



Runnymede St Edward's Catholic Primary School

'Have courage, the good seed will grow in the children's hearts'

School Policy for Religious Education

Approved by the Governing body in September 2026

Signed _____ Chair of Governors

Signed _____ Head teacher

To be reviewed and revised in September 2028

MISSION STATEMENT

“Have courage and the good seed will grow”

The following aims have been compiled through consultation with the staff and Governors of the school. The statements after each aim outline some of the strategies employed to achieve them.

Faith

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life

Individual Opportunity for Learning/Growth

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community

Relationships

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

School and Wider Community

To foster a spirit of co-operation and friendship between home, school and the wider community

- 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 create an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and 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.

Outcome of Religious Education

The outcome of excellent 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.

(Religious Education Curriculum Directory for Catholic Schools 2012)

The aim of Religious Education at Runnymede Catholic Primary School is to embrace all elements of our Mission Statement. Our learning objectives will take into account the religious and educational needs of our children whilst recognising the variety of starting points.

We recognise that our children come into the school community from a variety of backgrounds and we take into account the religious and educational needs of all of our children:

- Those from supportive Catholic homes
- Those from whom school may be their first and perhaps, only experience of Church
 - Those from other Christian traditions
 - Those from other faith backgrounds

Delivery of R.E.

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 and curriculum branches.

Knowledge Lenses

These 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 sub-sections 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).

Teaching Other Religions

The first four lenses systematically set out what a study of Catholicism comprises. The two lenses called 'dialogue' and 'encounter' set out the requirements in relation to the teaching of other religions and worldviews. As they progress through school, pupils will study:

- Judaism
- Islam
- Other religions and worldviews, including non-religious worldviews.

Ways of Knowing

This sets 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 the evolution of the Agerelated 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.***

Expected Outcomes

These 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

This is 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 of 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 branches are:

- Creation and Covenant
- Prophecy and Promise
 - Galilee to Jerusalem
 - Desert to Garden
- To the ends of the Earth
- Dialogue and Encounter

Teaching and Learning

Teaching and learning strategies from across the curriculum can be appropriately adapted to inspire the learning needs of pupils.

Scheme of work

To fulfill our aims and objectives, we use the Religious Education Directory - 'To know you more Clearly,' Catholic Primary Religious Education programme which integrates the Catechism of the Catholic Church. It is the programme prescribed by the Archdiocese of Liverpool and the Bishops' Conference of England and Wales. We endeavour to be creative and use collaborative learning techniques to promote children's progress.

In addition, 'To Know You More Clearly' allows us to promote key principles of Catholic Social Teaching and introduce a global aspect to our RE curriculum. Teaching of other faiths is built into the programme, so our pupils have the opportunity to learn about other faith communities and their beliefs and practices.

Each class will study Islam and Judaism during the year.

Throughout the year, provision is also made for pupils to attend and take part in masses at Church and make contributions to whole school masses. Class led assemblies also take place.

The prayer life of the school is integrated into the Religious Education curriculum e.g. through class-based Celebration of the Word opportunities. Children are involved in and plan their own Celebration of the Word from as early as the Early Years, where they may choose the material they will use for the focal point. This is with guidance from teachers who are role models for the children.

Assessing and Recording Achievement

As a Catholic school our main aim is with the development of the..

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

To this end the profiling of the pupil's whole person development is as important as the assessment of academic outcomes. Assessment is made against the expected end of year outcomes as a guide to pupil attainment and use this in line with our assessment policy. Pupils are encouraged to self-reflect at the end of each branch to allow them to identify 'what they know now.' Reporting to parents is through written reports where RE is a discrete subject. There are also opportunities to share progress in RE through Parents' Consultation Evenings.

Parents are advised by letter of the topics to be covered each term. This information is put on the school website. Parents are also involved through discussions and observations of their children's work in parents' evenings. There is a written account of pupils' progress on their annual school report. This recognises the status of RE as a core subject in our school.

Primary Religious Education Lead Responsibilities

'God has appointed in the Church first apostles, second prophets, third teachers'
(1Cor 12:28)

The R.E. Leads (Deputy Head and Headteacher) have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of information relating to Religious Education.

Key areas of responsibilities include, but are not limited to:

- responsible 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, book scrutiny, planning, discussion with pupils and feeding back findings to staff and actioning next steps.
- manage resources and facilities for Religious Education.
- liaise with Liverpool Archdiocese Education Service particularly through attendance at the Co-ordinators' meetings, and inform the Headteacher, governors and colleagues of current standards and developments within Religious Education.
- ensure that Religious Education is given 10% of the curriculum time.
- ensure new initiatives from the Vatican, Diocese and Parish are fully embraced and implemented within school life.
- ensure that Religious Education contributes positively to the broad and balanced curriculum of the school through co-operation and dialogue with other subject leaders.
- advise individual colleagues and induct new members of staff as required on the Religious Education process and teaching methods.
- facilitate in-house moderation of pupils' books.
- track data and use this, in consultation with the Headteacher, to set realistic targets in Religious Education.
- communicate with parents, governors and the parish community regarding issues associated with R.E.
- undertake a regular/review of Religious Education in line with the school development plan.
- be familiar with the current (CSI) inspection framework and complete the school's CSED (Schools Evaluation Document).
- keep up to date with developments regarding the Religious Education Directory, Prayer and Liturgy Directory, Catholic Life and Mission Directory and attend relevant training.
- review the RE policy and update when necessary.
- liaise with appropriate outside agencies both within the diocese, deanery, parish, and wider community to ensure the promotion of Religious Education within the school.

Planning and Assessment

As Religious Education is considered to be the core of the Core Curriculum, it is allocated a total teaching time of 10% of available curriculum time for each year group. The curriculum sets out 6 Branches for all year groups from Pre-School Stage to Year 6.

Short-term planning is based on the Standard Indicators relevant to each year group. Formative assessment is ongoing and summative assessment takes place at the end of each unit (approximately every 6 weeks).

3 assessments periods that take place throughout the year. At periodic moderation meetings analysis of work and level judgements are discussed between key stages. These inform the overall planning provision for Religious Education.

Monitoring assessment across the school and tracking progress is the responsibility of the RE leads. 'What we know' will be completed at the start of each branch and 'What we know now' assessment will be completed at the end of each branch.

Long Term Planning

The branches set out the programme for the year, and its implementation is the responsibility of the School Leadership Team.

Medium Term Planning

The overall responsibility for medium term planning lies with the Religious Education leads (Mrs P Minogue and Miss K Peaston). It is also the leads responsibility to ensure that teachers are delivering the correct branch, appoint start and finish dates, give guidance with resources and lead the reflection at the start of each branch.

Short Term Planning

Short term planning is the responsibility of the class teacher. Planning is to be done on the planning formats provided by the school and driver words are to be used to differentiate activities. Creativity and storytelling are at the heart of lessons so that children deepen their understanding of key concepts in a variety of ways such as art, music, drawing and drama.

Resources

The RE leads are responsible for the storage and maintenance of the RE equipment and resources. A crucifix, the Good News Bible, candle and a copy of the school mission statement should be prominent in class alongside school prayers.

Each class should have a focus table in their classroom. There is a designated cupboard which stores resources, this includes boxes of resources for other faiths. Each class will have their own focus table/area which can be adapted during the year to reflect the Liturgical calendar and Celebration of the Word themes.

RE themed displays will also be present throughout the school in communal areas such as the entrance hall. Classes should also have their own RE linked displays in classrooms and these are expected to be changed with each topic and used as a working wall, added to each week with the relevant key words and work.

Links with Parents and Parish

We recognise the importance of maintaining good home/school/parish links. Other opportunities for home/school/Parish links include:

- Parent invitations to school masses at church and school. Parents are also invited to assemblies on a regular basis.
- Annual meetings at which parents are given a general summary of work to be covered in all subjects.
 - Annual school report.
 - Regular visits from the parish priest.

Spiritual and Moral Education

All staff appreciate that the spiritual, moral, intellectual and physical welfare of each child is their primary concern. The love of Christ is apparent in the school community through mutual respect and support. All staff enable pupils to develop a compassionate, supportive and respectful attitude towards each other.

Equal Opportunities

At Runnymede St Edward's, we aim to provide all pupils with equal access to a broad and balanced curriculum, of which RE is an integral part. In this way all should make the greatest possible progress and reach their full potential. Group work, extension activities and individual support are used to meet the needs of all children ensuring inclusion, and full access to all aspects of the RE curriculum.

SEND

Every individual child is treated with the utmost dignity and respect. We allow for children being at different levels and encourage them to grow as individuals at their own rate and relative to their own ability.

Staffing

We encourage all staff to work towards gaining their CCRS as part of their professional development.