

Holy Rosary Catholic Academy – RE Policy

This policy reflects and supports the aims of our Mission Statement:

‘Loving Heart – Strong Mind’

At Holy Rosary we pride ourselves on our strong Catholic ethos based on the Gospel values and teaching of the Church. To this end we aim to maintain a high standard of behaviour. An important part of this is the support we receive from the families who share our values.

Our school community recognises the central role parents have in the religious education of their children. The Bishops’ Conference of England and Wales re-iterated in their statement on Religious Education in Catholic Schools (2000): “The first educators in the faith are parents.” In recognition of this, we strive to maintain a faithful partnership with parents, communicating clearly both the curriculum and the wider spiritual opportunities offered to families and warmly inviting parents to share their knowledge and experiences with the school community.

Our school works closely in partnership with the Our Lady of the Angels Mercia parish community to which many of our children belong. The General Directory for Catechesis confirms, “This partnership between home and parish is enhanced by the role of the Catholic school in which the educational mission of the Church finds a particular and important expression.” Religious Education in a Catholic school encompasses the whole educational mission of the Church and is not confined to timetabled Religious Education lessons.

The Importance of Religious Education

Religious education is the "core of the core curriculum" in a Catholic school (Pope St John Paul II). Placing religious education at the core of the curriculum helps the school to fulfill its mission to educate the whole person in discerning the meaning of their existence, since "Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." (Religious Education Curriculum Directory p4).

This policy principally relates to children but it is important to note that the principles set out here relate to positive relationships and behaviour of all; this includes amongst staff and all members of our Academy community.

Aims, Purpose and Requirements

Religious Education is central to the curriculum of the Catholic school and is at the heart of the philosophy of Catholic Education. Religious Education has developed in a way that reflects the particular identity of our Catholic schools in England and Wales. It teaches about the faith in the context of a school which proclaims the Gospel, and invites the individual to respond to the message of Christ. As the individual responds to this invitation, growth in faith and knowledge helps the pupil to respond to the call to holiness and understand the fullness of what it is to be human. For some, then, Religious Education will also be received as evangelisation and for some, catechesis.

How we enable all pupils to develop a ‘Loving Heart and Strong Mind’ through our RE provision

At Holy Rosary School, we develop the children’s knowledge and understanding of the major world faiths and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help

the children learn from religions as well as about religions.

The aims of religious education are to help children:

Understand and Live out our Mission

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems
- Develop a deeper knowledge and understanding of Catholic teaching and traditions and of the teaching of other religions, so that they can explain these ideas confidently
- Take the space to reflect and ask questions about their own and others' experience of life
- Deepen their personal faith commitment and respect the world views of others
- Develop a sense of love and responsibility for themselves, one another and the world around them, so that they can respond to this understanding in daily life (Catholic Social Teaching)
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life

Curriculum

At Holy Rosary Catholic Voluntary Academy, religious education is primarily based on the Religious Education Curriculum Directory (RED) Meet In My Name In line with the bishop's mandate, this curriculum was fully implemented in Reception to Year 6 from September 2025.

In recognition of the importance of religious education in our school, we devote 10% of the teaching week to religious education lessons.

In Key Stage 1 this is 2 hours 30 minutes and in Key Stage 2 this is 2 hours and 40 minutes, not including Collective Worship.

In Early Years, the timetable and learning style is more flexible, but teaching of Religious Education is prioritised to give children the opportunity to engage fully with the curriculum.

The Religious Education Directory has a clear framework for learning:

Four Knowledge Lenses: Hear, Believe, Live and Celebrate indicate what should be known by the end of each age phase.

Ways of Knowing: Understand, Discern and Respond are the skills through which children progress and develop their thinking during the curriculum journey.

Expected Outcomes set out for each year group what pupils should be able to know, remember and do.

Curriculum Branches divide the model curriculum into half-term units of study which repeat annually, giving a spiral curriculum which allows children to build progressively on the prior knowledge and develop their understanding year by year.

Autumn 1	Creation and Covenant
Autumn 2	Prophecy and Promise
Spring 1	Galilee to Jerusalem
Spring 2	Desert to Garden
Summer 1	To the Ends of the Earth
Summer 2	Dialogue and Encounter

The curriculum is firmly founded on building children's knowledge and understanding of Scripture, while providing opportunities to make connections to other faiths and cultures, as well as to their daily lives.

RE in the classroom and beyond

At Holy Rosary the teaching of religious education is designed to be as varied and creative as possible, to help children to engage fully with the ideas explored, to ask wondering questions and to lead their own learning in discerning their response.

Learning within the classroom may include:

- Whole class discussion and teaching
- Group discussion and feedback
- Drama and role play • Independent research
- Exploration through music, scripture (Lectio Divina) and art (Visio Divina)
- External speakers / workshops

We work closely with parents and with our parish to support children's progress in understanding and developing on their curriculum and faith journey.

Other World Views

Catholic education seeks to form pupils who are well prepared to play a positive role in society and to follow Jesus' teaching to "love your neighbour". We therefore embrace learning about other world views with "a willingness... to try to understand better the religion of one's neighbours, and to experience something of their religious life and culture." (Catholic Bishops' Conference of England and Wales)

The Religious Education Directory includes a branch called 'Dialogue and Encounter' which focuses specifically on exploring other world views and recognizing the connections with the Catholic faith. Opportunities for dialogue and encounter are sought throughout the academic year and especially focus on broadening pupils' experiences and on real-life encounters with those of other faiths or none, to enable connections and develop understanding.

Examples may include:

Opportunities for families in our community to share their faith and experience

- Conversations with invited visitors about their beliefs and experiences
- Q&A with faith leaders
- Visits to places of worship
- Guided exploration of artefacts from other faiths
- Independent reading, research and discussion

External speakers are always checked in line with the CES checklist for external speakers, to ensure safe and constructive dialogue and encounter opportunities for our pupils. <https://catholiceducation.org.uk/guidance-for-schools/governance/item/1003587-checklist-forexternal-speakers-to-schools>

RE and Inclusion

We strive hard to meet the needs of pupils of all abilities. We recognise the fact that all classes in our school have children of widely differing abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);

Grouping the children by ability in the room and setting different tasks for each ability group based on age appropriate specific driver words.

Providing resources of different complexity, adapted to the ability of the child;

Using classroom teaching assistants to support the work of individuals or groups of children.

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their school support plan and EHCPs.

Teaching and Learning Style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Within RE, our teaching styles enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Passover etc. to develop their religious thinking. We organize visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies Curriculum Planning in Religious Education

Foundation Stage

We teach Religious Education to all children in the school, including those in the Foundation Stage.

In FS2 classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the EYFS framework.

Spiritual, Moral, Social and cultural Development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognize the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

The ethos and climate for learning underpins the agreed aims of the school and promotes our Respect Character Behaviours which align with the Cardinal Virtues

Fortitude - Resilience

Prudence - Empathy

Temperance - Self-awareness

Positivity

Excellence

Justice – Communication and Teamwork

And our Gospel Values:

Hope	Love	Truth	Forgiveness	Integrity	Support	Compassion
Humility	Justice	Non-violence	Simplicity			

Spirituality

We want to create an environment where acceptance, respect, mutual trust and love are evident and to foster a sense of self worth.

Our aim is to help each child to think, appreciate, question and work for what is good as they grow in faith. We try to help our children to develop a desire to search for meaning through the experiences they have in their everyday lives. We aim to guide children to question and grow in faith as they develop their spiritual quest. Spirituality will continue to be developed through every aspect of the curriculum and every part of school life.

Assessment and Recording

Teachers submit a TA judgment once a term, using ATs (attainment targets) that follow the knowledge for each year group as outlined within the RED 'Meet in My Name' Programme. This pupil tracking is used to inform and update the TRUST Assessment Framework Tool and as a basis for assessing the progress of each child against the planned curriculum. This information is also within termly pupil progress discussions and in transitions discussions annually between teachers moving into new year groups.

Informal assessment is done on a day to day basis, relying on teachers' professional judgment. This includes notes from observations, comments on children's work, outcome of tasks and discussions in class.

Work is responded to following our feedback policy.

All marking is to be carried out in green pen (positive), pink pen (corrections/developmental) and red pen (children's own marking).

All marking is to be done in a clear, legible cursive script.

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
No work should go unmarked.

Preparation work, including plans, drafts, jottings, working out in Maths and photocopied whiteboard work should be included in pupils' books. This is important as it charts the process and progress of pupils' learning.

Where a pupil could **develop** their work further this should be highlighted in **Pink**.

The pupils must then respond to this. Corrections, including spellings, grammar and punctuation relevant to the age group of the pupils, should be addressed in pink also.

Targets met and examples of **Success Criteria met** should be highlighted in **Green**.

Developmental marking should only be used if it will have an impact on that particular aspect of a pupils **RE learning**.

Reporting

Parents are informed of their child's progress through discussions at Termly parent reports and consultation evenings and the annual report. They are given a letter at the beginning of each term broadly telling them of themes and topics to be covered – this helps children, parents and the school to know and discuss any work or points arising. Parents also get information about whole school and class Masses to enable them to share and celebrate as part of the school community.

Monitoring and Review

The RE subject leaders are responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leaders present the headteacher with an annual report which evaluates the strengths in the subject and indicates areas for further improvement and report termly on standards and developments in RE to the Curriculum and Standards committee. A termly report is also made available to Governors for inclusion in the Headteacher's Report. The RE subject leaders have specially allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

Policy written by: M Dyche (HT and RE Lead)

Reviewed: July 2026

Next Review Due: September 2027

