

RE POLICY

Adopted by the Governing Body
at its meeting on:

1st February 2024

A handwritten signature in black ink, appearing to read 'Grace Lewin', is enclosed in a light grey rectangular box.

Signed:

Name: Grace Lewin
Position: Chair of Curriculum & Standards Committee
Date: 01.02.2024

Review Date: Spring 2027
Responsibility: Curriculum and Standards Committee

RELIGIOUS EDUCATION POLICY

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MISSION STATEMENT:

Growing together with Jesus in our hearts, heads and hands.

CHARISM

We promote our charism through following: Love, Wisdom, Action

Love: 'Love is patient and kind. Love is not jealous or boastful or proud or rude. It does not demand its own way. It is not irritable, and it keeps no record of being wronged. It does not rejoice about injustice but rejoices whenever the truth wins out. Love never gives up, never loses faith, is always hopeful, and endures through every circumstance.' (1 Corinthians 13:4-7)

We know God's love is perfect and is a model for how we can love. God is the only one who can love perfectly. In a relationship with God where we experience His love, we are empowered to love others the way God loves us.

Wisdom: "But the wisdom that comes from heaven is first of all pure and full of quiet gentleness. Then it is peace-loving and courteous. It allows discussion and is willing to yield to others; it is full of mercy and good deeds. It is wholehearted and straightforward and sincere" (3 James 17).

Godly wisdom is peace-loving, putting a high value on easing conflict. His wisdom is gentle and considerate, not ready to fight, but ready to serve. This wisdom is reasonable and submissive, ready to see things from another point of view and do it someone else's way. True wisdom is full of mercy and all the good things that flow from living in this manner. This wisdom is impartial, not showing the favouritism. Wisdom is sincere, with no need to fake anything to get what it wants out of other people.

Action: "Dear children, let us not love with words or speech but with actions and in truth." (1 John 18)

It is not that it is wrong to love with words, but words without "actions" or "truth" are empty and make us liars. Use words to bless others, but back up words with actions. We are called live our lives committing to the actions that genuine love dictates. This means that we should commit ourselves to the principles of Catholic Social Teaching.

CONTEXT

At St. Joseph's School, Religious Education teaches our children about their catholic faith within the context of a Catholic Faith Community which seeks to live by and foster the Gospel values as well as providing constant opportunities for the development of personal faith for all children from:

- Catholic homes (practising or not)
- Other Christian homes
- Homes of other beliefs

Here at St. Joseph's School, we recognise our role of witness to our Lord's teachings through our catholic faith. We aim to do this through:

- being role models
- by giving experiences of our Catholic sacraments and traditions
- by supporting all our school community

Our school represents one integral part of the three-fold partnership which is responsible for the children's education and faith development, alongside parents in the home and the church community in our Pastoral Area.

INTENT

Religious Education establishes an awareness of the Christian faith through Catholic worship, celebration and prayer whilst drawing connections between differing faiths as part of valuing and promoting tolerance, understanding and respect for the religious and culturally diverse world in which we now live.

We believe that the ethos of our school is of prime importance as children are sensitive to and learn from the atmosphere, ethos and attitudes within the school. Our intent is to permeate all aspects of education in our school with Gospel Values, creating a Catholic Christian community, where all educational goals are rooted in Christ and his Gospel and we are reflecting God's purpose in our undertakings.

Engage, Explore, Express

- Develop a knowledge and understanding of the mystery of God, of Jesus Christ and the Church and the central beliefs held by Catholics.
- Foster appropriate attitudes
- Educate the whole person and to find a balance between knowledge of doctrine, response to worship and personal and social development.

Our intent is that all pupils will

- ✓ Develop their faith in the light of Scripture, tradition and teachings of the church
- ✓ Be taught a rich, relevant and challenging religious curriculum with built in memorable and hands on experiences to promote deep learning.
- ✓ Be equipped with knowledge, understanding and respect for the other principle religious traditions: Sikhism, Hinduism, Islam and Judaism.
- ✓ Foster appropriate attitudes to religious commitment in everyday life showing respect for truth and the views of others and with an awareness of their own moral responsibility.
- ✓ Explore big questions in a philosophical way.
- ✓ Be actively involved with their own learning by providing shared opportunities for celebration, prayer and reflection in implicit and explicit ways.
- ✓ Explore the issues of justice, peace, racism and disadvantage in the multi-cultural society we live in, in the light of the Gospel Values.
- ✓ Experience creative and expressive religious learning through the use of Music, Art, Dance, Drama, IT and through the use of artefacts and stories
- ✓ Be provided with opportunities for extended writing to make links between their view points, Scripture knowledge and their own experiences.

- ✓ Be provided with regular opportunities to revisit and reflect to embed learning
- ✓ Opportunities to attend Mass and other community events linked to the local Church community

IMPLEMENTATION

At St. Joseph's Catholic Primary School, we believe the curriculum is both WHOLE and HOLY. Everything ultimately comes from God and the religious ethos echoes through all subjects. We recognise that every child is unique, made in the image and likeness of God, and come from a range of background and abilities and that our teaching will reflect this. We seek to support the tasks of parents who are the first educators of their children. We will help pupils to know, love and worship God as Father, Son and Holy Spirit and to know and love Jesus Christ and his Gospel.

- ✓ As a school, we center our teaching and learning on the God Matters resource as recommended by the Diocese of Portsmouth from Reception to Year 6.
- ✓ The fixed topics following a yearly cycle support staff in delivering the necessary concepts, skills and attitudes relevant to this subject whilst providing engaging lessons to help raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the requirements of the National Curriculum. It provides strong cross-curricular links and supporting material for less confident teachers.
 - Unit 1 – (Creation) up to the end of the second week of October.
 - Unit 2 – (Prayer, Saints and Feasts) up to the beginning of Advent.
 - Unit 3 – (Advent) from the first week of Advent up until Christmas.
 - Unit 4 – (Christmas) for the first two weeks after Christmas. (It can be introduced prior to the Christmas holidays.)
 - Unit 5 – (Revelation) from mid-January until early /mid February.
 - Unit 6 – (Sacraments)
 - Unit 7 – (Lent) from the beginning of Lent until the start of Holy Week.
 - Unit 8 – (Holy Week) can be taught over a two-week period, starting at the beginning of Holy Week and carrying on after Easter.
 - Unit 9 – (Easter) to be taught after Easter, for approximately four weeks.
 - Unit 10 – (Pentecost and Mission) to be taught during the remaining weeks of term.
- ✓ 10% of curriculum time is devoted to Religious Education exclusive of worship.
- ✓ Pre-knowledge and skills are retrieved and built upon at the beginning of each session and through the knowledge organisers. This embeds knowledge and skills in the pupils' long-term memory.
- ✓ A focus on Other World Faiths with visits to places of religious worship within each year group to include:
 - Year 6 Judaism
 - Year 5 Sikhism
 - Year 4 Islam
 - Year 3 Hinduism
 - Year 2 Festivals and celebrations
 - Year 1 Places of Worship
 - EYFS Signs and symbols
- ✓ Recording of children's work takes many forms, written, pictorial, wall displays, assemblies etc. Each classroom has an area as focus for prayer.

- ✓ The subject leader/ specialist teacher is accountable for their subject. They will be available to colleagues to offer advice and support if requested and attend courses which will provide up to date information.
- ✓ The subject leader has responsibilities for their curriculum resources; however, these resources are shared as required.
- ✓ Class teachers have a responsibility to support the learning that takes place with the specialist teacher.
- ✓ Class teachers will remind the children how their school and home environments are valuable resources.

Early Years

- ✓ The EYFS curriculum provides our pupils with opportunities to foster a sense of awe and wonder and explore God's creation.
- ✓ Early Years learning environments help to develop a positive self-image, made aware of acceptable behaviour and respect for others.
- ✓ Children are introduced into the prayer life of the school and the key prayers (for example, sign of the cross, Our Father, Hail Mary, morning, lunchtime and home prayers), words and rituals associated with these. A sense of reverence is encouraged from day one.
- ✓ Pupils learn religious stories through roleplay, songs, toys and poetry.
- ✓ Outdoor exploration is an important aspect – seeing God's amazing creation all around us.
- ✓ They answer 'how' and 'why' questions about their experiences and in response to religious stories or events
- ✓ Developing an awareness of the themselves, each other and the wider community through God Matters and their other faiths topic – signs and symbols
- ✓ Assessment through observation and dialogue
- ✓ Find opportunities to talk about how the school mission statement can help them in how they relate to others.

Key Stage 1 Outcomes

- ✓ Experience a rich diet of Bible stories, from both the Old and New Testaments.
- ✓ Can recognise key figures in the history of the People of God and can describe a key feature of their life or work.
- ✓ Develop a religious time line, for example, before Jesus, during the time of Jesus, after Jesus returned to Heaven.
- ✓ Able to sequence and reflect on stories heard and re-tell or re-enact them showing empathy
- ✓ Building a religious and specialist vocabulary through their study of the units
- ✓ Respond to 'I wonder' questions with increasing depth, linking to their own life experiences
- ✓ Recognise that people act in a particular way because of their beliefs, and are able to describe some of the actions and choices of believers that arise because of their belief.
- ✓ Ask questions and answer each other's questions.
- ✓ Recognise religious signs and symbols used in worship, including the celebration of the Sacraments.
- ✓ Can explain aspects of the liturgical year/colours and key festivals.
- ✓ Are taking an increasing role within class worship, including preparing the focal point/prayer area, writing prayers and taking the opportunity when offered to respond within the worship.

Key Stage 2 Outcomes

- ✓ Demonstrates a secure knowledge and understanding of:
 - a range of religious beliefs
 - those actions of believers which arise as a consequence of their beliefs.
 - the life and work of key figures in the history of the People of God
 - what it means to belong to a church community
 - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.
- ✓ Can make links between beliefs/scripture and real-life examples from the immediate community and the news.
- ✓ Can show links to Catholic Social Teaching.
- ✓ Respond to 'Big Questions' with increasing depth, linking to Scripture and own life experiences.
- ✓ Comparing moral values/beliefs and coming to conclusion about your own beliefs – whilst celebrating the diversity of others' beliefs.
- ✓ Able to make judgements and express and defend their own points of view.
- ✓ Show an understanding of how own and others' decisions are informed by beliefs and moral values relating to other faiths, especially similarities.
- ✓ Taking an active role in planning and delivering an act of worship and taking the opportunity for spontaneous prayer

Assessment

- ✓ Each teacher will be responsible for providing regular assessment opportunities of pupils following diocesan guidelines and through pupil dialogue and marking work set.
- ✓ Assessment is evidenced through pupils meeting age-related expectations in RE.
- ✓ The RE leader will collect samples of work of pupils work as evidence of achievement each term.
- ✓ Termly teacher assessment data of pupils to be tracked and monitored by the subject leader and class teacher.

IMPACT

- ✓ At St Joseph's, pupils achieve highly across the Religious Education curriculum.
- ✓ Pupils use the knowledge and skills learnt to meet the challenges of the next part of their educational journey (secondary school) and to do so with confidence and concentration.
- ✓ Pupils will have a rich and extensive knowledge and understanding of their own and others faiths and where the Gospel Values of prayer, truth, holiness, justice, love and forgiveness are seen to be at work.
- ✓ Religious Education is monitored by the subject leader/ specialist teacher/SLT in all year groups after each topic, through work scrutiny, pupil interviews and lesson observation to discuss learning and look at the impact.
- ✓ The vast majority of children enjoy learning and sharing their knowledge and actively participate in the religious life of the school.

EQUALITY

At St. Joseph's School, we aim to enable all pupils to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEND pupils.

We place particular emphasis on the flexibility creative teaching and technology brings to allowing pupils to access learning opportunities, particularly pupils with SEND and disabilities.

Equitable Delivery:

- ✓ Religious Education is taught as a whole class lesson.
- ✓ Active participation is encouraged speaking, listening and writing.
- ✓ Children are encouraged to communicate their findings in a variety of ways e.g. through class worship, photography, roleplay, music, on the computer, pictures, displays.
- ✓ The school promotes memorable learning experiences for pupils i.e. visiting speakers, visits to places of worship and the active use of artefacts
- ✓ The implementation of this Religious Education policy is the responsibility of all staff engaged in the learning and teaching of RE.

At St Joseph's Catholic Primary School, we strive to be an inclusive community but recognize that parents, of course, have the legal right to withdraw their children from Religious Education on the grounds of ethics. Any parent considering this is asked to contact the headteacher to discuss any concerns about the policy, provision and practice of Religious Education at St Joseph's Catholic Primary School.

Equal Opportunities


- ✓ In the study of Religious Education, equal emphasis is given to both male and female roles within a community.
- ✓ Pupils focus on real lives and real families to avoid stereotyping. By teaching Religious Education, we contribute to the children's moral, social and cultural education. They learn the values of tolerance, understanding and respect for all. They develop an understanding of what is fair and just in our world.
- ✓ Pupils with special educational needs and disability (SEND) are given support in and work is scaffolded appropriately with a varied choice of pedagogy enabling all children to achieve their full potential.

Reviewed by Mrs J Perrett

Policy to be reviewed every three years.

Policy to be approved by Headteacher.

Policy to be the responsibility of Curriculum and Standards Committee

Approved by the Headteacher	Juanita Dunlop
Headteacher signature	
Date	25.01.2024
Review date	Spring 2027

