



St. Paulinus Catholic Primary Academy

Part of the Blessed Peter Snow Catholic Academy Trust

Inspiring all to live, learn and love in the light of Jesus.

(cf John 8:12)



Religious Education (R.E.) Policy

Responsible Governor Committee: Catholic life Committee

Version control

Version number	Date	Revisions made	By who?	Approval date
V01	03/10/2020	Annual review	H.Regan	
V02	22/10/2021	Annual review	H. Regan/ S.Hayes	
V03	28/02/2023	Annual Review	H. Regan	
V04	17.09.2023 19/09/2023	Annual Review New header incorporating BPS logo	H. Regan E. Sinclair	

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Religious Education Policy

Academy Mission

"Inspiring all to live, learn and love in the light of Jesus"

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." John 8:12)

The governors and staff of St. Paulinus Academy commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

Purposes

There are five main purposes to this policy:

- To establish an entitlement for all pupils through high quality education, thus promoting good progress and achievement for all pupils.
- To promote a love of art through an engaging curriculum leading to a sense of well-being through creativity.
- To state the academy's approaches to this subject and to promote understanding of the curriculum.
- To promote continuity and coherence across the academy.
- To establish expectations for teachers of this subject.

Rationale of Religious Education:

- The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ...In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.¹
- Religious Education is a core subject in the Catholic academy.

¹ *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3

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- For some in the classroom, Religious Education may well be received as catechesis, deepening, and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step-by-step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.²
- Religious Education is planned, taught, assessed, and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is religiously literate and 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 are aware of the demands of religious commitment in everyday life.³

The Aims of Religious Education

- 1 To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
- 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 so that pupils can make a critique of the underlying trends in contemporary culture and society;
- 4 To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- 5 To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- 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;
- 8 To bring clarity to the relationship between faith and life, and between faith and culture.⁴

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does **not** include Collective Worship.

² Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9

³ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

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Programme of Study:

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - ('The Way, The Truth and The Life' used in school) programme is used as recommended by the Diocese.

Process

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.⁵

Methodology

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'⁶

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.
- The Academy has adopted the Age Related Expectations as given by the Diocese.
- Each teacher keeps a record of assessed work on the Diocesan tracking system and records of pupils' progress.

⁵ *The Way, the Truth & the Life, Teacher Book 4*, CTS, 2004, p. 4

⁶ *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

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- The academy portfolio of pupils' work contains samples of moderated work for year group expected level.
- An in-house standardisation meeting is held every term.
- The academy portfolio of assessed samples of work is available for inspection and will be updated throughout the year. Examples will be sent to the Diocese as requested.
- Monitoring of teaching and learning takes place through R.E. lesson observations, Collective Worship observations, display celebrations, book celebrations and the minimum expectations sheets.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Other Faiths

Teaching other religions and related their religion to the Catholic faith, eg. Beliefs and values, places of worship, etc.

EYFS hold a multi-cultural week at the same time.

We hold an interfaith week once a year from Years 1 - 6, usually in the Autumn term.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed following the 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

Management of the subject

Miss Helen Regan, the Co-ordinator / Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

Right to Withdraw

Parents are permitted to request that their child is withdrawn from receiving all or part of religious education given at the academy and any such request shall stand until such time that the parent's request is withdrawn. However, the academy would hope for a dialogue with a parent who wishes to withdraw their child from religious education in order to understand the basis of the request and to explain the practical implications of such withdrawal.

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APPENDIX 1

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the academy portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- Self-evaluation to identify strengths and areas for development.
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests.
- Attending 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 effective Religious Education.
- Supporting and advising colleagues in the delivery of Religious Education.
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education.

Auditing, managing and developing resources within a given budget.

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