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**ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL  
RELIGIOUS EDUCATION POLICY**

<b>Date of Approval</b>	<b>June 2023</b>
<b>Date of Next Review</b>	<b>June 2024</b>
<b>Review led by</b>	<b>Head Teacher/RE leader</b>
<b>Approved by</b>	<b>Policy Committee</b>
<b>This Policy should be read in conjunction with the following documents</b>	<b>Collective Worship Policy Behaviour Policy Marking and Feedback Policy RSHE Policy</b>
<b>Notes</b>	<b>One year review to reflect changes of the introduction of the new Religious Education Directory</b>



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**School Mission Statement**

**Our Mission statement demonstrates our commitment to inclusion at English Martyrs school:**

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**To accept each individual as they are and to enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding**

***'A Learning Community in Christ'***

## Mission Statement

Our Mission Statement at English Martyrs Catholic Primary is “To accept each individual as they are and enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, understanding and happiness.”

Our teaching, assessment and monitoring of Religious Education, as set out within this policy, is central to achieving our Mission Statement and fulfilling our purpose as a Catholic school.

## 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.’<sup>1</sup>*
- 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.’<sup>2</sup>*
- 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.<sup>3</sup> 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.”<sup>4</sup>*
- The outcome of Classroom Religious Education is:  
*“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.”<sup>5</sup>*

## The Aims of Religious Education, as stated in the RE Curriculum Directory, are:

- 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;

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<sup>1</sup> Religious Education in Catholic Schools, Bishops’ Conference of England and Wales, 2000, para 4

<sup>2</sup> *ibid.*

<sup>3</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.3

<sup>4</sup> Religious Education in Catholic Schools, Bishops’ Conference of England and Wales, 2000, para 7

<sup>5</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.6

- 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.<sup>6</sup>

### 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 aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the ‘Come and See’ programme is being used as recommended by the Diocese for particular year groups.

For other year groups where the new Religious Education Directory is being phased in, the programme of study has four structural elements: knowledge lens, ways of knowing, expected outcomes and curriculum branches.<sup>7</sup>

### Process

Where the ‘Come and See’ programme is being used, Religious Education is taught through the process of *Explore, Reveal, Respond*. This follows the pattern of: the human **search** for meaning, God’s initiative in **Revelation** and the **response** in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory. As the Directory states:

*‘Teaching in Religious Education ....should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.’<sup>6</sup>*

Where the new Religious Education Directory is being used, ‘knowledge lenses’ divide the content of the programme of study into four systematic sub-sections for the study of Catholicism and an additional two lenses for the study of religions and worldviews. These knowledge lenses are: hear, believe, celebrate and live (for the study of the Catholic Religion) and: dialogue and encounter (for the study of other religions and worldviews).

In the new Religious Education Directory, the children’s learning is sequenced through six ‘curriculum branches’ that correspond to the six half-terms of the year. The six curriculum branches are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the Earth, and dialogue and encounter.

These branches are revisited in each year of the school, which enables children to come to a deeper understanding of its significance for Catholic belief and practice, which allows children to make links between the four knowledge lenses.

### Methodology

RE is taught in every class with consideration of the needs and abilities of each child. The age, stage of development and the child’s own faith journey are taken into account. A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils. Teachers create a climate that stimulates thinking and celebrates achievement by, for example:

- Posing open ended questions that challenge pupils
- Responding to pupils’ answers in a way that extended thinking
- Providing opportunities for independent and collaborative working
- Providing a wide range of resources to support and enrich learning
- Deploying Teaching Assistants to support and enhance learning
- Giving pupils opportunities to demonstrate their learning in a variety of ways
- Continuing to be learners themselves.

### Inclusion and Equality

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

<sup>6</sup> Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.6

<sup>7</sup> We are currently preparing for the introduction of the new Religious Education Curriculum Directory – ‘To know You more clearly’ – from 2025. As part of this preparation, the new RED is being phased in to EY (2022-23) and then also Year 1 & 6 (2023-24).

The governing body have wider responsibilities under the Equalities Act of 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.

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

Parents have the right of withdrawal from RE for their children. The school will refer to the CES document 'Guidance on the right of withdrawal from religious education and / or collective worship' in the event of such a request being received.

### **Other World Faiths**

Where year groups are following the 'Come and See' programme, two other religions are taught. These are Judaism, which is usually taught in the Autumn Term, and Islam, which is taught either in the Spring or Summer Term. At least one week's teaching and learning time per year is given to each.

Where year groups are studying the new Religious Education Directory, other faiths are studied within the 'Encounter' curriculum branch, which takes place in the Summer term. For children in Early Years and Key Stage 1, there is a focus on Judaism and also developing respect for the beliefs of people from different communities. As the children move into lower Key Stage 2 they build on their knowledge of Judaism and learn about the importance of Islamic beliefs and theology to the life of British Muslims. In Upper Key Stage 2 children continue to develop their understanding of Judaism and learn about Dharmic beliefs, practices and ways of life.

### **Assessment, Monitoring, Recording and Reporting**

- Assessment of standards is carried out using the interim standards for primary education (introduced Autumn 2018).
- Teachers assess children against the interim standards for primary education and learning is tracked for each topic and saved on the school server.
- Work in RE is marked according to the school policy using the "Pink and Green" system and using marking codes.
- An in-house moderation session is held every term (usually looking at 3 children's books with a range of ability)
- Moderation evidence is kept by the RE Subject Leader.
- Monitoring of teaching and learning is carried out by the RE Subject leader and SLT. Evidence may be gathered in a variety of ways including: lesson observations, work scrutiny, pupil interviews /questionnaires, analysis of assessment data, learning walks, book scrutiny etc
- Progress and achievement in Religious Education for children in Years 1 - 6 is reported to parents/carers in writing at the end of the academic year at English Martyrs. There is also the opportunity for parents' consultation evening each term, where parents may discuss their child's achievement and progress in RE.
- Progress and achievement in Religious Education is reported to Governors via the Headteacher's report and through liaison between the RE Subject Leader and RE Link Governor.

### **Liaison with Parents**

Teachers also send out a curriculum map at the start of the half term which includes information about the RE teaching. Information about Masses and liturgies is included in the newsletters. Evidence of opportunities and achievements in RE learning are publicised through the newsletter and on the school Facebook page, such as photos of visits to church or from the Parish Priests. We use an app called 'Marvellous Me' where parents receive messages updating them on their children's achievements, including in RE learning. Each half term, there is an 'open learning' afternoon, where parents have the opportunity to visit the classroom and share their child's learning in their books.

### **Sacramental Preparation**

Preparation for the Sacraments of the Eucharist and Reconciliation is a Parish-based programme. It usually takes place when the children are in Year 3, though other children in KS2 may also participate.

### **Management of the Subject**

The Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education. The quality of Religious Education will be monitored by:

- The subject leader monitoring that 10% of curriculum time is being allocated to RE teaching
- The Head and the subject lead checking medium-term planning
- Classroom observations by the subject leader and Head
- The subject leader monitoring pupils' RE books
- Agreement trials to moderate assessment at Deanery level (where possible)
- Discussions with teachers at pupil progress meetings
- Gathering pupil voice about how pupils feel about their learning in RE and the impact that this is having on them

### **Policy Monitoring and Review**

The RE Subject leader, the RE link Governor and the Policy Committee are responsible for monitoring and review. This policy will be monitored, evaluated and reviewed by staff and Governors every 2 years.

## APPENDIX 1

### Role of the RE Subject Lead(s)

(adapted from the Diocese of Arundel and Brighton 'RE co-ordinator monitoring pack, April 2016)

#### **Catholic Life of the School**

- Along with the Head teacher, to ensure that the school mission statement is rooted in Gospel values and the teaching of the Catholic Church and is embedded in all school policies.
- To ensure the provision for the Catholic Life of the school is given the highest priority where the development and sustenance of an authentic Catholic ethos is actively sought.
- To have a thorough understanding of the Church's liturgical year, its seasons, rites and symbols.

#### **Collective Worship and Prayer Life of the School**

- To be highly visible as a leader of collective worship within the school and be a model of outstanding practice for staff and pupils.
- To promote a community where prayer has a profound and visible effect on the development of all pupils and staff irrespective of ability or faith background.
- To regularly seek the views of pupils, staff and parents/carers regarding the quality and significance of collective worship and respond to the findings in a thorough way.

#### **Religious Education**

- To be responsible to the Governing Body, Head teacher and all colleagues for the monitoring of planning, teaching and assessment of religious education based on the development of the children at each stage in their learning.
- To liaise with the Diocesan RE Adviser and maintain links with other RE leads within the Deanery group; inform the Governors, Head teacher and colleagues of current standards and developments within religious education.
- To ensure monitoring is time-tabled in order to support staff and raise pupil progress and attainment and include classroom observations, work scrutiny and collective worship observations in line with school practice.
- To work with the Head teacher and all colleagues, to undertake a regular audit/review of religious education in line with the school improvement/development plan.
- To manage a budget and ensure resources are available to support the teaching and learning of religious education, including other faiths.
- To organise school based INSET, when appropriate, to continue and support the professional development of all staff for religious education.
- To advise individual colleagues and induct new members of staff as required on the Religious Education Directory 'To Know You More Clearly' and, for the year groups where this is still being followed, the Religious Education Programme, '**Come & See**'. Give advice and support on creative and innovative teaching methods and assessment processes to ensure all groups of pupils achieve and enjoy their learning in religious education.
- To ensure in-school moderation for religious education is in line with other core subjects.
- To ensure that cross-curricular links such as literacy skills, multi-cultural issues, equal opportunity, the use of Information Technology and RSHE are reflected in religious education.
- In consultation with the Head teacher, to communicate the programmes of study with parents/carers, governors and the parish community.

- To ensure any updates or new initiatives associated with religious education are communicated to staff, parents/carers, governors and the parish community.
- To liaise with other primary colleagues and carry out cross-school moderation where possible. Liaise with secondary colleagues when possible.