



## Religious Education Policy

### **Aims**

Religious Education at St Mary's R.C. Primary School is based on the Gospel values and teachings of the Catholic Church. We aim to develop a strong awareness of the spiritual dimensions of life amongst our pupils and to equip them with Christian and most importantly Catholic values which will guide them throughout their lives.

### **We aim to:**

- to support the Mission Statement of the school in communicating an understanding of the redeeming love of Jesus Christ, underpinning the ethos of the school to be 'Happy, living and learning in God's friendship'.
- to help develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture, the examination of religious language and symbolism, along with their shared human experience;
- with emphasis on Roman Catholic beliefs and practices, to know the place significance of Christianity and other world religions in the contemporary world, in the surrounding wider and local communities, and within the Parish;
- to deliver Religious Education through the Salford Diocesan approved RE syllabus for Key Stage 2 and 'Lighting the Path' for Key Stage 1 and EYFS. This is in line with the new RE Directory guidance and other resources as appropriate;
- to help pupils develop a personal relationship with Jesus, and to experience the Good news of the Gospel.
- to enable the pupils to grow in their awareness of what it means to be a member of the church family;
- to encourage our pupils to reflect on their lives and on society in the light of the Gospel;
- to support the parents and the parish in creating a Christian Catholic community built on the experience of liturgy and prayer;
- to develop in our pupils a sense of social justice;
- to increase pupils' knowledge, awareness and respect of other religious traditions and cultures;
- to create a warm and welcoming atmosphere where love, politeness and respect are shown to all;
- to develop in children through study of Scripture, an understanding of Gospel values as taught by Jesus.

### **Teaching and Learning of Religious Education**

- To deliver high quality teaching and learning of curriculum Religious Education for at least 10% of curriculum time each week.

Teachers deploy a variety of techniques to enable children to learn and to assess their progress. Whole class teaching, group work and when necessary individual teaching takes place. Teachers also communicate religious teaching by their everyday witness, based on their own faith commitment.

- Planning of RE lessons to cover over a term substantial reflective time (with Prayer and Liturgy and dedicated SMSC/RHE session times) to enable children to achieve AT2 of the syllabus
- All Year Groups will be taught additionally elements of the CARITAS programme which aims to embed and bring to the forefront the Social Teachings of the Church.
- Each class to ensure a Curriculum Religion display/working wall is exhibited in class demonstrating understanding and celebrating children's work and in addition to the classroom prayer focus.
- To take opportunity to implement implicit and unplanned Religious Education as and when the opportunities arise, through leading by example and upholding Gospel values and the Social Teachings of the Church.

We recognise the fact that all classes in our school have children of widely differing abilities and faiths, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks, which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Providing resources of different complexity, adapted to support the work of individuals or groups of children.

Provision for children with Special Educational Needs is made where appropriate through differentiated work to accommodate the wide range of abilities within each class. It is also recognised that Religious Education has a unique role to play in the building of individual pupils' self-esteem, that through role-play, drama and art work and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

### **Assessment**

Teachers are responsible for their own record keeping and assessment. We assess children's work in Religious Education by making informal judgments as we observe them during lessons and through written tasks. Teachers attempt to elicit a personal response from children, so that knowledge of God will help them to understand themselves and the consequences of their actions. We mark a piece of work once it has been completed and provide feedback as outlined in the school's Marking and Feedback Policy. Children's progress informs future planning. Children's progress is reported to parents three times a year at Parents' Evenings and in an end of year report.

Teachers record formal RE assessment once a term via our Assessment tracker – Insight. The RE leader/SLT are responsible for analysis and next steps.

The purpose of assessment, recording and reporting in RE is to ensure reflective learning, to celebrate growth and achievement and enable further progress.

We recognise that assessment recording and reporting are a natural part of teaching and integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils, and the involvement of others as appropriate. They are the responsibility of all teachers.

We believe that assessment is at the heart of good teaching and that our approach to the assessment recording and reporting of Religious Education will be broad in character and will recognise the innate dignity and worth of each individual.

Assessment is carried out in a variety of styles by the class teacher, through discussion, questioning, observation, art work, drama and dance, marking written work and providing feedback, testing and achieving targets throughout both key stages and the foundation stage.

Assessment can be made via strategies such as:

- Check out for each unit of work
- Children's recorded work and marking
- Class Teacher observations of children during role play, carpet time etc
- Children's own speaking and listening contributions
- Pupils' self-assessments

The process of assessing and recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and for parents and inspectors.

### **Recording and Evidencing**

All Key Stages to ensure that a minimum **10% of curriculum time** is evidenced and that **progression** is demonstrated in their written work and through working walls and pupil/ teacher discussion. EYFS will share their learning experiences through faith journals and and RE floor book and photographs.

### **Monitoring and Feedback**

Led by the RE Leader and Senior Leadership Team will consist of:

- Annual review of the RE Curriculum Policy/ Prayer and Liturgy policy
- Work Scrutiny and learning walks( focus on RE lessons and Prayer and Liturgy sessions)
- Monitoring and modelling of classroom and communal curriculum displays
- Parents, staff and pupil voice to be carried out on a regular basis
- Scrutiny will be carried out alongside English and Writing/ Science books to ensure the standard of work in Religious Education is of the same high standard as in every other subject

### **The Role of the Leader**

Should aim to:

- To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
- To advise and encourage the staff in planning and revising and to keep them abreast of new developments through INSET activities, both in-house, Trust wide and Diocesan run courses.
- To keep personally up to date with current issues through INSET opportunities.
- To monitor and maintain resources.
- To liaise with the Headteacher, Leadership Team . Governing body and Local Parish and Community
- To advise the Head Teacher on developments needed to improve the attainments of the pupils in Religious Education.
- Support staff in their delivery of the syllabus in line with the RED by:
  - Modelling good practice
  - Monitor the quality of teaching and learning through learning walks and Work Scrutiny
  - Provide information and making information available to all
  - Monitoring resources
  - Organising and supporting INSET
  - Collate evidence of engagement in the Faith Community

### **Reporting and Feedback**

- For pupils - in line with the Marking and Feedback Policy
- For Parents – Parent – Teacher meetings, Children’s Individual Records/reports, school displays, Stay and Pray, weekly celebration assemblies, photographs and musical presentations, books, newsletter
- For Governors – Headteacher’s report to Governors, Written progress reports on areas of CSED, children’s Individual Records, school displays, celebration of the word, assemblies, photographs and visits to school

### **Prayer Focus in the classroom and our school**

These are set up in each classroom and are changed regularly to reflect changing topics and the liturgical calendar. The children may be involved in the design and content of the class prayer focus and are encouraged to make use of it throughout the day. Prayer Baskets are in every class and are visible to all children to come and use. The school motto of ‘Happy, living and learning in God’s friendship’ is clearly displayed in all classrooms. Children are given opportunities to take home prayer packs and to share this with their class, teachers and community.

Useful items for an attractive display include:

- Coloured fabric in accordance with the Church colours for the Liturgical year
- Pictures
- Statues
- Photographs
- Scripture
- Candles
- Book Stands
- Bibles/Stories about God & Jesus
- Class prayer books/boxes for intentions etc.
- Faith Journals are on the prayer focus

### **Other Faiths**

In line with St Mary's Curriculum all children have access to a broad and enriched thematic curriculum, which explores other faiths and cultures. We aim to embrace every opportunity to promote an understanding and mutual respect for all other world faiths. These are taught formally during the summer term alongside dedicated days throughout the year.

### **Faith Community.**

We aim to raise the awareness of the needs of others as well as provide support, enrich the curriculum, and broaden the experiences of our children. This is ongoing through:

- Support for a range of Caritas and local charities
- Community and Liturgical Year assemblies to which all members of our Faith Community are invited
- Celebration of special masses at School – such as beginning/end of school year, Holy days of Obligation.

**Celebration of the Word** – separate policy

### **Sacramental Preparation**

- Our links with St Mary's Parish are strengthened by our close relationship with our Parish priest. School and Church plan and organise the Sacramental Programme with support from school, parents and the Parish community.
- The children in Year Three receive the Sacrament of Reconciliation and First Holy Communion currently.

This policy has been reviewed and agreed by the full governing body in September 2025 and will be reviewed as a minimum (by September 2026)

Signed: Chair of Governors \_\_\_\_\_  
Date 16<sup>th</sup> September 2025 \_\_\_\_\_

Head teacher \_\_\_\_\_  
Date 1<sup>st</sup> September 2025 \_\_\_\_\_