

**St Joseph's RC Primary School**  
**Religious Education Policy**  
*God wants me to be the best me I can be*



**Our Mission Statement**

**Jesus is the centre of Our Lives**

Through his teaching we aim to value ourselves and each other  
as unique and precious individuals created by God.

We encourage and develop love and respect for each other and  
for our world.

We strive to promote and deepen our Catholic faith through  
prayer, work and play.

We aim to foster a loving, caring environment in which each  
child can freely learn and develop to their full potential.

**School Prayer**

Jesus is the Centre of Our Lives

We care and share

We forgive and forget

We live and learn

We love and respect

**Philosophy**

Religious Education in our school is at the centre of everything we do, it develops the whole child, by encouraging spiritual and religious development and developing the ability to reflect and make judgements. At St Joseph's RC Primary School Religious Education offers us the living experience of faith through our distinctive Catholic nature.

**Aims**

- To foster the spiritual development of our children by experiencing the love of God and leading them to a greater understanding of our faith through worship, witness and work.
- To develop, in each child, a sense of responsibility, self-confidence, self-respect, the habits of self-discipline and acceptable behaviour, including respect and sensitivity for other people's way of life. This will hopefully prepare each child for his/her life in a multi-ethnic society.
- To provide a broad, balanced, relevant, differentiated, progressive curriculum that meets the individual needs and abilities of each child in conjunction with developing lively, enquiring and creative minds that promotes academic achievement and excellence.
- To recognise parents as the first educators of their children and to value them as partners in promoting their children's education.
- To work together with the parish, the local and wider community, through active participation and fund raising projects.

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- To view the work of a school as a continuum which extends into other schools and Secondary Education, so that each child is equipped to become a caring, tolerant, respectful and responsible citizen in our society.
- To promote a community where Roman Catholic values are active, communicated and practiced

**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.'

Religious Education is a core subject in the Catholic school.

For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.

Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of 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.

**The Aims of Religious Education**

To present a comprehensive content which engages pupils and 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.

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

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Programme of Study:

To fulfil the above aims and to address in school we follow lighting the path resources in EYFS and KS1, this is recommended by the diocese. In KS2 we follow the branches set out by the diocese with reference to the come and see planning. The new lighting the path is soon to be implanted in KS2.

### **Process**

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.'

### **Methodology**

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

### **Inclusion and Equality**

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

### **Other Religions**

Other religions are covered throughout the year and are planned progressively within the curriculum overview. This is in order to give children the understanding of other religions. Children are given the opportunities to make links between these other religions and discuss how other faiths worship their Gods (see curriculum overview).

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

Assessment of standards is carried out using the Age-Related Standards in Religious Education (3-19) interim document agreed by Bishops' Conference.

Front covers for each topic are used, these have an overarching question and are used to check in and check out at the beginning and end of the topics.

Each teacher keeps a class record of assessed work and records of pupils' progress.

An in-house moderation of pupils' books is held every term. In addition to cluster moderations yearly.

Monitoring of teaching and learning is observed through learning walks and pupil book study. This ensures the triangulation of the subject.

Progress and achievement is recorded and tracked using the RE assessment grids.

Progress and achievement in Religious Education is reported to Governors termly and the RE Governor works closely with the RE leader to plan in joint observations and pupil book studies throughout the year.

Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

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**Management of the subject**

Georgina Howarth the RE Lead has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

**Policy Review**

This policy will be monitored, evaluated and reviewed by Georgina Howarth and updated every two years.

Policy reviewed and updated: Autumn 2025

Date of next review: Autumn 2027

**Appendix 1**

**The Role of the RE Lead**

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, learning walks, 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 RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.

To attend appropriate 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 implement the change to the interim Age-Related Standards in Religious Education (3-19) and support staff during the transition period.

To facilitate in-house moderation of pupils' books every term.

To attend Diocesan moderation meetings with the required pupil books.

In consultation with the Headteacher to communicate with parents, governors and the parish community regarding issues relating to Religious Education.

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 SLT to complete the DSEF document.

To keep up to date with changes to the Religious Education Curriculum Directory.