



Aims of Religious Education

The staff of St. Joseph's will work to give each child full access to a broad and balanced curriculum, encouraging each individual to have a sense of self-worth and self-esteem. Ample opportunities are offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.

Introduction

At St Joseph's, we want our children to develop knowledge, understanding, reflection skills and analysis and faith through their learning and religious experiences. In our Catholic community, we intend our children to gain a wide range of experiences to build their sense of belonging alongside their individual faith. We wish to support them to become religiously literate, knowledgeable of sacred scripture and aware of Catholic Social Teaching principles, acting upon this with integrity and humility.

The Religious Education Programme

As directed by the Bishop's Conference, our Religious Education scheme is called 'To know you more clearly.' This curriculum is gradually being rolled out across the primary and secondary sectors. At St Joseph's, we have the following year groups following the RED: Y1, Y2, Y3 & Y4. EYFS and Y5&6 continue to follow the requirements of the previous curriculum directory (please see the curriculum map. All year groups will have implemented by the new curriculum well in advance of the 2026 statutory deadline. This new scheme seeks to present the teaching of religious education in a sequential and progressive form, rooted in the liturgical year. The framework has four structural elements:

- **Knowledge lenses** which indicate what should be known by the end of each age phase. These are split into hear, believe, live and celebrate.
- **The 'ways of knowing'** are the skills which develop as the children progress through their curriculum journey. These are split into understand, discern and respond.
- **Expected outcomes** are set for each age phase and indicate what pupils are expected to know, remember and be able to do.
- **Curriculum branches** are the way the programme of study presents its model curriculum. There are six half-term branches which are the same in each year group.

Overview of Content

Please see curriculum map.

Planning

Senior Management and RE subject leader responsibilities:

- To allocate 10% of curriculum time.
- To monitor timetables to ensure quality time for Religious Education.
- Allocating time for the exploration of another faith

The class teacher's responsibilities

- To select appropriate content to ensure the achievement of the learning objectives.
- To choose appropriate activities to explore content.
- To state the days on which these activities are to take place

Adaptive Teaching

As with all other areas of the curriculum, the purpose of adaptive teaching in Religious Education is;

- To enable children to succeed in the set task or activity.
- To challenge children beyond their comfort zone of knowledge, understanding and skills
- To enable children to recognise their achievements and celebrate these.

Other faiths and other world religions

Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age. As a multi-faith school, it is important that our children have a good understanding of other faiths and the value that this diversity can bring to all our lives.

Assessment

Assessment is focused by the overall aims and objectives of Religious Education. In 'The Way, The Truth and The Life' & 'Vine and Branches' it is related to the concepts, skills and attitudes to be developed through the exploration of themes and the learning outcomes for each topic. Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith.

Assessment Procedures

- We assess children's learning through the expected end of age-phase outcomes, on a termly basis.
- A termly judgement considering all of the attainment targets must be made by looking at evidence from across the term, not by giving a single assessment task.
- An end-of-year overall judgement must be given for every child, which should be 'best fit' across all of the end of age-phase outcomes.
- Termly moderation meetings will be held. The moderation in the summer term is external moderation with the diocese.

Reporting

Reporting in Religious Education is a natural part of teaching and integral to learning process. There are three dimensions to reporting in Religious Education:

1. It provides feedback to pupils on their achievements and progress through:
Informal discussion with pupils; Regular and constructive marking of pupil's work;
Compilation of pupil records.
2. It informs teacher colleagues of the achievement of individual pupils and the areas studied by a class and year group through sharing and passing on:
Summative records; Pupil profiles
3. It informs parents of the progress and achievement of their children through:
Pupils, parent and teacher discussion; Curriculum overviews on the school website,
Written reports; Religious Education assemblies; Displays of work; Photographic records of dance, drama and musical presentations.

Monitoring

The RE subject leader monitors planning and children's work termly. This monitoring also includes pupil interviews to give greater insight into the children's attitudes and understanding.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school.

RE teaching, along with other curriculum subjects will be observed by the subject leader and the SLT according to the School Development Plan, RE Development and Performance Management Plan.

With regard to monitoring teaching, the school follows the diocesan guidelines.

Judgements must be based on the extent to which teachers:

- Have a secure knowledge and understanding of the Faith, of RE and of the programme in use;
- Set high expectations so as to challenge pupils and deepen their knowledge, skills and understanding;
- Plan effectively, with lessons having clear religious learning objectives, which are shared with the pupils, and meeting the learning needs of all pupils;
- Use teaching methods and strategies which match learning objectives and the needs of all pupils;
- Manage pupils well and achieve high standards of behaviour.
- Use time and resources, including ICT, effectively and efficiently;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching and show pupils how to improve their work;
- Use resources to have a positive impact upon the quality of pupils' learning and the standards, which they achieve.

St Joseph's Catholic Primary School
Curriculum Map 2023 – 2024

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery WTL	God's Wonderful World	My Family	The Holy Family	Sorrow and Joy	New Life	One Church Family
Reception WTL	God's World	God's Family	Getting to Know Jesus	Sorrow and Joy	New Life	One Church Family
Year 1 V&B	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Year 2 WTL	Chosen People	The Holy Trinity	The Good News	The Mass	Eastertide	Birth of the Church
Year 3 V&B	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Year 4 WTL	The Bible	Trust in God	Jesus the Teacher	Jesus the Saviour	The Early Christians	The Church
Year 5/6 A WTL	The Creation	God's Covenants	Inspirational People	Reconciliation	Life in the Risen Jesus	Other Faiths
Year 5/6 B WTL	The Kingdom of God	Justice	Jesus the Bread of Life	Jesus the Son of God	The Work of the Apostles	Called to Serve