



Religious Education Policy



Approved by: Local Academy Committee

Last reviewed on: April 2025

Next review due by: September 2026



THE CATHOLIC DIOCESE
OF NORTHAMPTON

Diocesan Mission Statement

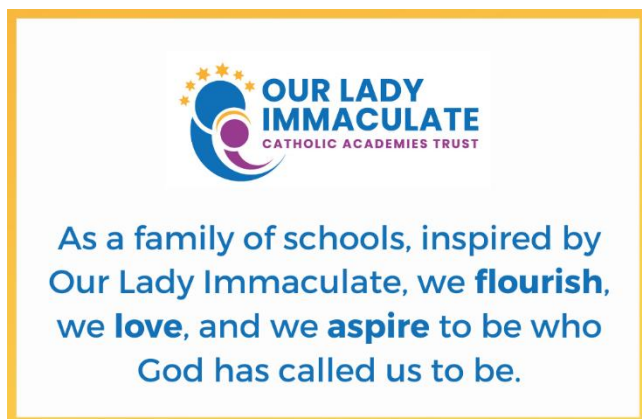
The mission of our Church is defined in the document Evangelii Nuntiandi:

‘Evangelising is in fact the grace and vocation proper to the Church, her deepest identity. She exists in order to evangelise (EN 14)

Our diocese consists of priests, deacons, religious sisters and brothers and lay people of all ages. We are called together to participate in our mission of sharing the Gospel of Jesus and building the Kingdom of God.

We fulfil our mission in many different areas of life. Not just in parishes, but also in schools, hospitals, prisons and religious communities; working with people with disabilities, and with the young and the old; promoting the value of family and of marriage; caring for the poor, the homeless and those who live at the margins of society; handing on our Catholic Faith to each generation and reaching out to our society so much in need of the Truth and Love of Christ.

Our Lady Immaculate Catholic Academies Trust Mission Statement:



Our School Mission Statement

Jesus said, “Love one another as I have loved you.”

The importance of these words leads everything that we do at Our Lady's. We support all of our school family with love and compassion.

These special words are quickly learnt by all the children who attend Our Lady's Catholic Primary School and this care is extended to parents as much as the children. We know that children thrive best with love and care in their world, and we aim to provide a happy, secure and caring environment for every child in our care.

Our School Virtues

Our Virtues are founded upon the Fruit of the Holy Spirit. The Fruit of the Holy Spirit is a collection of nine key attributes which when followed can ensure that students not only become better versions of themselves in God's image, they can also positively influence the lives of others. According to the Epistle to the Galatians 5:22-23: "But the fruit of the Spirit is love, joy, peace, patience, kindness,

goodness, faithfulness, gentleness, and self-control; against such there is no law.” These create the foundation for spiritual reflection throughout the year and will continue to be threaded throughout each child’s journey through our school. Those continuous threads intertwine to help shape our children’s spiritual, moral and social compass that will lead them successfully through life.

Autumn: Love, Joy, Peace

Spring: Patience, Kindness, Goodness

Summer: Faithfulness, Gentleness and Self-control

Rationale of Religious Education

Teaching Religious Education is the main reason Catholic schools exist. The primary goal of Religious Education is to increase the knowledge and understanding of the Christian message for all pupils in Catholic schools. As such it will be planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

Education is integral to the Mission of the Church to proclaim the Good News.

‘Every Catholic School is a place of encounter with the living God, who in Jesus Christ, reveals his transforming love and truth’. 1

Religious Education in a Catholic school is an academic discipline ‘with the same systematic demands and the same rigour as other disciplines’. As such it should be taught, developed and resourced with the same commitment as any other subject.

‘Classroom Religious Education complements and is enhanced by the catechetical and worshipping life of the whole school community but is distinct from each of them’. 2

‘Religious Education in Catholic schools is considered the core of the core curriculum. It is a discrete subject discipline as canonically and statutorily defined. The nature, purpose and scope of classroom Religious Education are defined in the Religious Education Curriculum

Directory’. 3

The centrality of classroom Religious Education in the curriculum is reflected in several ways in Catholic schools, including parity with other core curriculum subjects. Bishops have mandated that pupils are entitled to receive a religious education that constitutes 10% of the taught week from the beginning of compulsory schooling until the end of year 11, and 5% of the taught week in the Sixth Form

- The outcome of classroom 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’.

1 Pope Benedict

2 Circular letter on Religious Education in schools 2009

3 Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops

Conference of England and Wales 2012

4 Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops Conference of England and Wales, 2012

The aims of Religious Education as stated in the Religious Education Curriculum Directory are:

- To present engagingly a comprehensive content which 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 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 to 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.

Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops Conference of England and Wales 2012 page 6 5

Religious Education – Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship (Prayer and Liturgy) or the teaching of RSE.

Please see our RSE Policy and our Prayer and Liturgy Policy

Programme of Study

To fulfil the aims of the Religious Education Curriculum Directory and the four areas of study outlined in this document: Revelation, Church, Celebration and Life in Christ religious education is primarily taught through Come and Seewrite here the core scheme you are currently using – e.g. 'Come and See' and remember to change if necessary from September 2023 onwards if any name change.

Process

Religious Education, in the Diocese of Northampton, is taught through the process of Explore, Reveal and Respond. As outlined in both the RECD and Catechism of the Catholic Church

Explore, Reveal and Respond follows the pattern of the human search for meaning, God's initiative in Revelation and the response in faith.

"The special character of the Catholic school, the underlying reason for it, the reason why

Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the education of the pupils.” RECD 2012

Methodology

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

‘Religious Education’ makes use of a range of appropriate teaching methods, according to the age and ability of the pupils and that opens up for pupils the mystery of God’s saving action in Jesus Christ’ RECD.

Inclusion and Equality

All pupils in our school, regardless of ability, faith and background, will have appropriate differentiated access to the Religious Education programme. We strive to do the best for all our pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender religion or sexual orientation or those who are disadvantaged.

‘Children of all abilities benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular, the learning of the heart’. RECD

Right of Withdrawal from Religious Education

Parents have the right of withdrawal from RE for their children.

Other Religions

We dedicate at least one week throughout the year to the teaching of Judaism. In addition, we dedicate a further week during the year to the teaching of Islam, Hinduism or Sikhism.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out using the interim ‘Age-Related Standards in Religious Education (3-19) document agreed by the Bishops’ Conference (until the publication of the new RED document). Each child will be individually assessed against these standards
- Each teacher keeps the children’s books, which includes assessed work and records of pupils’ progress across time and evidence of informal/formal assessment in line with their school’s assessment policy.
- Feedback, in line with the school’s assessment policy, will be personalized and tailored to challenge individual children to make at least expected progress.
- An in-school moderation of pupils’ books and work, against the interim standards/RED, is held at least once a term.
- Moderation of the termly formal assessment task will take place termly with RE Leads and the RE cluster lead.
- Annually, usually in the summer term, a range of annotated pupils’ books/work are presented for Moderation at RE Leaders moderation meetings, as directed by the Cluster RE Lead. The moderation will be against the interim standards.

- Monitoring of teaching and learning work includes the use of pupil voice, lesson observations, book scrutiny, pupil progress meetings and environment checks.
- During the time we are using the interim Age-Related Standards document progress and achievement will be tracked against these standards and recorded and tracked on Insight.
- The RE Lead will collect and collate termly data, use this for analysis and school development planning and send data annually to the Diocesan Education Service through the DDR (Diocesan Data return).
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of the academic year.
- Progress and achievement in Religious Education is reported to the Local Academy Committee throughout the year.

Management of the Subject

Miss Gribble, the RE Lead, supported by the School Chaplain, has the responsibility for leading, managing and supporting the delivery and training in Religious Education in line with other core subject areas.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by the Headteacher and the Local Academy Committee.