Holy Rood Catholic Primary School
Religious Education Policy

Mission Statement

Live, Love, Learn

Holy Rood is proud to be a Catholic school, where Christ is at the heart of our community.

Working in close partnership with the home and parish, we share and celebrate our faith, while respecting and accepting those from other traditions and cultures.

We acknowledge each person's uniqueness and aim to provide a happy Christian environment where everyone can thrive.

We are committed to delivering a broad and balanced education, where each child can become the best they can be. We seek to nurture self-esteem in everyone and develop a sense of responsibility for ourselves and others.

We strive for excellence in all we do.

Statement of intent

Holy Rood Catholic Primary School recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally agreed syllabus.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice, and evaluate their work.
- All pupils understand all elements of RE, as per the locally agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

This policy has been created in conjunction with the following school policies:

- Equality, Equity, Diversity and Inclusion Policy
- Collective Worship Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally agreed curriculum and advising teachers on their implementation.

- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an **annual** audit of all related resources.
- Managing and maintaining writing resources.
- Liaising with the School Office Manager to purchase further resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing, and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. RHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Reviewing and updating long-term and medium-term plans on an annual basis and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE.
- Planning lessons effectively, ensuring a range of teaching methods are used.
- Liaising with the subject leader about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

EYFS

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social, and emotional development
- Understanding the world

All children will encounter religions and worldviews through multiple methods of teaching, e.g. books, educational visits, and storytelling.

All children will reflect on their feelings and experiences. Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning will have regard to the most up-to-date version of the DfE's EYFS framework.

Rationale of Religious Education

- 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.' [1]
- 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.'*[1]
- 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. [2] 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." [3]
- 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.
- The outcome of Classroom Religious Education is to develop:
  "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".[4]

[1] Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 4
[2] Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.3
[3] Religious Education in Catholic Schools, Bishops' Conference of England and Wales, 2000, para 7
[4] Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops' Conference of England and Wales, 2012, p.6

Religious Education - Curriculum Time Allocation

We recognise two aspects of Religious Education in our school:

- *Implicit or Informal Religious Education:* those opportunities which arise in the course of a school day to lead pupils through curriculum content or through discussion of relationships and issues to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- *Explicit, or Curriculum Religious Education:* those timetabled or planned periods of time given to an explicit consideration of Religious Education in the classroom.

10% of curriculum time is allocated to Religious Education, as required by the Bishops' Conference. This does not include Collective Worship.

Programme of Study
To fulfil the above aims, the 'To Know You More Clearly' RE Directory is used as recommended by the Diocese. Additional material will be used to complement the programme and to address the distinctive circumstances of the school and the needs of its pupils.

The "To Know You More Clearly" (RED) curriculum is structured into six branches, representing different aspects of the story of salvation and Jesus' life and ministry.

1. **Creation and Covenant**
2. **Prophecy and Promise**
3. **Galilee to Jerusalem**
4. **Desert to Garden**
5. **To the Ends of the Earth**
6. **Dialogue and Encounter**

The Four Lenses
Each branch is explored through four "lenses" that guide the learning process:

- **Hear**
  (or Word): Focuses on understanding sacred texts.
- **Believe**
  (or Creed): Explores the foundational beliefs that stem from the Scriptures.
- **Celebrate**
  (or Liturgy): Examines how these beliefs are expressed through celebration and worship.
- **Live**
  (or Life): Deals with the impact of faith on how Christians live their lives and their commitment to Catholic Social Teaching.

Ways of Knowing
Beyond the lenses and branches, pupils also engage with the curriculum through three "ways of knowing":

- **Understand:** To deeply comprehend sacred texts, beliefs, and rites.
- **Discern:** To judge wisely and form justified conclusions about what is true and good.
- **Respond:** To reflect personally and consider the implications of faith for their actions and lives.

Inclusion and Equality
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.

Other Religions
Other religions are taught from EYFS to Year 6 following the RED, To Know You More Clearly, specifically when studying the branch, **Dialogue** and **Encounter**. This branch is specifically designed to help pupils learn respectfully and reflectively about other faiths and non-religious worldviews. This includes: Other Christian denominations, Judaism, Islam, Dharmic religions and other worldviews (including non-religious).

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops' Conference.
- Each teacher keeps a record of assessed work and records of pupils' progress on cover sheets at the start of each unit.

- Monitoring of teaching and learning occurs termly to ensure consistently high standards across school.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Progress and achievement in Religious Education is reported to Governors at the end of each academic year.

Equal opportunities
All pupils will have equal access to the RE curriculum.
Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

Management of the Subject
Mr McInerney, RE Coordinator, with the support of Head Teacher, Karen Dobson has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Policy Monitoring and Review
This policy will be monitored, evaluated and reviewed by the RE Coordinators and updated every year.

Approved by Chair of Governors 

Approved Date: July 2026 Review Date: July 2028