

St Paul's Catholic Primary School

Religious Education Policy



'Together in Faith, Working as One'

Mission Statement

The most important factor in all our work is the Catholic ethos of our school and this is reflected in our school mission.

The policy is written in line with St. Paul's Mission Statement:

'Together in Faith, Working as One'

Intent

We develop responsible, resilient, respectful pupils who value themselves, others and their learning. We aim for our children to be happy, inquisitive, reflective and ambitious individuals who can become lifelong learners ready for the next stage of their 'journey'.

Our curriculum is **CLEAR**:-

- ❖ **Challenging** – lessons are stimulating and provide opportunities for children to 'grapple' with concepts, utilising opportunities for regular lesson enhancements.
- ❖ **Language rich**– staff promote, develop and encourage high quality talk for learning so that all pupils can express themselves and communicate clearly and effectively in a wide range of situations.
- ❖ **Encouraging** – staff promote resilience through the development of a growth mind set and 'the power of yet'.
- ❖ **Aspirational** – staff have high expectations and the children dare to take risks and dream.
- ❖ **Reflective** – children are encouraged to consider their role in making our world a better place. 'LIVE WISELY, THINK DEEPLY AND LOVE GENEROUSLY' – (Pope Francis, Laudato Si)

Introduction

At St Paul's School, we are fully committed to providing opportunities for all children to know, love and serve God, in a way that will enrich their own lives and help them to understand their Catholic Faith traditions, in an ever-changing world and within the multicultural society in which we all live. We provide a broad, balanced, relevant Mission Curriculum to help each individual to achieve his or her full potential. We aim to live out our Mission Statement and school values daily, through our teaching and by leading by example to enhance the Spiritual and Moral development of our children as young, Catholic Christians.

Our principal aim is that children leave St. Paul's Catholic Primary School with;

- an understanding of their mission
- a wide range of rich and happy memories in RE formed through an engaging, comprehensive and creative curriculum
- a developing personal faith in Jesus Christ that allows them to know and love God.

Religious Education is at the heart of the entire education process and permeates through all areas of the curriculum and school life. We seek to enable each child to experience faith in action, as members of a caring community, and walk with them on their journey through life.

Aims

To foster a love of God through knowledge and understanding of the Catholic faith from scripture, doctrine and through prayer.

- To encourage a personal relationship with God.
- To develop respect for truth and for the views of others.
- To help our children to be aware of and respect other faiths.
- To develop reflection, thinking and listening skills.
- To encourage our children to study, investigate and reflect.

The Role of the Leader for Religious Education

The Religious Education Leaders will be responsible for:

- Working with senior leaders to monitor teaching and learning, planning and standards through lesson visits and work scrutinies according to the school monitoring schedule
- Organising and maintaining the school portfolios
- Organising in-house moderation
- Self-evaluation to identify strengths and areas for development (CSED)
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests and in line with diocesan guidance
- Attend appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff
- Organising and leading in-house staff training and development
- Identifying training needs of staff to ensure their suitability to teach Religious Education effectively and to a high standard
- Supporting and advising colleagues in the delivery of Religious Education
- Liaising with the Headteacher, Governors, parents on matters relating to Religious Education
- Auditing, managing and developing resources within a given budget

RE Curriculum Organisation

Through our carefully planned RE curriculum, we aim to guide the children to become religiously literate young people who will have the knowledge, understanding and skills to think spiritually and theologically, and who are aware of the demands of religious commitment in our everyday lives. At St Paul's, to fulfil our aims, we comply with the new Religious Education Directory (RED 2023) or the previous Religious Education Curriculum Directory (RECD 2012) as directed by the Diocese of Shrewsbury. This is supported by the primary programme 'The Vine and the Branches' in Years 1 to 6 and the 'The Way, the Truth and the Life' in EYFS.

The RED (2023) follows a six-branch structure- Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth and Dialogue and Encounter. Within each branch children will study Catholicism through the 'Knowledge Lenses'- hear, believe, celebrate, live, dialogue and encounter. The '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 other religions and worldviews, which together comprise the six knowledge lenses. The 'Ways of Knowing' set out the skills that pupils should be developing as they progress through their curriculum journey. The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand), heart (discern), and hands (respond).

Whole School Curriculum Map							
RELIGIOUS EDUCATION							
YEAR GROUP	SCHEME	Autumn		Spring		Summer	
2s	WTL BB	God's Great Plan	Mary Our Mother	Families & Celebrations	Following Jesus	The Resurrection	Miracles
F1	WTL N	God's Wonderful World	My Family	The Holy Family	Good Friends	New Life	Our Church Family
F2	WTL R	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	Our Church Family
Y1/2 (A)	TVTB Y1	Creation & Covenant	Prophecy & Promise	Gallilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter
Y1/2 (B)	TVTB Y2	Creation & Covenant	Prophecy & Promise	Gallilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter
Y3/4 (A)	TVTB Y3	Creation & Covenant	Prophecy & Promise	Gallilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter
Y3/4 (B)	TVTB Y4	Creation & Covenant	Prophecy & Promise	Gallilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter
Y5/6 (A)	TVTB Y5	Creation & Covenant	Prophecy & Promise	Gallilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter
Y5/6 (B)	TVTB Y6	Creation & Covenant	Prophecy & Promise	Gallilee to Jerusalem	Desert to Garden	Ends of the Earth	Dialogue & Encounter

CYCLE B = 2025-26

CYCLE A = 2026-27

WTL = The Way, The Truth, The Life
 TVTB = The Vine & The Branches
 BB = Big Book 1
 N = Nursery
 R = Reception

RE Curriculum Time Allocation

The time allocated for Religious Education is 10%: This, as a minimum, equates to FS/KS1 - 2 hours per week and KS2 - 2.5 hours per week. RSE and daily Prayer & Liturgy sessions take place in each class but these times are separate from the time allocated to the RE curriculum. [See separate policies for RSE and Prayer & Liturgy]

Wherever possible, visits to places of worship, visiting speakers, retreat days and visits from our Parish Priest, Fr. Michael, will be organised to enhance the learning experiences of our pupils. We also supplement the curriculum with a programme of Catholic Social Teaching (CST) to give our children a rich and fulfilling Catholic Education. The Year 3/4 children follow a sacramental programme, 'With You Always' to prepare them for their First Reconciliation and First Holy Communion.

Children at St Paul's are enthusiastic members of our Mini Vinnies group and our School Faith Council. Meeting regularly, they turn concern into action by planning assemblies and fundraising events to support many charities locally, nationally and internationally with particular commitments to the Wirral foodbank, St John's Hospice, Mary's Meals and CAFOD.

Catholic Social Teaching (CST)

The principles of Catholic Social Teaching are at the heart of our daily school life at St Paul's. As members of the Catholic Church, we are all called upon to preserve the dignity of all human beings, to care for creation, and to reach out to our sisters and brothers in need. These principles form part of Catholic Social Teaching. Pope Francis emphasises that it is our duty to work together to bring about a more just and peaceful world: to put love into action. It is vital that our children can articulate the connection between Jesus' teaching and doing good deeds. Over the year, every child learns about each of the Catholic Social Teaching principles at an age appropriate level.

Other Faiths

At St Paul's, pupils will be prepared for life in a multi-faith society by fostering respect for and understanding of rich cultural diversity. Our own school community welcomes children from diverse backgrounds and we celebrate our rich cultural heritage. In RE, children will develop the skills to encounter, make links and connections, engage and respond, analyse and evaluate using sources of evidence. We aim to develop the children's knowledge and understanding of other faiths and a willingness to empathise with people who hold beliefs that are different to our own. We help the children to learn from religions as well as about Religions during our annual 'One World Week'.

Assessment and Moderation

Religious Education is not just a core subject but the core of the core in a Catholic school. Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

Assessment of standards is carried out according to Diocesan guidelines. EYFS continue to follow the WTL outcomes. Key stages one and two use the RED, where each age-phase has 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. Teachers refer to the prescribed outcomes for the branch. These will form the foundation of assessment as they detail what pupils are expected to know by the end of that phase. **Knowledge lenses** set out the object of study for pupils; they indicate what should be known by the end of each age-phase. **Ways of knowing** set out the skills that pupils should be developing as they progress through their curriculum journey. **Expected outcomes** are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing.

Assessment also takes place using:

- Pre-learning tasks at the start of each new topic focus on specific Branch questions and act as a baseline assessment. (taken from RED outcomes)
- Post-learning tasks at the end of each topic focus on specific Branch questions and assess learning over the topic. (taken from RED outcomes)
- Sticky knowledge review questions start each lesson to enable pupils to retrieve and consolidate prior knowledge and their learning from the previous lesson.
- Planned activities for 'Understand, Respond and Discern' promote deeper thinking and provide opportunities for the children to demonstrate their knowledge and understanding.

- Marking and feedback identifies misconceptions and promotes challenge and includes next step questions

Pupils work is moderated during termly 'book looks' during staff meeting times. Each teacher assesses whether pupils are Working Below, Expected or Exceeding age-related expectations at the three assessment points of the year. Teachers make their formative judgements and these are recorded on the progress and attainment trackers in line with other core subject areas. This is monitored and analysed by the RE Leads and Senior Leadership Team and targets are discussed with class teachers during termly pupil progress meetings. To ensure our assessments are correct, in addition to internal moderation, we also take part in annual moderation with our local Catholic cluster schools. Progress and achievement in Religious Education is reported to parents/carers during Parents' Evenings and written reports twice yearly.

Marking and Feedback

Marking and feedback in RE is completed in line with whole school marking and feedback policy. Marking and feedback is approached positively and constructively so that it affirms and celebrates success and encourages future learning/next Steps when appropriate. Teachers continually make assessments using strategies such as:

- Looking at children's recorded work
- Teacher observations of children during lessons
- Speaking and listening contributions during lessons

Monitoring and Evaluation

Monitoring and evaluation of the quality and impact of Religious Education will take place regularly as part of a rigorous monitoring schedule, which involves all key stakeholders: pupils, parents, staff, clergy, and governors. Monitoring tasks will include but are not limited to; formal lesson observations, learning walks, book scrutiny, pupil and staff voice, parental questionnaires, display/environment walks and website checks. Governors are involved in whole school monitoring activities. Areas for development will be identified and issues raised will be actioned and evidenced as appropriate. The Catholic Self Evaluation Document (CSED) will be updated half-termly.

Masses, Celebrations and Retreat Days

We have whole school dedicated retreat days at the start of Advent and Lent and parents and parishioners are invited to a celebration in church. Our whole school, St Paul retreat mornings each month provide pupils with further learning opportunities focusing on St Paul's scriptures, our school mission and catholic social teaching principles. Each class has a designated Saint and their own St Paul scripture quote, this further enhances pupils' understanding of our faith, our mission and our call to put faith into action. Masses are celebrated across the year, including the Sacraments of Reconciliation and Eucharist, First Holy Communion, holy days of obligation, feast day celebrations and other special liturgies. All pupils from foundation two up to year six attend Mass in St Paul's Church every Friday morning with Fr Michael and our parish family. Pupils take an active role in Mass by reading scripture, responsorial psalms, bidding prayers and take part in the offertory procession.

Displays

Each class has a religious education display which acts as a working wall to show the learning journey through each unit. These are updated each half term to reflect the different topics covered in programmes, The Vine & The Branches [KS1&2] and The Way, Truth, Life [EYFS]. The school foyer, corridors, hall and community room contain displays that emphasise the Catholicity of the school and is a constant reminder of our school mission following in the footsteps of St. Paul.

Home, School and Parish Partnership

We have worked hard to develop effective links between our school, our families and our parish to enrich the faith of our children. Parents are kept well informed regarding their child's progress in Religious Education through twice-yearly parents' evenings and half-yearly written reports. Our Parish Priest, Father Michael Coughlan takes an active part in school life including supporting with the delivery of specific RE content such as the Sacrament of Baptism in key stage one. We use half-termly RE and Catholic Life newsletters and daily updates on social media to keep our families fully informed about RE teaching and learning in our school. Parents, governors and parishioners are warmly invited to Masses, prayer and liturgy, assemblies and special celebrations.

Resourcing

Religious Education is central to our school's understanding of itself as a Catholic school, and this is reflected in budget allocation and available resources. The Catholic character of the school is evident in the use of religious artefacts and images on display throughout the building. All classes have access to a wealth of resources needed to teach The Vine and The Branches or The Way, The Truth, The Life programmes. Good News Translation Bibles are kept in each classroom.

Training and CPD

All new staff will be supported during induction and beyond, so that they fully understand the responsibility they carry within their individual role for Religious Education in our school. Any individual training needs will be identified and addressed through training and formation. There will also be regular opportunity for whole-staff professional development throughout the academic year (school based CPD and diocesan training) during INSET days and staff meeting sessions. Staff training and formation ensure that all staff are able to fulfil their responsibility to deliver excellent teaching and learning in religious education.

Health, Safety and Safeguarding

As with all areas of the curriculum, the school's Health and Safety and Safeguarding policies and procedures are adhered to in all aspects of RE in our school.

Equal Opportunities and Inclusion

A central message of the Catholic Faith is that although we are all different, God loves each one of us equally, regardless of background, gender or ability. It is therefore vital that we

recognise and cater for the individual needs of children, acknowledging that all children have different talents and gifts and that these should be celebrated. The staff at St. Paul's will ensure that all children have access to a broad and balanced curriculum without stereotyping. Children with English as an additional language (EAL) will be supported through adjustments made to the curriculum as necessary for them to have parity of access. RE is taught to all children providing the same opportunities to everyone. Each child is recognised as being a unique child of God, with individual needs, and are supported accordingly through the effective planning, resourcing and organisation of our religious education lessons.

Review

The policy will be reviewed as part of the regular cycle of policy review conducted by the Governing Body.
