



# Religious Education Policy

## Autumn 2024

<b>AIMS</b>	<p>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. In view of these outcomes, the aims of religious education are:</p> <ol style="list-style-type: none"><li>1. 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;</li><li>2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;</li><li>3. to present an authentic vision of the Church’s moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;</li><li>4. 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;</li><li>5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;</li><li>6. to stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;</li><li>7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.</li></ol>
<b>APPROACH</b>	<p>Religious Education is the core of the core curriculum and is to be the source and summit of the whole curriculum.</p> <p>Religious Education is an academic discipline with the same systematic demands and rigour as other disciplines.</p> <p>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.</p> <p><i>“The outcome of Religious Education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life.”</i></p> <p><i>[Religious Education Directory - To know You more clearly 2023]</i></p>

	<p>In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. In Years 1-6 this is 2.5 hours of the weekly timetable taught in 2 lessons per week. This does <b><u>not</u></b> include Celebration of the Word.</p> <p>From September 2025, a new RE curriculum will be implemented across all classes. <i>The Religious Education Directory - To know You more clearly</i>, sets out the new curriculum following a pattern where children hear, believe, celebrate and live out the Gospel. Over the next two years, there will be a transitional phase where we move from the old to the new curriculum.</p> <p>From September 2024, we will begin teaching the new Curriculum in Year 1, Year 2, Year 3 and Year 4. To support teaching this new curriculum teachers will use a resource called, <i>The Vine and The Branches</i>, supplemented with other resources. The pupils in EYFS, Y5 and Y6 will continue to follow <i>The Way the Truth and the Life during 24-25</i>.</p>
<p><b>CONTENT AND RESOURCES</b></p>	<p>The programme of study for Religious Education in Catholic schools presented in the directory has a framework with four structural elements: knowledge lenses, ways of knowing, expected outcomes, curriculum branches. Knowledge lenses 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 subsections 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). Ways of knowing set 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.</p> <p>The three ways of knowing are: <b>understand, discern, and respond</b>. They are represented in the programme of study by icons: head (understand), heart (discern), and hands (respond). Expected outcomes 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.</p> <p><b>Curriculum branches</b> are the way the programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches that</p>

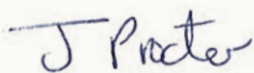
	<p>correspond to the six half-terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning. As they revisit each branch in each year of school they come to a deeper understanding 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 curriculum branches are: <b>Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the ends of the Earth, and Dialogue and Encounter.</b></p>
<b>OTHER FAITHS</b>	<p>In addition to understanding what the Church teaches about its relationship to other faiths, religions, and worldviews, pupils are also expected to engage in a discrete study of other faiths, religions, and worldviews.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Other Christian denominations</li> <li>• Judaism</li> <li>• Islam</li> <li>• Dharmic religions and pathways</li> <li>• Other religions and worldviews, including non-religious worldviews.</li> </ul>
<b>ACCESSIBILITY AND SEND</b>	<p>Teachers will be responsible for planning and delivery of the Religious Education programme taking into account additional educational needs in accordance with the school SEN policy.</p>
<b>EYFS</b>	<p>For the Year 24-25, EYFS will continue to follow The Way, The Truth and The Life. Staff will attend training on implementing The Vines and The Branches within the Early Years ready to start using it in September 2025.</p> <p>The new curriculum for the Early Years follows each branch as outlined in the Religious Education document and provides the adaptation of the statutory framework to suit Early Years planning, teaching, and learning. It provides Religious Education within the Early Years <b>areas of learning</b> as a bespoke foundation for secure grounding for Key Stage 1 and beyond.</p> <p>Effective teaching and learning for Religious Education activities will involve playing, exploring, active learning, creating, thinking critically. Educational programmes or schemes of work will contain <b>wonder and awe</b>.</p> <p>Children will be enabled to SEE-JUDGE-ACT. Early Years children will use the same process by using age-appropriate language.</p>

	<p>The Religious Educational Early Learning Goals are guided by the Statutory Framework 2021. This is to ensure the aim of including religious education where appropriate is at the heart of learning.</p>
<b>WITHDRAWAL</b>	<p>It is important to remember that, whilst parents and carers of children in maintained schools may lawfully withdraw their children from religious education, a school designated as Catholic is entitled, and indeed required, to provide education in accordance with the religious tenets of the Catholic faith. As such, Catholic schools will have a legitimate expectation that pupils from other faiths and none who have chosen to attend a Catholic school will be respectful of the way in which religious education is taught.</p>
<b>TIME ALLOCATION</b>	<p>2.5 hours per week</p>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Teachers will make an overall judgement based on the children's work and discussion from each topic. Highlighted I cans will be used to inform this judgement.</li> <li>Each teacher records teacher judgements on INSIGHT termly.</li> <li>Meetings are held to moderate standards.</li> <li>We only formally assess the 'understand' and 'discern' element of RE whilst ensuring we still provide opportunities for 'respond'.</li> <li>Assessment of a child's understanding in Religious Education must consider what they can convey orally and not just what they can record through writing. Teacher annotations are vital when assessing children's discussion of religious ideas when they are unable to record them for themselves.</li> <li>Progress and achievement in Religious Education is reported to parents/carers in a written report each term. They will be given a grade for effort and a grade for their knowledge and understanding.</li> </ul> <p><b>Assessment in EYFS</b></p> <ul style="list-style-type: none"> <li>At the end of the academic year, children are assessed using the RELG Religious Education Learning Goals.</li> <li>This policy will be reviewed on a bi-annual basis by the RE subject leader and SLT. The subject leader will monitor teaching and learning ensuring that the content of the Religious Education Directory and requirements of the Diocese are met. The RE link governor of the governing body is briefed to oversee the teaching of RE, and meets</li> </ul>

**MONITORING  
AND REVIEW**

termly with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.

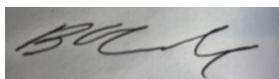
Signed by: \_\_\_\_\_



Headteacher

Date: 14/11/2024

Signed by: \_\_\_\_\_



Chair of governors

Date: 14/11/2024