

Holy Family Catholic Primary School, New Springs

Mission Statement

We are a caring family, we pray, learn and grow together

Policy for Religious Education

(To be read alongside the policy for Prayer and Liturgy)

The foundation of all we believe in at Holy Family Catholic Primary School is underpinned and celebrated by our Mission Statement. Through this statement, we hope to build firm foundations for learning and a compassionate and caring school ethos. We seek to nourish God's love in ourselves and in one another, seeking to develop our learning community as one family, united in God's love.

OUR MISSION STATEMENT: We are a caring family. We pray, learn and grow together.

Links with our Mission Statement

We are a caring Family.

With the Holy Family as our guide and inspiration, we provide a caring community where there is opportunity for everyone to develop and take a full part in the life of the school.

We pray together in order to build a closer relationship with God. Through prayer we develop a sense of wonder and awe and respond to God's gift of life. Our school is a place where everyone feels involved in prayer, worship, meditation and liturgy.

As a family we learn and grow in a loving community to become mature Christians who are prepared to witness to moral and spiritual values in the wider world.

Our Aims

- To present a comprehensive content which engages pupils and 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 culture and 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 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.⁴

⁴ Religious Education Curriculum Directory, Catholic Bishops' Conference, 2012, p. 6

Curriculum time allocation:

- In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Prayer and Liturgy.

Programme of Study:

- To fulfil the above aims we follow the model curriculum contained within [‘To know You more clearly - The Religious Education Directory for Catholic Schools, Academies and Colleges in England and Wales’](#) (June 2023)
- Our ‘hybrid curriculum’ model makes use of resources from the following published schemes:
 - a. ‘Lighting the Path’ Source to Summit (EYFs & KS1- KS2 from Sept 2026)
 - b. Salford Diocese (KS2 pilot materials, branches 1-5)

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.'

Stated in the RE Directory:

The model curriculum has six components that will be known as branches which might, in practice, map helpfully onto the six half-terms of the school year. Each one has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

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

Sacramental life is taught within and across branches. Pupils encounter scripture and what the Church teaches about scripture and what this means for a life lived in Christ as part of the Catholic faith.

Our children will also encounter world religions on key festival dates (e.g. Diwali, Eid & Yom Kippur)

Methodology:

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

Inclusion and Equality:

- The governing board have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our school, irrespective of ability, faith and background will have appropriate adaptive access to the Religious Education programme.

Assessment, Monitoring, Recording and Reporting:

- Assessment of standards is carried out at the end of each of the six branches. Expected outcomes are listed in each topic under the headings Understand, Discern and Respond.
- Class teachers will use these statements to inform their assessment during the three assessment periods throughout the year – End of Autumn, End of Spring and End of Summer terms. Progress and achievement is recorded and tracked on the school's internal tracking system.
- Monitoring of teaching and learning is carried out by the Senior Leadership Team; and includes lesson observations, pupil voice, learning walks and work scrutiny.
- Progress and achievement in Religious Education is reported to Governors termly.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year and in person at Parent Teacher Meetings in November and March.

Management of the subject:

- Eleanor Palmer is the RE lead, and has responsibility for leading, managing and supporting the delivery of and training in Religious Education.
- The RE team also includes Stephen Gallagher and Hayley Lord who also support the RE leader with catholic Life and Mission, Prayer and Liturgy and quality assurance of the subject.
- The governing body supports and challenges the leadership of Religious Education by:
 - Monitoring progress and impact through reports, school visits, and participation in liturgical events
 - Ensuring that Religious Education maintains its status as a core subject and that it reflects the school's Catholic mission.

Resourcing:

Religious Education is central to the school's understanding of itself as a Catholic school, and this is reflected in the annual budget allocation and available resources, including staff time, cpdf provision, and dedicated resources to support religious education. The Catholic character of the school is reflected in religious artefacts and images on display throughout the building.

Training and formation:

All new staff will be supported during induction and beyond, so that they fully understand the responsibility they carry within their individual role for leading religious education in the school. Any individual training needs will be identified and addressed through training and formation. There will also be the opportunity for whole-staff professional development at least once a year, so that all staff understand the importance of religious education and relevant staff are well supported to lead as required.

Policy Review:

The policy will be reviewed as part of the regular cycle of policy review conducted by the governors at least every 3 years, but earlier if significant change is required.

Religious Education policy:

This Religious Education policy has been approved and adopted by the governing board on 23rd June 2025 and will be reviewed in Summer Term 2028.

Signed by the Chair of Governors:

Signed by the Headteacher:

The Role of the RE Lead

- To be responsible to the Headteacher and colleagues 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, learning walks, book scrutiny, planning and discussion with pupils.
- To manage resources and facilities for Religious Education.
- To liaise with the Diocesan Department for Education particularly through attendance at RE Leaders meetings, and inform the Headteacher and colleagues of current standards and developments within Religious Education.
- To attend appropriate training for Religious Education, keep up-to-date with current developments and feed these developments back to staff.
- To advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- To implement the Religious Education Directory and support staff during the transition period.
- To facilitate in-house moderation of pupils' books.
- To attend Diocesan and cluster moderation meetings with the required pupil books.
- In consultation with the Headteacher, to communicate with parents, governors and the parish community regarding issues relating to Religious Education.
- Working with the Headteacher and colleagues, to undertake a regular audit / review of Religious Education in line with the school development plan.
- To be familiar with the current inspection framework and to consult with the SLT to complete the CSED document.
- To keep up to date with changes to the Religious Education Directory.