



Religious Education Policy

**To know You
more clearly**

The Religious Education Directory
*for Catholic Schools, Academies and Colleges
in England and Wales*



**Religious
Education
Directory**

Our Mission Statement

Learning

We try our best



Loving

We show respect



Living

We take care of one another and our things



Inclusion Statement

The Governors are committed to `inclusion` in education: this involves minimizing barriers to learning and participation.

We believe that each child is unique and has unique needs *'belief in the individual leads Catholic schools to have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged'* (Catholic Bishops' Conference May 2014.)

Equal Opportunity Statement

The Governors and Staff at St Alban's Catholic Voluntary Academy believe that all people are entitled to equal opportunities, respect and consideration regardless of race, colour, creed, gender, disability or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Rationale

In the life and faith of the Catholic School, Religious Education plays a vital and central part. At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic Religious Education inspire and draw together every aspect of the life of a Catholic school.

All pupils therefore, have the right to receive an overall Religious Education, which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope, which is within them. (1 Peter 3:15) Religious Education is then **the core subject** in a Catholic school.

Catholic Schools have a distinctive nature of education – (Catholic Bishops' Conference 2014)

We also recognise that our children come from a range of backgrounds, beliefs and abilities and that our teaching of Religious Education will reflect this.

St Alban's is committed to inclusion and equal opportunities, regardless of race, gender, disability and special needs.

Aims and Objectives

At St Alban's CVA, the **intent** is to offer a knowledge-rich curriculum which is broad and balanced and ambitious. Our curriculum will build on the knowledge and understanding of all children, whatever their starting points, as they progress through each Key Stage linked to Luke's "Gospel Values" of Compassion, Gentleness, Justice, Integrity, Simplicity, Humility, Preferential option for the lost and least, Love, Forgiveness and Hope and to the principles of Catholic Social Teaching. The following documents have been used to support the design of the curriculum and to ensure we are delivering a 'Curriculum Inspired by Christ'.

The Catholic vision of education promotes the dignity and freedom of every person as created in the image and likeness of God. This vision inspires and encourages the beliefs and values which are lived out in the daily life of the Catholic school. Within this vision, religious education is very much a journey of formation, involving every member of the school community, together with a pupil's family and parish community. It is in this context that the three elements of religious education, catechesis and evangelisation, co-exist, providing mutual support and reinforcement.

For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith religious education will be catechesis, and for some children and young people religious education will be evangelisation, the first opportunity to hear the good news of the gospel.

Curriculum religious education in Catholic schools aims to promote:

- knowledge and understanding of Catholic faith and life;
- knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose.
- skills required to engage in examination of and reflection upon religious belief and practice.

The objectives of curriculum religious education in Catholic schools are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the church, and of the central beliefs which Catholics hold;
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- to encourage study, investigation and reflection by the pupils;
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multifaith society.

Religious Education in the Classroom

Since the whole curriculum in Catholic schools is based on the values of the Gospel (and the link between faith and life, as expressed by the Religious Education Directory (RED) *To know You more clearly*) and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school: -

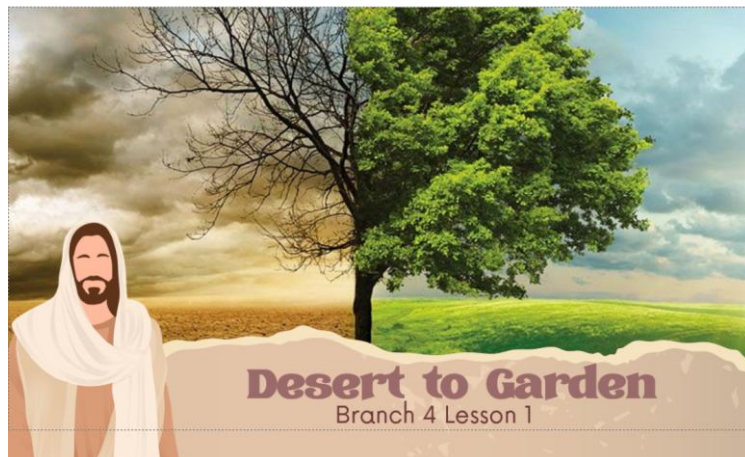
- (a) Implicit, or unstructured Religious Education – those opportunities which arise in the course of the school day to lead pupils through curriculum content or through relationships to a "religious understanding" of their implications. It is the policy of this school to use such opportunities as they arise.

- (b) Explicit, or Curriculum Religious Education – those planned or timetabled periods of time given to a systematic and comprehensive study of Religious Education in the classroom. (It is the policy of this school to affirm that the primary purpose of R.E. teaching 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) *“Catholic Bishops’ Conference May 2000”*

It requires 10% of the length of the taught week for each Key Stage of Education.

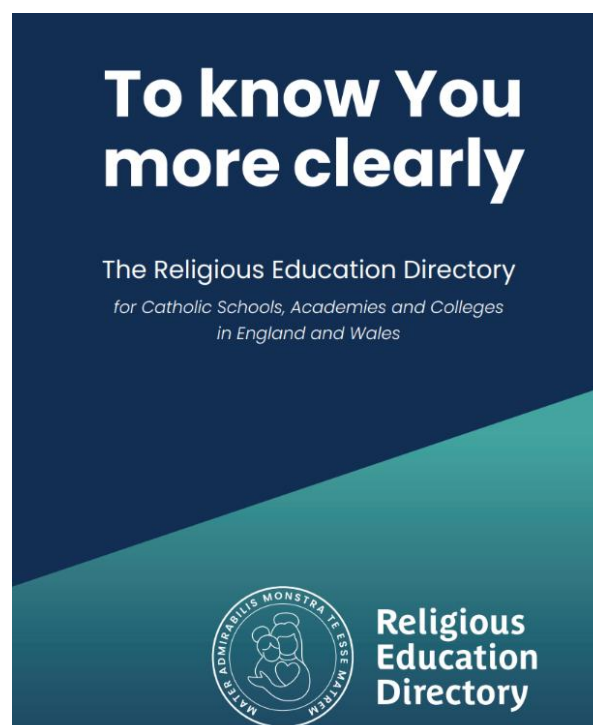
Religious Education Expectations

The RE Leader has created an RE Expectations document that outlines the subject expectations for planning, pupil books, learning environment and assessment. This is regularly reviewed by the RE subject leader.



Programme of Study

To fulfil our aims and objectives we use the “To know You more clearly” model curriculum, which reflects the subsequent ideas contained in both the Catechism of the Catholic Church and the Religious Education Directory (RED). The school follow the programme of study devised by the planning group in the Nottingham Diocese and this is named ***Chosen and Sent***.



Other Faiths education should be taught, in line with the thinking of the Church which appreciates the holiness and strengths of these other faiths which “often reflect a ray of that truth, which enlightens all people.” So, while living out our Christian faith we are called to listen in dialogue and be ready to learn from other faiths, many of whom may be our neighbours. Formal teaching of Other faiths takes place within Branch 6 during Pentecost 2 term. There will be additional Other Faiths lessons included at three other points in the year and the Come and See planning will be used to supplement what is included within the model curriculum. In EYFS, other religious festivals throughout the year are celebrated. See “To know You more clearly” curriculum for further details.

There are six branches that are taught throughout the academic year. Each branch is taught across a half term.

Branch 1 – Creation and covenant

Branch 2 – Prophecy and promise

Branch 3 – Galilee to Jerusalem

Branch 4 – Desert to garden

Branch 5 – To the end of the Earth




Branch 6 – Dialogue and Encounter



In **EYFS**, class work will be recorded in a large floor book in the Advent and Lent terms. Individual RE books will be introduced for each child in the Pentecost term.

Assessment and Monitoring

The pupils are assessed against the Ways of Knowing as set out in the Religious Education Directory (RED). There are Driver words included for teachers to make assessment judgements against. However, the Driver words are no longer progressive as they were in the previous curriculum.

	Understand 	Discern 	Respond 
Aim	In this way of knowing, you are aiming to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.	In this way of knowing, you are aiming to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.	In this way of knowing, you are aiming to help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live.
Skills	In this way of knowing, pupils will deepen their understanding by developing the skills to: <ul style="list-style-type: none"> Remember and apply the meanings of key texts, beliefs, and concepts. Provide explanations by making links between religious texts, beliefs, and practices. Interpret and analyse the meaning of texts, practices, and rituals and their historical and cultural connections. 	In this way of knowing, pupils will increase in wisdom, through dialogue with others, by developing the skills to: <ul style="list-style-type: none"> Think creatively and critically, testing ideas by imagining other possibilities. Compare different interpretations of religious expression, different ways of celebrating rites, and different ways of life, explaining differences within and between religions and worldviews. Critically evaluate differences to arrive at wise judgements about what is true, what is good, and what is beautiful. 	In this way of knowing, you will invite pupils to respond personally and with integrity by developing the skills to: <ul style="list-style-type: none"> Reflect on the meaning of what they have learned for their own lives. Dialogue with others to understand themselves and others better. Imagine how their own lives and the future of the communities to which they belong could be transformed by what they have learned.

All pupils' achievements should be reported to the leader using Insight so interventions can be put in place for those who are not making sufficient progress.

Feedback

Feedback should be given in a timely manner, have an impact upon the pupils' learning and be in line with the Feedback and Marking Policy. It is expected that written and verbal feedback is only given for the benefit of the pupils. (See Feedback and Marking Policy)

Feedback

<p>Work to praise and share</p> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div> 	<p>Feedback and misconceptions</p> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div> <p>Vocabulary and spellings Testament Jesus</p>	<p>Challenges</p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;">Understand</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;">Discern</div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 5px;">Respond</div> </div> </div>
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The Role of the Religious Education Leader

1.0 Exercises Religious Leadership in the implementation of the Religious Education curriculum and developing the Catholic life of the school by:

- 1.1 Giving leadership to the Catholic identity, life and culture of the school within the evangelising Mission of the Church;
- 1.2 Developing pupils and staff to be active participants and leaders in the planning and implementation of the liturgical and sacramental life of the school;
- 1.3 Facilitating the development and implementation of policy in relation to Religious Education;
- 1.4 Working with staff to ensure the integration of Catholic values in the curriculum, policies and procedures of the school;
- 1.5 Providing a vision for and articulating expectations regarding quality teaching and learning in Religious Education;
- 1.6 Encouraging and supporting teachers in developing the religious environment of their classrooms;
- 1.7 Working with the Leadership Team in the spiritual development of staff and regular staff prayer;
- 1.8 Giving leadership to and coordinating opportunities for the faith development of pupils, including prayer and retreats;
- 1.9 Liaising with Chaplains and communicating with parents concerning the Religious Education and the sacramental programs.

POLICY FOR DEVELOPMENT OF WORSHIP

See Collective Worship Policy

POLICY MONITORING AND REVIEW

This policy is monitored by the Religious Education Leader and is evaluated and reviewed by the Governors and whole staff every year.

Signed: Mrs T. McNamara (Head Teacher)

Signed: Mr S. Olivier (R.E. Governor)

Date of policy: January 2026

Next Review Date: January 2027