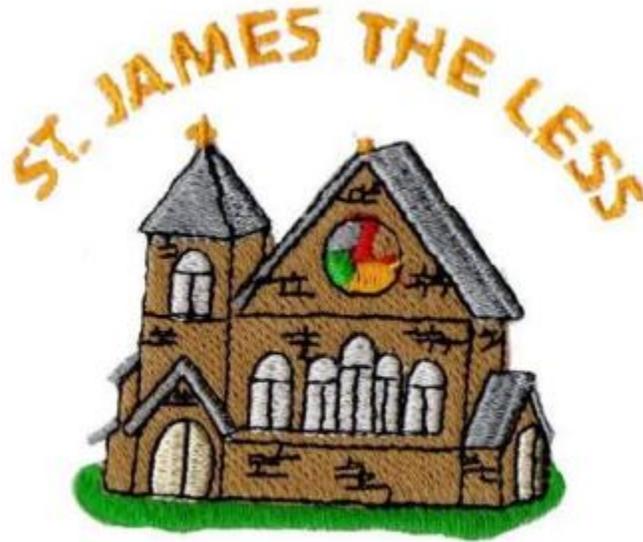
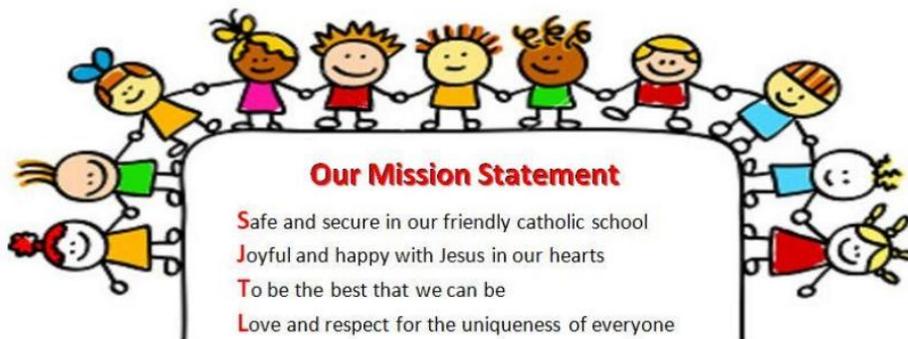


# St James the Less RC Primary School



## RE Policy Updated Autumn 2025

*"For the Lord gives wisdom; from his mouth come knowledge and understanding."  
(Proverbs 2:6)*



## *Mission Statement*

*Our children flourish, safe and secure in our friendly Catholic school, where children grow joyful and happy with Jesus in their hearts. Guided by the love of Christ, we strive to be the best that we can be, nurturing love and respect for the uniqueness of every individual.*

*Religious Education lies at the heart of this mission and supports pupils in growing spiritually, morally, intellectually and socially as they come to know, love and serve God.*

## *Rationale of Religious Education*

*Religious Education is central to the educative mission of the Church and is a core subject in this school. At the heart of Catholic education is the Christian vision of the human person, created in the image and likeness of God.*

*Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects. Its primary purpose is educational: the systematic study of the mystery of Christ, the teaching of the Church and its application to life today.*

*The outcome of Religious Education is pupils who are religiously literate, reflective and engaged, able to think spiritually, ethically and theologically, and who understand how faith informs everyday life.*

## Aims of Religious Education

To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith

To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively

- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum
- To bring clarity to the relationship between faith and life, and between faith and culture

## Curriculum Time Allocation

In line with the Bishops' Conference of England and Wales, 10% of curriculum time is allocated to Religious Education, excluding Collective Worship.

## Programme of Study

The Religious Education curriculum follows 'To Know You More Clearly - The Religious Education Directory' and is structured around the six branches:

1. Creation and Covenant
2. Prophecy and Promise
3. Galilee to Jerusalem
4. Desert to Garden
5. To the Ends of the Earth
6. Dialogue and Encounter

We follow a hybrid curriculum using Catholic Plus alongside Lighting the Path. Learning is progressive and builds on prior knowledge. Big Questions are used to

deepen understanding and encourage reflection. Teaching follows the liturgical year and places strong emphasis on Catholic Social Teaching.

Sacramental life is taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

### *Teaching and Learning*

A variety of teaching strategies are used to engage pupils and meet differing needs. High expectations are maintained for presentation, engagement and pride in Religious Education work. Pupils record learning in RE books and Learning Journey books, supported by knowledge organisers. Teaching and Learning in Religious Education follows the whole school pedagogical approach of Rosenshine's Principles and Cognitive Load Theory, ensuring lessons are carefully sequenced to support knowledge understanding and application (see Teaching and Learning Policy).

### *Assessment, Monitoring, Recording and Reporting*

Assessment of standards is carried out half-termly for each of the six branches. Expected outcomes are listed in each topic under the headings Understand, Discern and Respond.

- Class teachers will use these statements to inform their assessment during the three assessment periods throughout the year - End of Autumn, End of Spring and End of Summer terms. Progress and achievement is recorded and tracked on the school's Insight tracking system. **Assessment takes place at the end of each Branch of learning**
- An in-house triangulation of pupils' books is held at least termly by the Religious Education Subject Leader and/or Senior Leaders.
- Monitoring of teaching and learning is also carried out by the Subject Leader and/or Senior Leaders and includes lesson observations, pupil voice, learning walks, work scrutiny.
- Progress and achievement in Religious Education is reported to Governors termly and presented formally, in person, to Governors by the RE Lead once per year.
- Progress and achievement in Religious Education is reported to parents/carers at the end of each academic year and in person at Parent Teacher Meetings in Spring Term.

For marking and feedback, see the school's marking and feedback policy

## Other Faiths

Teaching about other faiths is carried out respectfully and sensitively in line with the Religious Education Directory. Other religions are explicitly taught in Branch 6 but pupils encounter other faiths through RE lessons and our diverse curriculum including through dialogue, artefacts, visitors and celebration of World Religion Day, promoting understanding and respect.

## Inclusion and Equality

The governing board have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background, will have appropriate adaptive access to the Religious Education programme.

## Leadership and Management

- To be responsible to the Headteacher and colleagues for the monitoring of teaching, assessment and planning of Religious Education based on the development of the children at each stage. Monitoring occurs in order to support staff and should include classroom observation, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the Religious Education Directory and support staff during the transition period.
- To collect and keep pupil books showing pupil's work
- To facilitate in-house moderation of pupils' books every term.
- To attend Diocesan and cluster moderation meetings with the required pupil books.

- In consultation with the Headteacher, to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- Working with the Headteacher and colleagues, to undertake a regular audit / review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the SLT to complete the CSED document.
- To keep up to date with changes to the Religious Education Directory.

### Resourcing

Religious Education is appropriately resourced and prioritised within the school budget. Religious artefacts, texts and displays reflect the Catholic identity of the school.

### Training and Formation

Staff receive appropriate induction and ongoing professional development to support their role in Religious Education. Training needs are identified and addressed through diocesan and in-school opportunities.

### Policy Review

This policy will be reviewed regularly by the governing board in line with diocesan guidance.