



# Holy Rood Catholic Primary School, Swindon.



## Religious Education (RE) Policy



## School Vision:

### Belong

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavor to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

### Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

### Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

### Children's Mission Statement:

**Holy Rood Catholic Primary School**  
Mission Statement

We try to follow Jesus by praising and giving  
thanks to God,  
enjoying and caring for his world,  
loving and forgiving others and always trying  
our best!

### Our aims in Religious Education (RE):

- Present engaging, comprehensive content as a foundation for understanding the Catholic faith.
- Help pupils deepen their theological knowledge and communicate it effectively.
- Teach the Church's moral and social teaching, enabling pupils to evaluate contemporary cultural trends.
- Raise awareness of other religious traditions, fostering respect and understanding in line with British Values.
- Develop pupils' ability to relate their faith to daily life and other curriculum subjects.
- Inspire personal reflection and meaning through the truths of the Catholic faith.
- Explore the relationship between faith, life, and culture.
- Embed Catholic Social Teaching throughout the curriculum, supporting Pope Francis' Fratelli Tutti.

### Curriculum Intent:

- Religious Education (RE) is a right and will be provided for each child within the school.
- RE will be provided in accordance with the teachings of the Catholic Church and rooted in Scripture.
- RE will be provided at a level appropriate to the age and the spiritual and intellectual development of the child.
- RE will be taught as a **core subject**, with 10% of curriculum time allocated weekly. Lessons are carefully planned, monitored, and assessed using the diocesan scheme 'To Know You More Clearly', with resources from the scheme Day by Day.
- RE is designed to be stimulating, challenging, and inclusive, encouraging cross-curricular links through ICT, drama, creative writing, music, dance, and art.
- RE is intended to deepen the child's knowledge and understanding, and to develop concepts, attitudes and values which will help each child to form a personal relationship with God through faith, while recognising that ultimately faith cannot be imposed upon any child.
- We recognise that children come from diverse faith backgrounds and teach respect for all beliefs while fostering opportunities for each child to develop a personal relationship with God.
- This RE policy takes account of the statutory requirements governing religious education and worship in schools, to the extent that these apply to Catholic Voluntary Academies. The school's Mission Statement provides the foundation for the religious education policy.

## **Curriculum Implementation:** **Teaching and Learning**

- RE follows To Know You More Clearly and focuses on Scripture, Catholic teaching, and the life of Jesus Christ. The RE curriculum should be delivered in an engaging and varied approach, making good use of cross-curricular links.
- The RE provided for each child will include teaching, at a level appropriate to the child's age and understanding, about the life, teachings, death and resurrection of Our Lord Jesus Christ as recorded in the Gospels.
- It will focus on the teachings and practices of the Catholic Church as well as major events, people, stories and themes of the Bible.
- Full details of the content of RE in the school will be found in the scheme of work and in accordance with the Curriculum Directory.
- Catholic Social Teaching is integrated, helping pupils understand rights, responsibilities, and the Common Good.
- Lessons use a variety of approaches to engage pupils and embed learning in prayer, worship, Mass, sacraments, and the liturgical year.

We also incorporate Catholic Social Teachings, in order to consolidate Pope Francis' encyclical – Fratelli Tutti. It is important for our pupils to have an understanding of their rights and responsibilities both to themselves and the Common Good. This will also allow them to develop a sense of identity, find their place in the world, and make positive contributions to society. Children are encouraged to be resilient and develop the knowledge needed to keep themselves and others safe, make well-informed decisions using their learning as a moral compass, be respectful and tolerant, and uphold the British Values and the Values of the Gospel.

## **Curriculum Requirements**

Although RE is not included in the National Curriculum, we have given it the status of a core subject. We have therefore agreed to approach RE with the same degree of professionalism as other National Curriculum subjects.

## **Structure and Planning**

- RE is taught individually and plays a central role in all areas of school life.
- All teachers have been provided access via the diocese to download and save online resources from Clifton's shared drive
- EYFS- Year 6 are provided with 'I can covers' which have been drafted by the RE Team and help to inform learning objectives for Understand, Respond and Discern.
- Teachers use diocesan resources and the school's PowerPoint template to ensure consistency.
- Learning objectives ("I can" statements) guide lessons, support assessment, and enable children to self-assess.
- Reception pupils experience RE through play-based activities designed to encourage reflection and participation.
- A non-negotiable exemplar RE PowerPoint has been created for all year groups to ensure there is a consistent approach to planning whilst supporting all teachers both new and non-Catholic to ensure key vocabulary and resources are outlined (See

appendix A). These PowerPoints must include answers to all posed questions within the note section and examples of ‘What a good one’ looks like should be made for lessons to ensure expectations are consistent and reflective between classes.

- During the period in which the curriculum is being introduced, teachers annotate planning from the RE advisor and save these to the server with the intention that the following year this is record on the proforma.

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<b>To Know you more clearly branches</b>	
Creation and Covenant	Term 1
Prophecy and Promise	Term 2
Galilee to Jerusalem	Term 3
Desert to Garden	Term 4
To the ends of the Earth	Term 5
Dialogue and Encounter,	Term 6

### **Inclusion**

As a Catholic school, we recognise every child as created in the image and likeness of God, endowed with inherent dignity and called into relationship with Him. We are committed to ensuring that the proclamation of the Gospel and the teaching of Religious Education are accessible to all. Inclusion in Religious Education therefore requires particular attentiveness to pupils who may face barriers to participation, belonging, or achievement.

### **Commitment to Vulnerable Pupils**

In line with ‘To know You more clearly’ and to allow all children to access learning we:

- Provide carefully scaffolded learning so that pupils with SEND can access theological content using videos, images and artefacts
- Provide word banks, sentence stems and visual aids
- Adapt language, tasks, and assessment to ensure meaningful engagement.
- Use high quality videos, photographs to support visual learners
- Use drama, liturgical, and experiential approaches to support pupils who may struggle with abstract concepts and are kinaesthetic learners.
- Ensure that personal knowledge opportunities (reflection, dialogue, response) are inclusive and sensitive to pupils’ lived experiences.

Particular care is taken when teaching sensitive themes (e.g., suffering, forgiveness, family life, moral responsibility), recognising that some pupils may have direct personal experiences of trauma or hardship.

### **Expectations**

Inclusion does not mean lowering expectations. In accordance with the RED, we maintain high academic ambition in Religious Education for all pupils. We are committed to:

- Identifying and addressing gaps in attainment for disadvantaged and vulnerable groups.
- Monitoring progress to ensure equitable outcomes.

- Providing staff training to support inclusive theological teaching.
- Working in partnership with families and parish communities to strengthen support networks.

### **Books:**

- ✓ At Holy Rood, all children are given a special front cover for their RE books which reinforces the respect, love and care that should be taken when using these exercise books.
- ✓ The first page of their books and for each new branch will contain the I can cover for teachers to assess against. These statements are progressive between year groups and coverage of branches.
- ✓ These learning objectives are highlighted at the end of each lesson by the class teacher to help inform their assessments. 'I can covers' also allow the teachers to identify support given and for children to self-assess at the end of each lesson against the main learning objective.
- ✓ There is an expectation that children will write in their RE books using pencil with their best handwriting and presentation.
  - *Exceptions to this include: children in UKS2 who have been awarded a 'pen license' by class teachers in agreement with the English Team. These children are allowed to write in a black handwriting pen which has been given to them by the school.*
- ✓ Each piece of work will start with the full date and learning objective taken from the I can cover. This can be either written by the children or provided on a worksheet.
- ✓ In all RE books there should a range of work which can vary greatly. Children's recording can take the form of:
  - written recounts (one extended piece per topic)
  - group work reduced and copied
  - video
  - annotated photos
  - scribed comments by adults
  - art work
- ✓ In Reception, evidence can be found in floor books which show a learning journey throughout a topic, as well as observations and annotated comments which are uploaded to the Interactive Learning Diary (ILD).

### **Marking:**

- Marking follows the whole-school policy, using green pen for areas to develop, yellow for highlighting evidence of learning, and blue for pupil corrections in response to marking.
- Feedback reflects the lesson's religious learning objectives, using key questions to check, consolidate, and deepen understanding.
- Marking may be done live in the lesson alongside the child, or after the lesson has been completed.
- I can covers should be yellow highlighted to show if the LO, Understand, Discern and Respond has been achieved for each lesson.
- Staff should also record the ratio for support on the I can cover.

While marking of RE work is made in line with the marking policy, it should reflect the religious learning objective of the lesson e.g., spelling corrections should be of a religious nature. To support children's understanding, teachers should use questions, containing driver words, to check, consolidate and challenge understanding when appropriate.

### **Impact:**

#### **Assessment**

- ✓ All children from Y2-6 individual RE books for them to show their development, the recording takes on many forms e.g., pictorial and written.
- ✓ EYFS and Year 1 have floor books for each branch which reflect the work undertaken.
- ✓ Year 1 transition to books in Summer term in preparation for Year 2.
- ✓ Assessment for learning grids are completed at the end of each lesson for all six branches and saved to the server to help inform future planning.
- ✓ The teachers will use the provided AfL grids to identify those working towards (WT) or beyond (GD), leaving the remaining children as working at standard.
- ✓ These documents also provide the opportunity to identify adaptations needed for future lessons or for the following year to support lesson planning.
- ✓ Formal assessment is undertaken at the end of each big term (x3 times a year).
- ✓ Teachers are to moderate books and data together to ensure consistency.
- ✓ Following this, the RE Team will work together to analyse and highlight any gaps and feedback to the teachers taking appropriate action (moderating books, reviewing planning).
- ✓ At the end of the year, the RE Team compiles a report for the Diocese outlining the progress and development of the children.
- ✓ EYFS do not formally assess RE as most of the assessments are made through quotes and gathered evidence through independent activities and guided activities. Children's RE work is to be kept in their Learning journeys in an RE section, and a class Floor book shows examples and quotes from the lessons. Teachers assess whether children have met the objectives at the end of each term and keep this in their own assessment folders.

### **Other Faiths**

At Holy Rood, we firmly believe that children should have experience of the multi-cultural society in which we live. The curriculum, "To know you more clearly", provides the opportunity for other faith comparison interwoven throughout the topics as well as a focus Branch in Term 6 "Dialogue and Encounter" which encompasses, Christian and Dharmic faiths.

### **Monitoring and Evaluation**

Monitoring of RE will take place as outlined in the schools monitoring overview. It will be undertaken by the RE Team and/or Head teacher through:

- Learning walks
- Scrutiny of books
- Scrutiny of planning and PowerPoints
- Collection of assessment

## **Displays:**

- ✓ All classrooms will have an RE display with consistent use of colours linked to the liturgical year e.g., Lent – purple.
  - The headings should also show the Branch and therefore there will be a consistent approach across the school.
  - The displays should include work taken from the main whole class input as well as marked work from RE lessons.
  - Key vocabulary linked to the branch will be displayed
  - Catholic social teachings will be displayed for children to refer to.
  
- ✓ The RE display should also, where possible, have a table beneath it with the correct coloured cloth for the time of year and artefacts linked to the branch as well as generic items such as Bibles, prayer stones, rosary/crucifix/cross (dependent on time of year). All classrooms have been provided with green and purple table clothes, bibles, rosaries, crucifixes, copies of the school prayers. The RE team will order any new and requested resources once reviewed.
  
- ✓ RE tables should be used for RE purposes only, adults and children are encouraged not to leave resources/books in this area unless they link to the current RE branch or Prayer and Liturgy.
  
- ✓ The RE display should also provide vocabulary linked to the specific branch in large font for children to see. This should support children's individual work as well as being used by the adults within the class to refer to.
  
- ✓ In the school's reflection area, the Reading of the Week is displayed for children to explore and respond to as and when they wish. This reading is based on the Sunday reading and is shared with the children during a whole school Liturgy assembly.
  
- ✓ Where possible, RE displays should be used to allow home-school links by encouraging children to bring in pictures, statues and other religious artefacts from their home and their home countries.

## **Liturgy**

Year groups join together to celebrate Mass as a cohort in the school hall. All children attend Mass at Holy Rood Church throughout the year in which the children play an active part in the Mass by reading, singing, writing prayers and reflections and by taking the offertory. These occasions we believe are prayerful and joyful – a time when our uniqueness as a Catholic school is both highlighted and celebrated. Parents and parishioners are invited to celebrate Mass with the children in the parish church. We also provide opportunities for non-sacramental liturgies and celebrations. Major feasts and some Saints days are celebrated, as are the CAFOD fast days. We aim to provide all children with opportunities for reflective discussion and prayer.

## **Prayer**

Holy Rood aims to encourage each child to develop a personal relationship with God through prayer. The school aims to make prayer, worship and liturgy real educational and personal

experiences, and to contribute successfully to the development of the spiritual and prayer life of each individual in the school community. Active participation is encouraged. Children will be given opportunities to pray each day, with prayers at intervals throughout the day within their classrooms, and to develop their understanding of prayer, in a number of ways:

- By participating in daily prayer, reflection and/or meditation within the classroom, often in response coverage within each branch.
- By participating in prayer as a whole school together at assemblies.
- By being taught the words of commonly used prayers, and exploring their meanings.
- By studying the words of psalms and exemplary prayers.
- By writing and saying their own prayers, and sharing these with their class
- By contributing to and participating in school and class Masses and other liturgical celebrations.
- By teaching and discussion of the nature of prayer, and providing personal experiences of prayer.
- By learning hymns and using them as a form of worship.
- Through penitential services.
- By leading prayer sessions in their classrooms or in the school hall.

### **Parish and Home Links**

The school aims to create an effective and supportive interaction between home, parish, school and the wider community. The school will foster this partnership by:

- Encouraging parents and children to become involved in sacramental preparation programmes, which are carried out in the Parish.
- Liaising with Y3/4 teachers, catechists and the Parish Priest to give support.
- Inviting parents to school and class Masses, liturgies and assemblies.
- Encouraging children to become involved in the life of the parish through involvement with music, altar serving, reading and offertory.
- Maintaining a good relationship with the local parish priests.

### **Equal Opportunities**

Planning should account for the age and ability of the pupils so that all children have full access to RE. Differentiated materials and help will be provided for children with Special Educational Needs and those for whom English is an Additional Language. Teachers will also use ways other than reading and writing as a way of teaching, for example role play or art. All children will have an equal opportunity to contribute to and participate in Masses, liturgies and assemblies.

### **Other Policies and documents of Interest**

Prayer and Liturgy Policy

Chaplaincy Policy

RSE Policy

RE Overview – key dates

### Roles and Responsibilities

<b>Governors:</b>	<ul style="list-style-type: none"> <li>• To represent the Bishop’s education policy in school.</li> <li>• To preserve and develop the catholic ethos of the school.</li> <li>• To hold the head teacher and leaders to account.</li> <li>• To liaise three times (minimum) a year with the RE team.</li> </ul>
<b>Head Teacher / Assistant Head Teacher: Subject Leader</b>	<ul style="list-style-type: none"> <li>• Ensure that the policy and scheme are implemented correctly and reviewed regularly.</li> <li>• Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.</li> <li>• Maintain and develop resources to support the curriculum and ‘Life to the Full’ schemes of Work. while ensuring the curriculum offered is appropriate, suitable and relevant to pupils’ needs and interests.</li> <li>• Ensure that each Year group are taught about other faiths to promote knowledge, awareness and understanding.</li> <li>• Monitor the progress of pupils in RE across the school and share findings with staff and Governing Body.</li> <li>• Organising in-house moderation of standards meetings.</li> <li>• Self-evaluation to identify strengths and areas for development.</li> <li>• Maintain effective links with teachers, parents, governors, clergy, cluster schools and the Diocesan Centre.</li> <li>• Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff.</li> </ul>
<b>Teachers and TAs:</b>	<ul style="list-style-type: none"> <li>• Prepare plans in line with the scheme and policy;</li> <li>• Ensure the catholic values and ethos of the school is promoted.</li> <li>• Assess the work and progress of the pupils linked to each of the ten six branches/</li> <li>• Report to parents on progress of pupils in terms of a written report and interviews at Parents’ evenings;</li> <li>• Provide a clearly defined prayer table linked to the Liturgical calendar/ branch of work.</li> <li>• Provide opportunities for Prayer and Liturgy in the classroom</li> <li>• Provide opportunities for deepening a spiritual relationship with God and themselves through daily prayer</li> </ul>





<b>APPENDIX A :</b> <b>RE Topic:</b>		<b>Teachers:</b>	<b>Term:</b>	
<b>Other faith covered:</b> <a href="http://www.casopportsmouth.org.uk/primary-re-3/">http://www.casopportsmouth.org.uk/primary-re-3/</a>		<b>Year Group:</b>		
<b>CST:</b>				
<b>Vocabulary:</b>		<b>Resources:</b> Topic covers		
<b>Week beginning</b>	<b>Learning Objective AT strand identified</b>	<b>Whole Class Teaching</b>	<b>Activities</b>	<b>Plenary/ Reflection:</b>
		Starter activity:	<b>Working at</b>	
		Main teaching (including useful questions):		
			<b>Greater depth</b>	