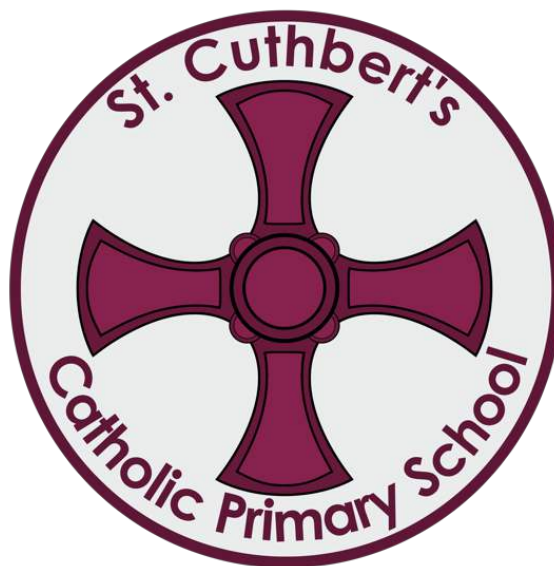


# Religious Education Policy

St Cuthbert's Catholic Primary



<b>Approved by:</b>	Governing Body	<b>Date:</b> July 2022
<b>Last reviewed on:</b>	February 2024	
<b>Next review due by:</b>	February 2025	

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## 1. Introduction

**‘Every member of our school community at St Cuthbert’s is unique, talented and loved by God.**

**We strive for excellence and live our lives to the full with Christ in our head, in our hands and in our hearts.’**

***Every child has the right to an education. (Article 28 UNCRC)***

***Education must develop every child’s personality, talents & abilities to the full. (Article 29 UNCRC)***

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of RE

- We believe Religious Education to be ‘the core of the core curriculum.’
- We believe Religious Education is central to the educative mission of the Church.
- Aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that 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.
- We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

## 2. Vision

‘At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education. 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.' (Statement on Religious Education in Catholic Schools – Bishops' Conference 2000)

'Religious Education...is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject.'  
(Curriculum Directory. p10)

'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, who are aware of the demands of religious commitment in everyday life.' (Curriculum Directory p10)

### 3. Aims

The Religious Education Curriculum Directory aims to:

- to promote knowledge and understanding of Catholic faith and life
- to enable pupils to develop their religious and theological understanding and be able to communicate this effectively
- 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 practice
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum

### 4. Curriculum intent

We teach Religious Education through the process of Explore, Reveal and Respond. It follows the pattern of: The human **exploration** for meaning, God's initiative in **revelation** and the **response** in faith.

'Teaching in Religious Education should help people be attentive to the meaning of their experiences, illuminated by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.' (Curriculum Directory p11)

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

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.

As a Rights Respecting School we respect the rights of all of our children

**Article 12** You have the right to give your opinion, and for adults to listen and take it seriously.

**Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29** Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30** You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

## 5. Implementation

### 5.1 Sequences of Learning

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 - the 'Come and See' programme is used as recommended by the Diocese.

Two other faiths are taught from Year 1 to Year 6 following the programme of study in 'Come and See'. These are Judaism and Islam. One week of teaching and learning time per year is given to each faith.

A variety of teaching and learning styles and techniques will be used and adapted appropriately to the needs and learning styles of pupils.

*This will be reviewed in-line with the new Religious Education Curriculum Directory due to be published and ready for use in school in 2025.*

- Long Term Planning ensures full coverage of come and see.
- Medium term plans break down units into lessons with defined learning objectives and outcomes in line with the liturgical year
- Short Term Planning may be completed as a written plan and tailored to suit cohort.

### 5.2 Timetabling

- 10% of curriculum time is allocated to the teaching of RE.
- A minimum of 2 hours of RE will be taught per week
- Classes teach RE as outlined in Come and See
- Timetabling includes additional time for collective worship and opportunities for religious enrichment.
- Pupils are given opportunities to reflect on themes in RE and links made to other curriculum areas.

### 5.3 Classroom Environment

- Class displays linked to topic outlining key vocabulary and some evidence of children's work.
- Focus point to be accessible to children in the classroom and linked to liturgical season.

- Access to a range of religious sources and scripture for children to access.

## 5.4 Staff Development

We are committed to the ongoing development of RE.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- From 2023 the new RECD will be published and will begin to be implemented. Staff will be supported to implement and resource this new curriculum.

## 5.5 Assessment and monitoring

- Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference. Children should be meeting age related expectations by the end of their key phase.
- 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.
- Each teacher keeps a class records of pupils' progress.
- Annotated books are used to track a child who is on track to meet end of phase expectation.
- The school portfolio of pupils' work contains one sample of work from each teacher for each assessed topic covering a range of abilities.
- An in - house moderation meeting is held once a term. External moderation where possible.
- The school portfolio of assessed samples of work is presented for Diocesan Moderation every Summer term.
- Monitoring of teaching and learning by the Co-ordinator involves one lesson observation of each teacher, planning checks, a work scrutiny and pupil discussions and a data check each year and termly tracking of progress in line with our 5 strand approach. Feedback provided will be both verbal and written.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year. Books and discussions with teachers about progress can be discussed as part of Spring Term parent consultations.
- Progress and achievement in Religious Education is reported to Governors termly

## 5.6 Roles and Responsibilities

As a school community, we share the responsibility for RE. The headteacher, Governing Body, coordinator, class teachers, teaching assistants, parents and parish community all have important roles to play. The coordinator will ensure we all play a part in strengthening the children's relationship with God, deepen their understanding of their faith and engage in catholic social teachings.

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinise according to school practice.
- To track data and use this, in consultation with the Headteacher, to set realistic targets in RE.
- To keep a thorough record of policies, guidelines, planning, assessment and monitoring, audits, professional development, data and targets.

- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests and is inclusive.
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.
- Organising and leading in-house staff training and development.
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the Education Service on matters relating to Religious Education.
- Auditing, managing and developing resources within a given budget.
- Implement the upcoming revision of the Religious Education curriculum in 2023.

## 5.7 Inclusion and Equality

All pupils in our school, irrespective of 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 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.

## 6. Impact

### Religious Education at St Cuthbert's develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious sources, vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

### Religious Education at St Cuthbert's encourages pupils to...

- consider challenging questions of the meaning and purpose of life;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society where they are well rounded citizens who have a deep rooted relationship with God and understanding of the Catholic faith.
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

### Religious Education at St Cuthbert's enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;

- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Self-belief in their own ability and pride in all they set out to do.

### **Religious Education at St Cuthbert's offers...**

- opportunities for personal reflection and spiritual development.
- preparation for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.

## **7. Review**

This policy links to

- SEND Policy
- PHSE / RSE policy
- Prayer and liturgy policy
- Religious Education Curriculum Directory

This policy will be reviewed annually by:

- Lyndsey Huntley (RE co-ordinator)
- Nicola Noble (SLT and CLM/CW co-ordinator)
- Mandy Lowery (RE Link governor)

## 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 implement the changes 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.

To attend annual diocesan and CET 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.

In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues associated with Religious Education.

To liaise with other primary and secondary colleagues.

To maintain a Subject Leader's file containing:

- The Religious Education Policy and Guidelines
- Medium term plans which represent schemes of work in school.
- Assessment and monitoring procedures for teaching and learning and evidence of that monitoring.
- Audits and reports to Headteacher about progress made in RE.
- A record of Staff Professional Development in RE
- 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 CSED (Catholic Schools Evaluation Document).

To keep up to date with any changes to the Religious Education Curriculum Directory and attend relevant training.