



Religious Education Policy

Mission Statement

Following in the footsteps of Jesus; we live, love and learn.

Inclusion Statement

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future - find and use their God given talents to become everything that God intends them to be

We are a Catholic community, in a modern society, where everyone is equal. As a Catholic School, we strive to reflect the teachings of Christ and live out the Gospel Values in everything that we do. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school; they and their families become part of our St. Joseph's family. We will love and nurture them, and do our best to help them to become everything that God intends them to be.

At St Joseph's Catholic Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

Adopted by Governors	
Date	29.09.2025
Review Date	29.09.2026

(signed on hard copy)

POLICY INTENT

The intent of our curriculum is to nurture and develop our pupils' relationship with God in order to support them in recognising that Christ is in and around us. We intend to live out our mission statement in the ethos of our school and the Religious Education curriculum; which permeates every aspect of our school.

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RATIONALE

Sharing God's love and faith throughout our school community

Together we create a nurturing learning environment as we journey with God

Jesus teaches us to love one another with help from the Holy Spirit

Our gifts and talents are nurtured and our achievements celebrated

Striving to reach our potential and be all that God wants us to be

Everyone should feel safe and welcome, our school is a sanctuary

Praying, playing and learning together

Home, school and our parish working together to guide and support us

Showing respect and self-discipline to follow in the footsteps of Jesus

- *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.'*
- *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.'*
- *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. 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."

- *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.*
- *"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".*

Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4

Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3

Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7

Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

AIMS: As stated in the Religious Education Directory

- 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

SCRIPTURE:

For we walk by faith, not by sight. (Corinthians 5:7)

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 areas and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life of Christ. We continue to use Come and See in Year 5 and 6, as recommended by the Archdiocese of Liverpool, whilst implementing and embedding the new RED Curriculum – ‘To Know You More Clearly’ from EYFS to Year 4. We use the schemes of work recommended by the Archdiocese of Liverpool in order to be fully compliant in fulfilling our aims and objectives.

PROCESS

In order to support children to become religiously literate and engaged young people who can reflect spiritually, think ethically and theologically, and recognise the demands of religious commitment in their lives we are in the process of introducing ‘To Know You More Clearly’ throughout our Catholic school:

Branches

Each school year is divided into six half-terms, with a different "branch" of the curriculum (following the liturgical calendar) taught in each half-term; *Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, Ends of the Earth, Dialogue and Encounter.*

Age-Appropriate Learning:

Pupils in different year groups learn about the same themes but at a level suitable for their age and stage of development.

Starting with Scripture:

Each unit within a branch begins by focusing on sacred scripture, familiarising pupils with the Word of God.

The "Hear, Believe, Celebrate, Live" Model:

The framework uses this pattern to help children reflect on their faith and apply it to their lives.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Religious Education is **Mrs Emma Thompson**

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the ‘expert’ in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

****see Appendix A**

RESOURCES USED

Our school follows the new Religious Education Directory 'To Know You More Clearly' from EYFS to Year 4 and the Come and See scheme in Year 5 and 6. Each class has the relevant schemes of work, as recommended by the Archdiocese, Journey in Love and other recommended resources. Each class has appropriate resources for focused areas for worship.

All other resources are held centrally to ensure that everyone has access to them as required across the week.

HOME/SCHOOL/PARISH FAMILY

At St Joseph's we believe that the school alone cannot undertake a child's religious education. Religious Education begins at home; the parents and carers are the child's first teachers and support the child with his/her religious experiences. The school works in partnership with parents, carers and the parish to enrich the lives of our children. The very strong parish links within our community enable us to support our children with opportunities for weekly Mass attendance, regular visits to the church to enhance the curriculum and visits to school from our Parish Priest.

CURRICULUM PROGRESSION THROUGH THE STAGES

R.E. is taught as a discrete subject area and is also part of our integrated cross-curricular approach. Time allocation is in line with guidance from the Liverpool Archdiocese, currently 10%. All staff will consider the starting point of the children to accommodate their different backgrounds and faith experience. Fundamental to this is maintaining and enhancing the pleasant, happy, caring family ethos which enfolds all that we do. During the year we have discrete weeks in which we study "Other Faiths" Every year we study Judaism and one other faith. Where possible, visitors or visits will be encouraged to provide 'real-life' experiences where possible. We also cover RSHE, using Archdiocesan approved resources – Learning to Love.

PLANNING AND SEQUENCING LEARNING

A range of teaching strategies will be employed depending on the needs and abilities of the children and the nature of the activities to be undertaken, in line with our Teaching and Learning policy. Work is adapted in terms of activity or outcome according to the needs and abilities of the children. All work will involve thought provoking reflection and discussion, encouraging the children to develop their moral and spiritual consciences. Teachers are encouraged to make cross - curricular links when planning R.E., incorporating opportunities for ICT and extended writing where possible.

SACRAMENTAL PREPARATION

Year Four children are prepared for the Sacraments of Reconciliation and Holy Eucharist using the resources recommended by the Diocese entitled 'With You Always' along with 'I Belong' books, which are provided by our Parish Priest. School, parish catechists and parents and carers work together to prepare children for these important steps on their sacramental journey. Our celebration of the children's faith journey is a central part of our school and church year, with our children taking a central role in the Crowning of Our Lady, The Holy Eucharist Mass and the Blessed Sacrament procession.

ENRICHMENT AND MASTERY

We do this in a range of ways;

- We share the Sunday Gospel together every Monday morning so that children, who haven't attended Mass over the weekend can reflect on God's word.
- We offer the opportunity for all our children and families to join us for Mass on Wednesday mornings – we want this to be intrinsic and not mandatory for our children so that they may grow closer to God.
- We use our Collective Worship theme on the weekly newsletter to support parents in bringing their children up with Christian values and identity.
- We support various charities both home and worldwide and these are often linked to our thematic curriculum as well as the key times in the Church's year.
- During Lent and Advent, children raise money for charities, CAFOD in particular, often taking the lead in planning their own fund raising events.
- Our children attend Mass at St Joseph's Church at various times throughout the year. Father Peter also leads class Masses for children throughout the school.
- Parents, carers, governors and other members of the community are invited into school on a regular basis for assemblies and other celebrations, which always include a time for prayer and reflection. They also lead workshops and clubs to support children in developing their God-given gifts and talents.
- We have a Pupil Chaplain Team, who apply and are interviewed for the role by Father Peter and Mrs Thompson. The team assists the RE Coordinator to deliver various initiatives primarily focussed on fund raising and works of charity as well as leading liturgy and worship.
- We use CAFOD's Live Simply Award as a focus in school and to make the children aware of the global dimension of our mission. We also have our own group of Laudato Si Ambassadors.
- At Christmas and Easter, the children's' card designs are religious in character and copies of these are used with to send out to the elderly and needier people in our community. The children visit local retirement homes to sing hymns for the residents throughout the year as well as supporting funerals in our church.
- As a school, we provide opportunities for the wider parish community to come together in worship on our Joint Catholic Retreat Days and by walking to local Catholic Primaries on the Big Lent Walk.
- We run retreat days for our Year 6 children on vocation, culminating in a Class Mass with parents and families joining us.

- We invite Yr6 pupils from local Catholic Schools to join us for a joint retreat day and Mass in July as well as supporting and attending our brother and sisters in nearby parishes with Mass attendance and invitations to share in prayer and play.
- We lead Peace days within school including Exposition and Adoration of the Blessed Sacrament, with parents, families and parishioners in attendance.

EQUALITY

All pupils at St Joseph's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. All teaching staff express a positive attitude towards Faith and Religious Education within and outside of the classroom.

With this in mind, lessons are planned and taught to support children with SEND - where activities are adapted and delivered to suit individual needs. Children who are not making expected progress in Religious Education, are monitored more closely and advice may be sought from the RE subject leader. They may then be involved in small intervention groups to support them in closing the gap.

Gender equality, race and religion are positively promoted throughout RE lessons across the school differ; where different family groups are embraced and a diverse range of role models in enquiry and development are celebrated. The resources used reflect different groups.

Parents have the right of withdrawal from RE for their children.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Class teachers are responsible for the day to day assessment of Religious Education. Assessment is carried out three times a year following the guidance from the Christian Education Department (CED). Informal assessment of the children is done on a daily basis through discussions, written work and more creative activities. Children who are above or below expectations are noted in teacher feedback books. Using the assessment sheets provided by the Archdiocese as guidance, staff provide meaningful, creative opportunities for assessment. Examples of this are provided to the subject leader and are the subject of internal and cluster moderation each term.

MONITORING, REVIEW AND EVALUATION

Marking will be in line with school policy and written comments, in relation to the learning objective, should be affirming, encouraging, thought provoking and challenging, and above all be sensitive to the children's needs. Relevant 'driver' words are used appropriately as part of this process. Comments relating to RE, will be made for each pupil on their annual report and an assessment judgement on the termly pupil tracker. The RE subject leader will monitor planning, scrutinise children's work books and talk to children on a regular basis. During Learning Walks, displays and focus areas for worship are also monitored. Lesson observations or "drop ins" will be carried out at least twice a year.

STAFF DEVELOPMENT

Staff are regularly given opportunities for CPD in Religious Education through staff meetings, courses run through the Archdiocese including the CCRS as well as further in-house training such as visits from speakers such as David Wells and Chris Lubbe.

GOVERNORS INVOLVEMENT

The link Governor for this subject is **Father Peter Stanley**.

Leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We intend to provide children at St Joseph's with engaging and motivating Religious Education lessons, both inside and outside of the classroom, which will enable them to nurture and develop their love for the subject and bring them closer to God through sowing seeds that will bloom and grow to guide them on their faith journey throughout their lives.

Reviewed by staff September 2025

This policy will be reviewed every year

Appendix A

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 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 CSED document.
- To keep up to date with any changes to the Areas of Study (Religious Education Curriculum Directory).