

St Pius X Catholic Primary School



RELIGIOUS EDUCATION POLICY

MISSION STATEMENT

Together in God's loving family,
we believe, we learn, we grow.

Date policy revised:	September 2025
Date of next revision:	September 2027

The purpose of religious education: fully religious and genuinely educational

Religious education is religious by virtue of its intent to serve the missionary mandate of the school. The Catholic school is a community of faith, and religious education is where that faith seeks understanding, where pupils learn to love God with all their minds, where they learn to 'know their creed so well that they can give an account of it'. In an atmosphere of faith, religious education is the engine room of the missionary dynamic of the Catholic school as a whole. Religious education is religious also because its central subject matter is 'the comprehensive and systematic study of the mystery of God, of the life and teachings of Jesus Christ, the teachings of his Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life'.

At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in religious education, which recognises the human person as one 'created in "the image and likeness" of God... unfaithful to God in original sin, but redeemed by Christ... [and] destined to eternal life'. Religious education is religious because it is the bond of the whole curriculum. It is in faithful and engaging religious education that a student can gradually appreciate other subjects as separate disciplines but find their rationale and unity within a Catholic religious vision of reality. 'Therefore, religious education is never simply one subject among many, but the foundation of the entire educational process.'

Religious Education Directory for Catholic Schools 2023

The Aims and Objectives 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.

Religious Education Directory for Catholic Schools 2023

Religious education as the heart of the curriculum

1. Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
2. Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
3. Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
4. 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.

In line with the new Religious Education Directory, our aims for pupils studying religious education are:

- to engage in a 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;

- 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 to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
- 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;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
- 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.

The Religious Education Programme

The structural elements of the programme of study as stated in the RED 2023:

The programme of study for religious education in Catholic schools presented in this directory has a framework with four structural elements: knowledge lenses, ways of knowing, expected outcomes, curriculum branches.

Knowledge Lenses

Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase. They are referred to as lenses, since they are the things we are looking at and they divide the content of the programme of study into four systematic subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses of hear, believe, celebrate, and live (the study of the Catholic religion), dialogue, and encounter (the study of other religions and worldviews).

Ways of knowing

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey. Whenever we know something, we always know it in more than one way: we remember it, we critically assimilate it, and we put it into practice. All three are ways of coming to know the things that are the object of our study. The ways of knowing are an evolution of the Age-related Standards in Religious Education, which were themselves an evolution of the Levels of Attainment in Religious Education. The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand), heart (discern), and hands (respond)

	Understand 	Discern 	Respond 
	The following list gives an indication of the ways in which these skills develop through the use of 'driver words and phrases' that are applied progressively as pupils move through the different age-phases of the curriculum content:		
Driver words and phrases	• Recognise... texts, beliefs, rites, ways of life. • Name... • Remember... • Recall... • Retell... • Describe... • Make links... • Explain... • Show understanding... • Interpret within a historical context...	• Play with possibilities, asking 'what if?' questions. • Say what they wonder about. • Recognise similarities and differences. • Point out what is the same and what is different. • Express a point of view or a preference. • Listen to different viewpoints. • Support a preference with reasons. • Explain differences. • Construct arguments. • Weigh strengths and weaknesses. • Arrive at justified conclusions. • Recognise complexity with reference to different interpretations and historical context.	• Talk about their own feelings and experiences. • Respond personally to questions that are difficult to answer. • Make links between their own feelings and beliefs and their behaviour or way of life. • Compare their own and other peoples' responses. • Explain differences of belief and ways of life with reference to religious commitments. • Critically reflect on their own beliefs and ways of life in response to dialogue with others. • Respond with integrity to personal conclusions about questions of value and meaning.

Expected Outcomes

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 will have a prescribed set of outcomes that will 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 discrete knowledge within each lens.

Curriculum Branches

Curriculum branches are the way this programme of study presents its model curriculum. The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the 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, which allows them to make links between the four knowledge lenses within the context of the narrative of salvation history. The six curriculum branches are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the Earth, and dialogue and encounter.

[Please find the progression of skills and knowledge based on the RED \(2023\) here](#)

Assessing and Recording Achievement

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

- the whole child;
- the formation of the Christian character;
- the ability to take their place in society;
- the fulfillment of academic potential.

To this end, the profiling of the pupil's whole person development is as important as the assessment of academic outcomes. We use assessment against the expected end of year outcomes as a guide to pupil attainment and use this in line with our Assessment for learning policy.

Formative Assessment

Class teachers will assess pupils' responses to questions, participation in a variety of activities including role play, contributions to discussions. This could include general observation of children engaged in classroom activities and observation of contributions made to classroom displays. Moreover, teachers will provide specific questions throughout a unit to deepen children's thinking, and provide children with opportunities to reflect so that they can develop their ideas and beliefs further. Teachers refer to [this skills progression grid](#) when they are assessing in RE.

Summative Assessment

Teachers complete grids at the end of each topic to indicate how children are performing, please find an example [here](#). Teachers also submit data for their class on a termly basis, which is tracked throughout the school year. Pupils are identified in termly pupil progress meetings, where teachers and SLT moderate books and set targets to ensure progress for any targeted pupils.

Reporting

Reporting in Religious Education is a natural part of teaching and integral to the learning process. See the RE Assessment Grid.

Parents are informed of the progress and achievement of their children through:

- Printed learning journeys outlining skills coverage in RE
- Pupils, parent and teacher discussion, including parents' evenings;
- Termly Curriculum newsletters to parents/carers outlining topics to be covered;
- Written end-of-year reports;
- Religious Education celebrations;
- [School blog](#)
- Displays of work;

Information Technology

All classes have access to laptops and other ICT equipment, which will be used to enhance RE teaching and learning.

Monitoring

Aspects of RE which are monitored include:

- Timetables (annually)
- Children's work
- Teaching and learning (lesson observations / drop-ins)
- Assessment (formal assessments each term, individual records of attainment on RE Assessment Grid)
- Displays
- Prayer and Liturgy throughout the school
- School blog

Each class will participate in religious celebrations during the year; this may be an assembly, Stations of the Cross, Easter production etc. Classes will also celebrate Mass during the year.

Each class teacher is responsible for RE displays in their own area. Displays give a valuable insight into the teaching and learning which is taking place in the school. Each class will have a prayer/holy area in a prominent place in the classroom which is visible to all. The theme of the prayer focus should relate to the season of the liturgical year. The prayer/holy area should feature a cloth reflecting the liturgical year or a feast day together with appropriate ritual artefacts such as: pictures, icons, stones, Bibles, flowers, bark, holy water, rosary beads, candles etc.

RE teaching, along with other curriculum subjects will be observed by the Head Teacher according to the School Development Plan and RE Action Plan. With regard to monitoring teaching, the school follows the diocesan guidelines.