



St Agatha's Catholic Primary School

Policy	Religious Education Policy
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Introduction

The aim of Religious Education, at St Agatha's School, is to situate Christ at the centre of all that we do. Jesus Christ is the absolute revelation of God. Through the Holy Spirit each of us, in the Communion of Christ's Church, has the means to know and to love God, our Father, by knowing and loving his Son, Jesus Christ.

"This is why religious education in our school must be as rigorous as any other academic discipline: but it cannot, as it were, stop at the point of academic rigour. It is the working of the Holy Spirit that transforms knowledge into love; that moment of 'conversion' when the person encounters the risen Jesus as their Lord and Saviour. And this process, of course, has no limits in terms of the intellectual ability (or otherwise) of the individual student. One of the most beautiful aspects of personal faith is its capacity to bring together persons of all abilities." (from a homily given by Monsignor Matthew Dickens NBRIA Conference, April 2019)

Within the curriculum, classroom Religious Education's main purpose is to engage pupils in a systematic study of the mystery of Christ which we believe holds the fullness of the truth that God has revealed. It will also provide the basis for an openness to the 'seeds of the Word' that are to be found in other religions (cf Redemptionis Missio 56, Nostra Aetate 2).

Conference of Catholic Bishops of England and Wales (CCBEW) Requirements

The Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales (RECD) clearly states, the Bishops' Conference expectation that 10% of taught curriculum time is given to the teaching of Religious Education in each academic year from EYFS through to Yr6. This time allocation does not include collective worship, assemblies or hymn practice.

Legal requirements

The law, School Standards and Framework Act 1998, requires all maintained schools:

- provide Religious Education for all pupils including those in the sixth form;
- recognise and respect that parents have the legal right to withdraw their children from Religious Education and Collective Worship.

In addition:

- Foundation governors in voluntary aided Catholic schools have a statutory responsibility to preserve and develop the religious character of their schools;
- Governors in Catholic academies give a written commitment to do the same.

Leadership of Religious Education

The governors and headteacher are responsible for ensuring that Religious Education has a high profile, and is taught as a core subject, within the curriculum at St Agatha's school.

St Agatha's School will ensure:

- That there is a named person who is responsible for leading curriculum Religious Education.
- That the postholder is a practising Catholic.
- As the post of leader of Religious Education is a reserved post, the Education Commission will be invited to exercise advisory rights on behalf of the Archbishop in the appointment

process.

- St Agatha's School will appoint a practising Catholic to the post, informing the Education Commission of the name of the postholder.
- The leader of curriculum Religious Education will have parity in status and remuneration with the leaders of other core curriculum subjects within the school.
- The Religious Education curriculum will be well resourced, both in regard to content and the continuing professional development of those teaching the subject.
- There will be regular and comprehensive monitoring of Religious Education curriculum which clearly demonstrates the impact the subject has on the school.

Religious Education Curriculum

St Agatha's programmes of study will comply with the expectations of the RECD, and subsequent versions.

St Agatha's School currently uses *The Way the Truth and the Life*, a book-based resource published by CTS.

Sacramental preparation and the Catholic School

It is diocesan policy that sacramental preparation takes place in the parish. St Agatha's School liaises closely with the local parishes in order to ensure appropriate support and connections between parish sacramental preparation and school Religious Education programmes.

Teaching of Other Religions:

- the RECD contains an expectation that Catholic schools should teach about other religions in all phases from Early Years Foundation through to year 6;
- it is expected that pupils at St Agatha's School learn about and from other faith traditions as this will help to prepare them for living as full members of our diverse society.

The Diocesan expectation is that other religions are to be taught for the equivalent of 2 weeks of Religious Education lessons, in each academic year

Planning, assessment and recording of Religious Education:

The Catholic Education Service (CES) and the National Board of Religious Inspectors and Advisers (NBRIA) regularly publish and update documents containing the age-related standard for Religious Education.

In addition, the Education Commission produces support documents for the assessment of Religious Education. It is expected that the processes for monitoring pupil progress has the same rigour as those for the other core subjects.

Religious Education Curriculum Content

The Way, The Truth and The Life:

Syllabus

Foundation Stage (FS) & Key Stage 1 syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	F1 God's World	F2 God's Family	F3 Getting to know Jesus	F4 Sorrow and Joy	F5 New Life	F6 Church
Year 1	1.1 God's Great Plan	1.2 Mary our Mother	1.3 Families and Celebrations	1.4 Following Jesus	1.5 Resurrection	1.6 Miracles
Year 2	2.1 Chosen People	2.2 Mysteries	2.3 The Good News	2.4 The Mass	2.5 Eastertide	2.6 The Church is Born

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	3.1 The Christian Family	3.2 Mary Our Mother	3.3 Sacrament of Reconciliation	3.4 Celebrating the Mass	3.5 Celebrating Easter/Pentecost	3.6 Being a Christian
Year 4	4.1 The Bible	4.2 Trust in God	4.3 Jesus the Teacher	4.4. Jesus the Saviour	4.5 The Early Christians	4.6 The Church
Year 5	5.1 Creation	5.2 God's Covenants	5.3 Inspirational People	5.4 Reconciliation	5.5 Life in the Risen Jesus	5.6 Other Faiths
Year 6	6.1 The Kingdom of God	6.2 Justice	6.3 Exploring the Mass	6.4 Jesus the Messiah	6.5 Transforming Spirit	6.6 Called to Serve

Other faiths are studied once a year.

YEAR GROUP	OTHER FAITH
1	Judaism
2	Islam
3	Sikhism
4	Hinduism
5	Judaism/Islam
6	Buddhism

The syllabus incorporates the requirements to learn about the Catholic faith and learn from the Catholic faith. These are set out in the form of specific key learning objectives for each module.

There are four elements covered throughout the syllabus:

REVELATION – *God is always the initiator in the history of our creating and redemption; it is His revealing of himself that makes classroom religious education possible. To begin with Revelation ensures that we respect the revealed nature of Christian faith.*

CHURCH – *we consider how Revelation gives life to the Church. The Church is, at one and the same time, the bearer of God's Revelation, enlivened by the Holy Spirit who fills the Church.*

CELEBRATION – *the liturgical and sacramental life of the Church*

LIFE IN CHRIST – *the moral life and the pursuit of holiness*

Archbishop Vincent Nichols

We will use the Liturgical Year as a framework in which these elements will be taught, experienced, explored and celebrated.

Teaching Religious Education

Although the aims and objectives are clearly laid down in the Curriculum Directory and programme of work; the delivery of content can be approached in a variety of ways. Class teachers aim to teach through a variety of strategies, including using cross-curricular skills and discrete lessons e.g. Science, Computing, English, Art and Drama. The balanced outcome of developing skills, understanding, knowledge and attitudes in a Catholic School may be developed across the curriculum. Developing our faith is not confined to RE lessons.

Children are able to express themselves through poetry, drama, empathy, role play, writing newspaper reports, letter writing, conducting interviews, singing, composing, art, worship, as well as charity fundraising and ways of supporting the local community.

Differentiation

" a Catholic school should seek to plan a curriculum, which embraces the needs of pupils of all abilities. The curriculum should be planned as an enabling framework in which all pupils have the opportunity to develop their potential to the full within all areas of experience and, especially, the spiritual."

Evaluating 'The Distinctive Nature of a Catholic School'

CES: 1994

The following key principles come from 'Differentiation: A Catholic Perspective' published by the Catholic Education Service (CES).

Every learner:

- ◆ has a divine origin and is a unique individual;
- ◆ is gifted by the Holy Spirit;
- ◆ has the right to be included fully in the life of the Church community;
- ◆ has the right to an education and have potential identified and developed;
- ◆ has the right to be regarded as having equal value and worth;
- ◆ has the right to a broad, balanced, relevant and differentiated curriculum;
- ◆ has a right to a genuine access to the whole curriculum;
- ◆ has the right to be challenged by and to achieve in the learning situation;
- ◆ has the right to share with and learn from others.

Planning a differentiated approach so that all children have access to the whole curriculum and providing effective learning opportunities for all children of all abilities necessitates a flexible approach by teachers including:

- ◆ using a variety of teaching styles to meet children's differing learning styles;
- ◆ employing a variety of resources;
- ◆ organising available time to suit both the child and the curriculum;
- ◆ gaining an understanding of children's previous learning experiences;
- ◆ identifying individual strengths;
- ◆ making use of appropriate assessment procedures;
- ◆ establishing a structured record keeping system;

- ◆ putting in place monitoring procedures to determine individual progress;
- ◆ planning future lessons on the basis of knowledge of individual learners;

In Catholic schools this goes beyond consideration of academic achievement: for example, parents, chaplains, parish priests and others can contribute to the understanding of the child as unique and gifted by the Holy Spirit. During more formal work, sessions will be differentiated as appropriate according to task or outcome. Children with SEND are given adequate access to the RE curriculum which is suitably adapted to meet their needs.

Related policies:

Marking and feedback

Assessment

Inclusion

Home Learning

Pastoral Care (includes behaviour, anti-bullying and racism).

Relationships and Sex Education (RSE)