

# Holy Family Catholic Primary School



*The Rosary Trust*

## RELIGIOUS EDUCATION POLICY

Approved by:

Governing Body

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Spring 2025

Next review by:

February 2027

# RELIGIOUS EDUCATION POLICY

This Policy has been reviewed and written in line with the School Mission Statement, and with the Diocesan Guidelines and the Curriculum Directory.

## Holy Family Catholic Primary School Mission Statement

In our Catholic School, with God at the centre of our lives,  
we offer every child a high standard of education, meeting individual needs,  
in a caring and loving community,  
which celebrates our faith.

Living, Loving, Learning Together with Jesus

Religious Education is religious by virtue of its intent to serve the missionary mandate of the school. The Catholic school is a community of faith; and Religious Education is where that faith seeks understanding; where pupils learn to love God with all their minds; where they learn to 'know their creed so well that they can give an account of it'. (Sir John Henry Newman).

In an atmosphere of faith, Religious Education is religious also because its central subject matter is 'the comprehensive and systematic study of the mystery of God, of the life and teaching of Jesus Christ; the teachings of his Church; the central beliefs that Catholics hold; the basis for them and the relationship between faith and life'. (Catholic Bishops' Conference of England and Wales, 2000).

At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education, which recognises the human person as one 'created in "the image and likeness" of God.... unfaithful to God in original sin, but redeemed by Christ .... destined to eternal life'.

Religious Education is religious because it is the bond of the whole curriculum. It is in faithful and engaging Religious Education that a student can gradually appreciate other subjects as separate disciplines but find their rationale and unity within a Catholic religious vision of reality. Therefore, Religious Education is never simply one subject among many, but the foundation of the entire educational process.

Religious Education is the core of the core curriculum.

Religious Education is an academic discipline with the same systematic demands and rigour as other disciplines.

Religious Education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by Religious Education and have a strong relationship with it.

In each year of compulsory schooling, Religious Education is to be taught for at least 10% curriculum time

## **Aims of Religious Education as stated in the RED 2023**

- to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ; the teachings of the Church; the central beliefs that Catholics hold; the basis for them and the relationship between faith and life;
- to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- to create an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and tools to critically engage with contemporary culture and society;
- to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- 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.

The outcome of excellent Religious Education is religiously literate and consciously 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 recognise the demands of religious commitment in everyday life.

RED, 2023

## **Process for delivery of R.E.**

The structural elements of the programme of study as stated in the RED 2023.

The programme of study for Religious Education in Catholic schools presented in this directory has a framework with four structural elements: knowledge lenses, ways of knowing, expected outcomes and curriculum branches.

### **Knowledge Lenses**

These set out the object of study for pupils; they indicate what should be known by the end of each age-phase. They are referred to as lenses, since they are the things, we are looking at and they divide the content of the programme of study into four systematic sub-sections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of hear, believe, celebrate and live, (the study of the Catholic religion), dialogue and encounter (the study of other religions and worldviews).

## **Teaching other Religions**

The first four lenses systematically set out what a study of Catholicism comprises.

The two lenses called 'dialogue' and 'encounter' set out the requirements in relation to the teaching of other religions and worldviews.

As they progress through school, pupils will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways
- Other religions and worldviews, including non-religious worldviews.

## **Ways of Knowing**

This sets out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. All three are ways of coming to know the things that are the object of our study. The ways of knowing are the evolution of the Agerelated Standards in Religious Education, which were themselves an evolution of the Levels of attainment in Religious Education. The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand), heart (discern), and hand (respond).

## **Expected Outcomes**

These are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age-phase will have a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

## **Curriculum Branches**

This is the way this programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence of the learning. As they revisit each branch in each year of school, they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history.

The six branches are:

- Creation and Covenant,
- Prophecy and Promise,
- Galilee to Jerusalem,
- Desert to Garden,
- To the ends of the Earth
- Dialogue and Encounter.

## **Teaching and Learning**

Teaching and learning strategies from across the curriculum can be appropriately adapted to inspire the learning needs of pupils.

## **Assessing and Recording Achievement**

As a Catholic school our main aim is with the development of the..

- whole child
- formation of the Christian character
- ability to take their place in society
- fulfilment of academic potential

To this end the profiling of the pupil's whole person development is as important as the assessment of academic outcomes.

Teachers use 'think', 'link', 'deepen' when assessing pupils' work. Assessment is made against the expected end of year outcomes as a guide to pupil attainment and use this in line with our assessment policy.

Pupils are encouraged to self-reflect at the end of each branch to allow them to track their own progress and identify areas for improvement.

Reporting to parents is through written reports where RE is a discrete subject. There are also opportunities to share progress in RE through Parents' Consultation Evenings.

## **Primary Religious Education Lead Responsibilities**

'God has appointed in the Church first apostles, second prophets, third teachers'  
(1Cor 12:28)

The role of the R.E. Leader along with the Headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of information relating to Religious Education.

Key areas of responsibilities include, but are not limited to:

- 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, discussion with pupils and feeding back findings to staff and actioning next steps.
- manage resources and facilities for Religious Education.
- liaise with Brentwood Diocesan Education Service particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- ensure that Religious Education is given 10% of the curriculum time.
- ensure new initiatives from the Vatican, Diocese and Parish are fully embraced and implemented within school life.

- ensure that Religious Education contributes positively to the broad and balanced curriculum of the school through co-operation and dialogue with other subject leaders.
- advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- facilitate in-house moderation of pupils' books.
- track data and use this, in consultation with the Headteacher, to set realistic targets in Religious Education.
- in consultation with the Headteacher, to communicate with parents, governors and the parish community regarding issues associated with R.E.
- working with the Headteacher and colleagues, to undertake a regular/review of Religious Education in line with the school development plan.
- be familiar with the current (CSI) inspection framework and to consult with the Headteacher to complete the school's CSED (Schools Evaluation Document).
- keep up to date with developments regarding the Religious Education Directory, Prayer and Liturgy Directory, Catholic Life and Mission Directory and attend relevant training.
- review the RE policy and update when necessary.
- liaise with appropriate outside agencies both within the diocese, deanery, parish, and wider community to ensure the promotion of Religious Education within the school.

### **Right of withdrawal from RE**

Parents have the right of withdrawal from Religious Education for their children.