St Joseph's Catholic Primary School, Harrogate, A Voluntary Academy

Let all that you do be done in love

Be grateful; Be humble; Be brave; Be giving

Religious Education Policy

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Person Responsible- Gillian Delahay
Governor – Aneta Field
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Our Vision

"Let all that you do be done in love." 1 Corinthians 16:14

This Scripture lies at the heart of life at St Joseph's. It reminds us that love should guide our words, actions and relationships. We seek to reflect the love of Jesus by recognising the dignity of every person, showing kindness and compassion, and creating a community where everyone feels welcomed, valued and supported.

Our Mission

"We, with Saint Joseph, follow the example of Jesus by growing in gratitude, humility, courage and service."

Saint Joseph, our patron saint, provides an example of faith, trust and loving care. Through his willingness to listen to God and his courage in protecting and caring for Jesus and Mary, he shows us how ordinary actions can express great love. His quiet faithfulness reminds us that we can serve God and others through our daily responsibilities, even when our efforts are unseen.

Following his example, we help children grow in faith, understanding and character, using their gifts to make a positive difference to others.

Our School Virtues

Our four virtues help us put our vision and mission into practice. Rooted in the example of Jesus and reflected in the life of Saint Joseph, they guide how we learn, make choices and treat one another.

- Be Thankful — Gratitude: We recognise God's gifts in our lives, appreciate the kindness of others and give thanks through our words and actions. We show gratitude by caring for one another and for God's creation.
- Be Humble — Humility: We recognise that everyone has gifts and something to teach us. We listen, learn from our mistakes, accept help and value others without seeking praise or recognition.
- Be Brave — Courage: We seek to do what is right, even when it is difficult. We persevere through challenges, speak up for others and trust that we can ask God and those around us for help.
- Be Giving — Service: We follow Jesus by putting love into action. We share our time and talents, respond to the needs of others and work together for the good of our school and wider community.

Together, our vision, mission and virtues underpin Religious Education at St Joseph's, helping children connect their learning with reflection on their own lives and their responsibilities towards others.

Curriculum Intent

'Religious education is more than just one subject in the curriculum. In Catholic schools it is the core of the "core curriculum"'.
(Pope St. John Paul II, 1988)

Purpose of and rationale for religious education

Religious education

The Catholic school is a community of faith in God the Father, God the Son and God the Holy Spirit, and religious education is where that faith seeks understanding. The primary aim of religious education in a Catholic school is to engage in a comprehensive and systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.

Catholic religious education must include the study of other religions and worldviews. The first reason is because the Church itself teaches that by virtue of their baptism, Catholics are called to engage in dialogue with others. The Church teaches that a shared commitment to the promotion of peaceful societies requires educational institutions to allow various cultural expressions to coexist and in that context to promote

respectful dialogue. The second reason is that it prepares Catholic pupils for the world they will encounter outside of the Catholic atmospheres of the home, parish, and school. In addition, the provision of a pluralistic curriculum that opens for pupils the opportunity to engage in meaningful interreligious and intercultural dialogue gives a rationale for the subject that explains its relevance to all pupils, not just to those who are Catholic. (RED, 2023)

The curriculum subject of religious education is an academic discipline with the same systematic demands and rigour as other disciplines. It must be organised, led, coordinated, taught, resourced and quality assured as a core subject. While for some religious education may well deepen and enhance personal faith, and others may discover answers to the deepest questions of life, nevertheless, the primary criteria by which it is judged are educational.

Aims of religious education

1. To engage in a comprehensive and systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.
3. To present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.
4. To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.
5. To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture.
6. To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith.
7. To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum. (RED, 2023)

Outcome of religious education

The outcome of excellent religious education is religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life. (RED, 2023)

Compliance with the Religious Education Directory (2023) and Catholic School Inspection

1. Catholic schools are required to comply with the *Religious Education Directory*. Primary schools should ensure full curriculum compliance by September 2026.
2. Catholic primary schools in the Diocese of Leeds teach religious education using the *Lighting the Path* programme as the principal resource from September 2025 in EYFS and key stage 1. *Lighting the Path* will be the principal resource in key stage 2 from September 2026.
3. In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

Curriculum provision: EYFS-KS2

To fulfil the aims of religious education and to ensure compliance with the norms set out in the *Religious Education Directory* (RED, 2023) our curriculum provision for religious education follows the model curriculum from the RED and is structured in the following way:

Curriculum branches

The curriculum is structured in six curriculum branches – a branch each half term. The branches are rooted in the story of salvation history and lead pupils on a journey each year that gives sequence and progression to their learning. As they revisit each branch in each year of school they come to a deeper understanding of its

significance for Catholic belief and practice, as well as other Christian denominations and other religious traditions. The six curriculum branches are:

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.

Knowledge lenses

The first five curriculum branches are divided into four sub-sections called knowledge lenses that set out the object of study for pupils. These four sections are:

Hear: focuses on the Word of God which we hear: the Word made flesh, Jesus Christ, a person in whom God is fully revealed, whom we know by faith and who is revealed to us through the Sacred Scriptures and the living tradition of the Church.
Believe: focuses on the content of the Church's own profession of faith, what she believes, professes, defines, and teaches. In this lens we look at those doctrines that constitute the Catholic faith: trinity, incarnation, the Holy Spirit, the communion of saints, the role of the Blessed Virgin Mary, and salvation and eternal life.
Celebrate: deals with the liturgy in which the Church celebrates the Paschal mystery of Christ which accomplished the work of salvation. In this lens we look at prayer, liturgy, and sacrament, sacraments of initiation, the Eucharist, sacraments of healing, sacraments at the service of communion, and other liturgies and sacramentals.
Live: focuses on the impact of faith on how Christians live. In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin; Catholic Social Teaching; and the relationship between faith and life as expressed in art, in culture, and in the lives of those who are exemplars of Christian living: the saints.

Two other knowledge lenses constitute the sixth and final curriculum branch: Dialogue and Encounter.
Dialogue: is about the Church's teaching on the relationship between Catholicism and other Christian traditions, between Catholicism and Judaism, between Catholicism and other religions, and between Catholicism and non-religious or atheistic worldviews. It is called 'dialogue' because it focuses on the importance of dialogue as the only authentic way of living faithfully in a pluralistic world.
Encounter: pupils are expected to engage in a discrete study of other faiths, religions, and worldviews. As they progress, pupils will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways
- Other religions and worldviews.

The study of other religions is a study of how those who profess that religion or worldview understand it on their own terms.

Ways of knowing

There are three ways of knowing: ***Understand, Discern and Respond***, that set out the skills that pupils should develop as they progress through the religious education curriculum. They are called ways of knowing since they describe the holistic ways human beings experience education: as a growth in understanding, as a creative and critical assimilation, and as a recognition of the application of learning to one's own life. Each age phase has its own exemplification of the ways of knowing.

Expected outcomes

The expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing. Each age phase has a set of outcomes that 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 knowledge within each lens (In EYFS there are no prescribed outcomes).

Curriculum Provision

EYFS – KS2

The curriculum from the early years to the end of key stage 2 is taught through the Oxford University Press religious education programme entitled *Lighting the Path* which is approved by the Diocese of Leeds. The programme follows the model curriculum from the RED.

Teaching of other religious traditions and worldviews

In addition to the teaching of branch 6, we teach another world faith in each half-term of the school year.

Autumn 1	Buddhism
Autumn 2	Hinduism
Spring 1	Judaism
Spring 2	Islam
Summer 1	Sikhism
Summer 2	Other Christian denominations

Equal Opportunities, Inclusion and Special Educational Needs and/or Disabilities

We strive to meet the needs of all pupils, particularly those with SEND. We teach and learn with recognition of each child's God given dignity and value. We use teaching resources that do no reinforce sterotypes, but rather, those that reflect our school community and wider society. We adapt learning through the use of adult support and various scaffolds to enable each child to reach their full potential. Our work reflects the guidance on SEND from the CES entitled 'RED Guidance for Special Educational Needs and/or Disabilities.' Please also see our school SEND policy.

Sacramental Preparation

Sacramental Preparation at St Joseph's is a partnership between the school, parish and families. Through catechetical teaching, prayer, worship and liturgical celebration, children are prepared for the Sacraments of Reconciliation (Year 3), First Holy Communion (Year 4) and Confirmation (Year 6). The active involvement and faith witness of parish clergy, catechists, volunteers, families and staff provide children with authentic examples of Christian discipleship, helping them to understand that the sacraments are not simply events to be celebrated but encounters with Christ that strengthen their relationship with God and His Church.

Assessing and Recording Achievement

As a Catholic school our main concern is with the development of:

- the whole person
- the formation of character
- the ability to take their place in society
- the fulfilment of academic potential

In this broad context, we use assessment against *expected end of unit/year/phase outcomes.*

Throughout the school, we use the assessment practice offered in the Lighting the Path religious education programme.

- In KS2, each *I Can* statement is assessed using a D (Developing), S (Secure) or C (Confident) judgement. These judgements indicate the extent to which a pupil has demonstrated the knowledge, understanding and skills associated with the expectation. Teachers use professional judgement, supported by evidence from classwork, discussions and assessment activities, to determine whether a pupil is Developing, Secure or Confident in each area of learning. Summative assessment takes place at the end of each term. Children are deemed to be either WTS (working towards the expected

standard), EXS (working at the expected standard) or GDS (working at greater depth within the expected standard). Staff arrive at these summative judgements based on formative assessment data collected during each topic. Staff record this summative assessment on Sonar.

Assessment practices:

- Moderation meetings are held both in school and with the wider Bishop Wheeler Catholic Academy Trust schools (BWCAT).
- Monitoring of teaching and learning in RE takes the form of lesson observations and work/planning scrutiny as well as informal learning walks.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year as well as during two formal parents' evenings.
- The RE leader reports to governors at the end of the year communicating highlights in RE data as well as other achievements in the subject throughout the year. Any barriers to achievement are also noted as well as points for development in subsequent years.

Roles and responsibilities

Governors

• draw up the RE policy, in consultation with relevant staff

• ensure the policy is available to parents

• ensure the policy is in accordance with other whole school policies, e.g. Catholic ethos / spiritual and moral policy, SEND policy and in accordance with Equalities Act 2010.

• ensure parents know of their right to withdraw their children

• establish a link governor or a group of governors to share in the monitoring and evaluation of religious education.

Headteacher

The headteacher takes overall responsibility for the implementation of this policy but can delegate the operational responsibility to a RE Coordinator. The headteacher has overall responsibility for liaison with the governing board, the Trust, and the Diocese of Leeds.

RE Coordinator

Please see the 'Primary RE Coordinator Job Description' below.

Parents and carers

Catholic schools exist to assist parents, who are the primary educators of their children, in the education and religious formation of their children (*Christ at the Centre*, A1.2). It is essential therefore, that there is a close relationship and a dialogue between parents and the school to support pupils' religious formation and growth in religious literacy. We hold a parent information evening at the beginning of the academic year which seeks to inform parents of the whole curriculum for the year. Each half-term, we send home parent newsletters so that parents know what learning will specifically be taught in that half-term. We then report to parents on achievement in the curriculum through Autumn and Spring parent and teacher consultation evenings and through the end of year written report to parents.

Right to Withdraw

Parents and carers have the right to withdraw their children from all or part of religious education. The law provides parents with a conscience clause; this should not be understood as a general opt out of religious education. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher in writing. Before granting such a request it is good practice for the headteacher to discuss this request with parents to ensure that their wishes are understood and to clarify the nature and purpose of religious education. The school/college will want to document this process to ensure a record is kept.

Relationship to other policies and curriculum subjects

This policy supports and complements the following policies:

Prayer and Liturgy Policy
SRE Policy
PSHE Policy
SEND Policy

Consultation process
This policy was drawn up by governors in consultation with staff of St Joseph's and will be reviewed on an annual basis.

Primary RE Coordinator Job Description (for RE not Prayer and Liturgy)

'God has appointed in the Church first apostles, second prophets, third teachers.' (1 Cor 12:28)

The leader of religious education, alongside the headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of information relating to religious education.

Key areas of responsibilities include, but are not limited to:
• To be responsible to the headteacher 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, work scrutiny, planning, discussion with pupils and feeding back findings to staff and actioning next steps.
• To manage resources and facilities for religious education.
• To liaise with the Vicariate for Education particularly through attendance at the RE network meetings and inform the headteacher and colleagues of current standards and developments within religious education.
• Ensure that religious education is given 10% of the curriculum time.
• Encourage and support colleagues to obtain the CCRS certificate.
• Ensure that initiatives of the Church, diocese and parish are fully embraced and implemented within school.
• Ensure that religious education contributes positively to the broad and balanced curriculum of the school through co-operation and dialogue with other subject leaders.
• To advise individual colleagues and induct new members of staff as required on the religious education processes and teaching methods.
• Meet the professional needs of colleagues by organising continuing professional development.
• To plan alongside the headteacher and leadership team the implementation plans for the RED to ensure compliance by the target date of September 2026 for RED.
• To facilitate in-house moderation of pupil work every …. (insert school's pattern/schedule)
• To track data and use, in consultation with the headteacher, to set realistic targets in religious education.
• In consultation with the headteacher to communicate with parents, governors and the parish community regarding religious education.
• To maintain a subject leader's file containing:
- the religious education policy and any guidelines
- Medium term plans which represent schemes of work in school.
- Assessment and monitoring procedures for teaching and learning and evidence of that monitoring
- RE action planning and audits and reports to headteacher/governors about progress made in RE.
- A record of staff professional development in RE
- Data and current targets in RE.
• Working with the headteacher and colleagues, to undertake a regular review of religious education in line with the school development/improvement plan.
• To be familiar with the current CSI inspection framework and to consult with the headteacher to complete the school's Catholic Self Evaluation Document.
• To keep up to date with developments regarding the Religious Education Directory, *Lighting the Path* RE programme, the Prayer and Liturgy Directory, the forthcoming Catholic Life and Mission Directory and attend relevant training.

• Review the RE policy and update when necessary.
• Liaise with appropriate outside agencies both within the diocese, deanery, parish and wider community to ensure the promotion of religious education within the school.
• The post holder is also required to:
- Promote and support the Catholic ethos and mission of the school.
- Undertake duties set out in the School Teachers' Pay and Conditions document.
- Undertake such duties which the headteacher or in his/her absence the senior leadership team may reasonably direct.