



## St Joseph's Catholic Primary, A Voluntary Academy: Religious Education Policy

### Mission Statement

*'We Live, We Love, We Learn, We Share'*

### 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.*

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<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

*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:  
*“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>3</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>4</sup>

### **Religious Education - Curriculum Time Allocation**

We recognise two aspects of Religious Education in our school:

- *Implicit or Informal Religious Education:* those opportunities which arise in the course of a school day to lead pupils through curriculum content or through discussion of relationships and issues to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- *Explicit, or Curriculum Religious Education:* those timetabled or planned periods of time given to an explicit consideration of Religious Education in the classroom.

10% of curriculum time is allocated to Religious Education, as required by the Bishops’ Conference. This does not include Collective Worship.

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<sup>3</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.6

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## **Programme of Study**

'To Know You More Clearly' is the new programme of study that will become statutory in all Catholic Schools in England and Wales from September 2026 and will replace the previous programme of study. This is for all children aged 3-19 who are educated in a Catholic setting, and aims to provide a model curriculum for schools.

To view the overview of the R.E. Curriculum please click on the document below.

## **To know you more clearly**

### **Curriculum Structure:**

The model curriculum has six components known as branches which map 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 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.

### **Branches and Lenses**

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

The branches are:

1. Creation and Covenant
2. Prophecy and Promise
3. From Galilee to Jerusalem
4. From Desert to Garden
5. To the Ends of the Earth
6. Dialogue and Encounter

Each branch follows the four lenses:

- Hear
- Believe
- Celebrate
- Live

Also Dialogue and Encounter

At the end of each branch and knowledge lenses the children will:

- Understand - The aim is to help pupils 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 - The aim is 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.
- Respond - The aim is to help pupils reflect personally and with integrity on what they have learnt and consider the implications for action these may have 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 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.

## **Other Religions**

The sixth branch of the new RED introduces the knowledge lenses of 'Dialogue and Encounter'. These lenses set out the requirements in relation to the teaching of other religions and worldviews. The first lens is 'Dialogue', it exemplifies the Church's teaching on the relationship between Catholicism and other Christian traditions, between Catholicism and Judaism, between Catholicism and other religions. Dialogue reflects the Church's belief in the importance of entering into dialogue with the world in which it lives; the Church calls Catholics to dialogue with those encountered.

The second lens is 'Encounter'. Through 'Encounter', pupils are expected to engage in a discrete study of other faiths, religions, and worldviews. This is rooted in the Church's commitment to dialogue and the call to love one another by respecting and esteeming another's culture. Entering into dialogue is a means of learning how to live peaceably with difference.

## **Assessment, Monitoring, Recording and Reporting**

Diocesan guidelines are followed for assessment of RE. There are ongoing teacher assessments in each year group which evaluates the skills within each year group according to the Come and See scheme. This is formally assessed at the end of every term using PITA. Teachers will complete the Pupil Progress Review recording sheet based on the children's skills after each assessment. At the end of the year, each class teacher will use the overall ongoing teacher assessments to report a WTS, EXS or GDS standard to the RE Co-ordinator. The RE Co-ordinator will use the termly assessments of these skills to create an analysis of the overall school's RE levels to monitor progress.

## **Management of the Subject**

The RE 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 is monitored by the Religious Education Subject Leader, and is evaluated and reviewed every two years

**Updated September 2024**

**Date of Next Review September 2026**