

St Mary's Catholic Voluntary Academy School

Mr. J O'Connor – Head Teacher



Religious Education Policy

Approved by: Joseph O'Connor

Date: March 2026

Review Date: March 2027

Subject Leader: Kate Tuff

Mission Statement

"We value all in the name of Jesus the Christ"

To ensure Quality First Teaching, intervention and leadership maximise opportunities for all learners to embed, retain and use knowledge effectively within a broad, balanced and faith-based and language rich curriculum.

Rationale of Religious Education:

At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. Therefore, we believe that religious education is never simply one subject among many, but the foundation of the entire educational process.¹

We believe Religious Education is, then, the core subject in a Catholic school.

Religious education contributes to evangelisation and catechesis but its specific contribution to the Catholic Life of the school is primarily educational and so Religious Education will be planned, taught, assessed and monitored with the same rigor as other curriculum subjects.

We understand Religious Education to be the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.² 'The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.'

The Aims of Religious Education

- to promote knowledge and understanding of Catholic faith and life
- to promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- to promote the skills required to engage in examination of and reflection upon religious belief and practice³

Curriculum time allocation:

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

Programme of Study: To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ – RED programme is used as recommended by the Diocese.

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.

In addition, we ensure that high quality Religious Education is taught not only effectively but that can be distinguished from other core subjects.

Focal Point

All RE lessons require a focal point. This must include the correct liturgical coloured cloth?) a candle, the Bible, a crucifix and any other artefacts linked to the current topic or that you may think will enhance the focus of learning and stillness.

Quiet, reflective music to be played or 'special' gathering.

Gathers

- Wherever possible, children to be seated around the focal point and use this time for stillness and reflection (not a long time but enough time to instill calmness and a sense of peace)
- For older pupils, children may start with their prayer journals as quiet music is played.

Examples of 'Gather' activities

A powerful image that provokes deeper thinking.

A powerful question linked to a piece of news/image (i.e., What would Jesus do?).

A starter song with actions.

Prayer journaling; (perhaps with the lights off and a tea light on each table)

Quiet meditation...Imagine they are walking with Jesus... Imagine if Jesus comes to you and asks you to follow him.

(Not all require pupils to respond)

Assessment, Monitoring, Recording and Reporting

Each teacher keeps a class record of pupils' progress in RE books.

RED topics are clearly demarcated in the children's books that contains the Attainment Targets and clear learning outcomes. The work covered clearly indicates the evidence towards these statements and outcomes.

There is a **clear sequence** that follows: **Explore, Reveal and Respond** with examples of Rejoice/celebration (these could be photos, liturgies, speech bubbles etc. to capture the end of topic celebration).

Links to scripture are made wherever possible and an expectation in KS2 for every lesson.

Driver words are used in planning, teaching slides and on displays. They are also evident in pupil's books. These are shared with the pupils at the start of each lesson.

RED Liturgies are required at the end of each topic.

Photographic evidence is not the main form of recording in EYFS. Examples include, mark making, children's work, answers to questions posed by the teacher, children writing themselves/teacher scribing if necessary

By the end of Year 1, there are very few photographs used as evidence of RE work and children are using other examples to record. Photographic evidence, where appropriate may be evident in other year groups where appropriate.

Staff are encouraged to be creative in the liturgical calendar as suggested in the good practice guide. (Playscripts, poetry, writing through the eyes of a witness, reports and so on.

All year groups to have a 'Reflection' to challenge pupils, at the end of each lesson.

Feedback/Marking is rigorous and in line with the marking policy and all pupils should be editing their work based on feedback. This reflects the Attainment Targets, the level descriptors, driver words and/or key questions to develop deeper thinking and understanding.

In Upper KS2, **prayer journals** also support teaching and learning as a time for stillness.

Quantity and expectations are in line with core subjects and progression across the school is evident.

Assessments are in line with core subject expectations and linked to Attainment Targets. Assessment cover sheets are in the children RE books at the start of each topic. Teachers complete following each topic.

Knowledge Organisers are used in EYFS (EYFS floor class book) They can also be used as a learning tool/resource in classrooms.

Internal and external RE moderation meetings are held throughout the year.

Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year

Virtues and Character Education

We follow guidance from Nottingham Diocese. Through the teaching of Catholic character education, a shared vision of life based on Christ Centered virtues is reinforced to further support the flourishing of pupils, young people and all members of the school community. Holy family is proud to be teaching the children to be virtuous and responsible citizens

Policy review.

This policy will be monitored, evaluated and reviewed by the RE leader, governors and staff and updated May 2025.

Management of the subject.

The Headteacher, Mr O'Connor and the RE Subject Lead, Mrs Kate Tuff, have responsibility for leading, managing and supporting the delivery of and training in Religious Education. Other Faiths is taught via the core scheme alongside different World Faiths teaching, which is woven and embedded into our curriculum, as a whole.

