.

Striving to reach our full potential with help from the Holy Spirit.

Everyone should feel safe and be welcomed in our school.

Praying and playing together.

Home, school and parish working together to help and support us.

Showing self-discipline and respect for others.



We aim through these means to enable all members of St Joseph's School to achieve their full potential, in both their academic and faith development, fostering love for God, self-discipline and mutual respect within the school community.

### 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.'*<sup>1</sup>
- 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.'*<sup>1</sup>
- 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.*<sup>2</sup> 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."*<sup>3</sup>
- 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:

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

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

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

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

*“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”.*<sup>4</sup>

## The Aims of Religious Education as stated in the RE Curriculum Directory 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.<sup>5</sup>

## Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

## 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.

## 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 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.'*<sup>6</sup>

## 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 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.

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

<sup>6</sup> 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**

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least 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 documents agreed by the Bishop's 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 pupil's books are presented for Diocesan Moderation at RE Co-ordinators Moderation meetings in the summer term as directed by the Diocesan Department of Education.
- Monitoring of teaching and learning through a variety of methods-including work scrutiny and observations
- During the period of use of the Age-Related Standards in Religious Education (3-19) interim document progress and achievement is recorded and tracked by each class teacher completing a termly tracker indicating whether pupils are emerging, developing or secure against age related standards.
- 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 during termly governor's meetings.

## Parental Involvement

An R.E Newsletter is sent home at the beginning of each term to inform the parents of the topics for that term and how they can support their child's spiritual growth, learning and understanding. It also lists important dates and celebrations. We recognise and value the vital role of parents as the first educators of their children.

## Resources

Resources for religious education are in a central store. There is a set of Bibles for both key stages and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

## **Management of the Subject**

The Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

## **Policy Monitoring and Review**

This policy will be monitored, evaluated and reviewed by the RE Subject leader, in consultation with the Head teacher, all staff and governors and updated every 2 years.

### Primary RE Co-ordinator 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 organise and lead in - house moderation of pupils books.
- To collect a range of annotated pupil's books for Diocesan Moderation at RE Co-ordinators Moderation meetings in the summer term.
- Attend annual diocesan moderation meetings with the school portfolio.
- To track achievement and progress data across the school.
- 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 progress 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).