

**Religious Education Policy**

**September 2023**

Policy reviewed and updated: September 2023

Policy due to be reviewed: September 2025

**Mission Statement**

*At St George’s we:*

***Love*** *God, ourselves and each other,*

***Learn****, strive and achieve together*

***Live*** *life to the full, according to God’s call, in the light of Christ.*

At St George’s Voluntary Catholic Academy, we believe that Christ is the cornerstone of all that we are and so we believe that everything we do really matters. This is expressed through high expectations of work and behaviour.

We aim to create a love of learning by providing a happy, challenging and exciting learning environment which inspires creativity and enables our children to achieve their full and unique potential. We aim to equip our children with the skills to make positive contributions to their own lives and the wider community.

Through a supportive culture of promoting, sharing and celebrating success, we recognise every individuals ’God-given talents. All members of our school community are valued.

We strive to build positive relationships between home, school and parish, supporting families in their role in supporting their child’s education.

We offer a safe and loving environment that welcomes and includes everyone on a journey towards becoming compassionate, responsible and independent members of society.

**Rationale of Religious Education:**

* We believe Religious Education to be ‘the core of the core curriculum.’
* We believe Religious Education is central to the educative mission of the Church.
* Aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects. We acknowledge and concur with the Bishops’ view of the importance of high quality religious education: *“Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material.”¹*
* We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

*‘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…*

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1 Religious Education in Catholic Schools, Bishops’ Conference of England and Wales, 2000, para. 7

*All pupils have the right to receive an overall 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. Religious Education is, then, the core subject in a Catholic school.’²*

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines³*. As such it is to be taught, developed and resourced with the same commitment as any other subject.’

Classroom Religious Education has as its outcome:

*“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”.⁴*

**The Aims of Religious Education as stated in the 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 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.⁵

**Religious Education in the Classroom and Curriculum Time Allocation:**

Since the total curriculum in our school is based on the values of the Gospel 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 a 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.

2 ibid, para. 4

3 Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.3 3

4 Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.10

5 Ibid p.6 4

(b) Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of this school to allocate 10 % of curriculum time to Religious Education. This does not include Collective Worship.

**Programme of Study:**

To fulfil the above aims and to address the four areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ - the ‘Come and See’ programme is used as recommended by the Diocese.

**Process**

We teach Religious Education through the process of Explore, Reveal, Respond. This follows the pattern of: the human search for meaning, God’s initiative in Revelation and the response in faith. This pattern is outlined both in the Catechism of the Catholic Church and in the Curriculum Directory. As the Directory states: ‘Teaching in Religious Education ….should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible.’⁶

**Methodology**

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

**Inclusion**

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

**Other Religions**

Two other religions are taught from EYFS to Year 6 following the programme of study in ‘Come and See’. These are Judaism, which is taught in the Autumn and Islam which is taught either in the Spring or Summer. One week’s teaching and learning time per year is given to each.

**Assessment, Monitoring, Recording and Reporting**

* Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in Levels of Attainment in RE agreed by Bishops’ Conference.
* Each teacher keeps a class record of pupils’ progress.
* An in-house moderation meeting is held every term.
* Samples of work are presented for Diocesan Moderation at RE cluster group meetings.

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6 Religious Education Curriculum Directory, Department of Catholic Education and Formation, Bishops’ Conference of England and Wales, 2012, p.7 5

* Monitoring of teaching and learning is planned and carried out through a rigorous monitoring schedule.
* Progress and achievement is recorded and tracked termly through regular pupil progress meetings and the use of an assessment tracker for each pupil.
* Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

**Management of the Subject.**

Suzanne Godby, the RE Co-ordinator has responsibility for leading, managing and supporting the delivery of and training in Religious Education. The RE Co-ordinator works closely with the Executive Head, Deacon Steve and School chaplain as part of the school’s RE team.

**Policy Monitoring and Review.**

This policy will be monitored, evaluated and reviewed by the RE team and updated every 2 years.