



Religious Education Policy

Reviewed: Spring 2025
Next review: Spring 2026

Our Mission Statement

At St Georges Cathedral Primary school our vision is 'To live and learn together through our faith in Jesus Christ'. Our aim is to provide a high-quality education founded on the gospel values, recognising the needs of each individual and valuing the contribution of the wider community. We cherish each other's cultural inheritance, diversity of language and beliefs. We aim to develop the whole child – socially, emotionally, creatively, physically, academically and spiritually in an environment that is safe, calm and at the same time challenging. In this way it is intended that all pupils reach their potential and beyond in a truly excellent learning environment.

We aim to:

- Cultivate a culture that promotes love and respect for God and for each other through relationships, prayer and worship. Pupils will therefore know and walk lovingly with their God.
- Provide an engaging curriculum in which the Catholic Church and its teachings remain a key focus.
- Encourage children to develop a life-long thirst for learning through providing a consistently rich and varied learning environment throughout the school.
- Promote the value of equality and diversity within the whole school community.
- Work in partnership with the home, parish and wider community to educate the children spiritually, physically and intellectually for life's journey.

Religious Education

As a Catholic school, all Religious Education lessons must be 10% of timetabled learning across the school to ensure we are meeting diocese expectations. In Key Stage One, this is two hours and thirty minutes a week. In Key Stage Two this is two hours and forty minutes a week. The 10% time allocated is specific for RE teaching and does not include prayer and liturgy. The standard of work in RE books must be consistently high and match the standard of work in other subjects, such as Maths and English.

Currently, we use *Come and See* as our scheme of work, meeting the expected outcomes of the Religious Education Curriculum Directory 2012. Each topic lasts for four weeks and relate the Church's Liturgical year. The unit overviews and resources (including images, activities and scripture) can be found on the *Come and See* website, but all teachers are encouraged to adapt the units to support and challenge the learning of all children in their class. The first lesson of each topic should include the children responding to the big question relating to the topic, which is then referred back to at the end of the topic to highlight their learning journey. A range of creative activities linking to scripture and the Church's Liturgical year should be used throughout the topic to support and deepen the learning of all children any barriers to learning, such as Special Educational Needs or language barriers. At the beginning of each lesson, there should be a moment of reflection and prayer to remind the children that our RE lessons support our spiritual learning and journey to be closer to God. Just like at mass we can offer our prayers up to heaven, we can offer up our learning in class.

Teaching and Learning about other World Faiths

At St Georges we are blessed to be a part of a diverse community with different cultures and religions. As a Catholic school, it is imperative that we support the development of the children's relationship with God and the key teaching to love our neighbour. Consequently, all children across the school are taught about other world faiths, such as: Judaism, Islam, Hinduism and Sikhism. Each year group has a specific theme (i.e. books, festivals, and prayers) to learn about in the religion for one week throughout the year. The children's work should be in their other faith exercise books which will stay with the children as they progress throughout the school. This will help the children reflect on what they have previously learnt and to make links within their learning.

Assessment and Outcomes

The assessment of Religious Education at St Georges aims to support and progress the learning of all children regardless of any barriers to their learning. progress is monitored across the topic through questioning, discussions and providing opportunities for the children to present and deepen their learning. whilst there is a reflection task at the end of the topic where children respond to the big question based. On what they have learnt, the overall assessment should be based on learning across the topic. At the end of each topic, all data should be input onto the tracker saved in the RE folder. The children will be graded either emerging, expected and exceeding based on their learning throughout the topic. The adapted age-related expectations can be found for each year group in the RE assessment folder, linking to the end of key stage outcomes in the Religious Education Curriculum Directory.

Marking

In line with the schools marking policy, marking should provide constructive feedback focusing on success and improvements needed against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. There should be at least one focused marking per week, and children should be given the opportunity to respond to their marking.

Key Vocabulary

The key vocabulary for each topic is closely linked to the liturgical year and should be displayed on the class RE display. Furthermore, the key vocabulary will be displayed and highlighted on the PowerPoint slides. This will support the children to develop their confidence in using religious vocabulary effectively and purposely in their written work and discussions.

Classroom displays and prayer areas

Each classroom must have a visible display and prayer area that is interactive and used daily. To ensure that it is visible, the RE tables and display should be at the front of the classroom. The RE displays must have a white backing and the border should match the colours of the liturgical year. On the display, the key words and big question for each topic should be visible alongside the children's responses. The resources for displays have been created for each of the topics - these should be well taken care of and remain in their pouches to be used the following year or by the next teacher. Furthermore, the RE table must be covered with a cloth matching the colours of the Liturgical year. The class prayer table should be an interactive and changing part of the classroom environment and should be appropriate for the age of the children in the class. Each classroom should have a worship book or box, which is added to regularly with prayers and reflections. Moreover, the resources on the RE tables should be meaningful and related to the Liturgical year.

Leadership of Religious Education

Religious Education at St Georges Cathedral Primary School is the responsibility of the R.E. subject leader and the Headteacher. Their role is to monitor and assess the teaching of Religious Education across the school to ensure continuity and progression. They also ensure that the aims and learning outcome in the Religious Education Curriculum Directory are identified and fulfilled. They will conduct learning walks, lesson observations, and book and planning scrutinies to ensure high-quality teaching and learning across the school. Furthermore, the RE lead will support colleagues in their development of schemes of work and will attend diocesan meetings and cluster meetings. The class teacher is responsible for developing the children's knowledge of God and their relationship through scripture, prayer and reflection.

Spiritual Life Committee

A group of children from KS2 form our Spiritual Life Committee. Their role is to take an active role in supporting and developing the Catholic Life of our school. The children are selected after writing a letter to the Headteacher explaining how they can support and develop the Catholic Life of the school. After the children have been selected, they then receive a special badge.

Inclusion and Equality

At St Georges Cathedral Primary School, we are all cherished members of God's family and are created in his image. Consequently, all children regardless of their ability and individual needs are taught Religious Education. All children are supported in their learning through a range of creative and engaging activities.

Home- School Links

We are blessed to have a welcoming and supporting school community. The parents/guardians are the first educators and they are in partnership with the teachers who have the professional skills to help parents in teaching Catholic faith. We endeavour to do this in an atmosphere of trust and confidence. During the year, parents and friends are invited to join us at many celebrations. Each week, the children take home a prayer book to write a prayer with their families which can then be shared with their class.

Parish Links

We are extremely fortunate to have close links with St. Georges Cathedral. our chaplaincy team visit our school once a week on a Tuesday and/or Thursday. Each week, our chaplaincy team visit different classes and discuss key topics relating to the Liturgical year or what they are learning in their RE lessons, for example the Sacraments. At St Georges we are blessed to be working with a supportive chaplaincy team, who are happy to come in and discuss key topics with the children and have welcomed all classes on many occasions to visit the Cathedral and to learn about the role it plays in our local community. Furthermore, each class attend mass at the Cathedral once a half term to truly feel they are part of the wider parish community.

Prayer

Prayer is a special, a personal, a public, a private, a spontaneous and a routine aspect of school life. Opportunities for prayer occur several times each day in whole school assembly, in class, in the children's R.E. in the part they play in worship, in expressing their humanity and in developing relationships in God and Jesus.

Conclusion and Policy Review

The school undertakes an annual review of Religious Education and the Catholic life of the school with input from the governing body, staff, parents, pupils and our diocesan adviser. Outcomes are used to plan training and development needs for the upcoming year and prioritise actions in the following school development cycle.