

St Joseph's Catholic Primary School

Shining in the Light of Christ to be the Best that we
can be



Religious Education Policy

Our St Joseph's Vision
**Shining in the Light of Christ
to be the best that we can be**

Our School Family Mission Statement
The mission of St. Joseph's Catholic Primary School is to provide a Catholic education that enables our St Joseph's family to shine in the light of Christ as beacons of Hope for the World.

let us Shine

Spiritual Jesus is our Teacher and we follow in his Holy footsteps. We forgive each other and share His love with others and we are responsible for looking after his Creations

Harmony In our St Joseph's Family, We live in Harmony because we are sympathetic, compassionate, gentle peacemakers

Inquisitive In our learning, we are keen to discover new things and we are always curious about our Wonderful World

Never give up We persevere when learning is tricky and encourage and support others in school and around the world so that all of God's people can be the best that they can be

Enjoy We embrace learning joyfully and enjoy taking part in the rich, exciting curriculum with Happy hearts

Policy agreed (date):	September 2026
Policy approved by:	Headteacher
Policy published (date):	September 2026
Next review (date):	September 2027

Religious Education Policy and Scheme of Work

Statement of Aims and Beliefs

St. Joseph's School aims to be a loving community which is inspired by the life and teaching of Jesus Christ. The school affirms that all children and staff are unique and should have opportunities to achieve their full potential to learn or to teach and to experience success in a broad, varied and balanced curriculum. The school aims to value all members of the school community including staff, children, parents, governors, parishioners and visitors.

Religious Education

At St Joseph's School we believe Religious Education to be the 'core of the core curriculum'. We see it not as one subject among many, but the foundation of the entire educational process. We hope that our School will be a place where not only the teachings of the faith are taught, but also where God is experienced as a reality and where Christ's Gospel comes to life.

Aims and Objectives

- To encompass the formation of the individual responding to God's action in his/her life and the teachings of our Faith.
- To be inclusive of every child who has been admitted to the School.
- To help our children establish a personal, loving relationship with Jesus and the Father.
- To develop children's understanding of Christian morals and values and reflect on how they are going to live according to them.
- To investigate and understand the meaning and purpose of life, with the guidance of the Scriptures and the Tradition of the Catholic Church.

- To develop children's understanding of Catholic Social Teaching and how they can use the themes in their daily lives.
- To provide opportunities which promote children's innate capacity for wonder, awe, joy, reverence, imagination and a sense of ritual.
- To develop ways of leading our children to be reflective, open and enquiring.
- To encourage in our children a recognition of their own value and importance as individuals and the uniqueness of others in their lives.
- To prepare our children for life in a multi-faith society and to actively promote tolerance, understanding and harmony among all religious backgrounds.

Learning Styles

- Each area follows the terms in school -Creation and Covenant, prophecy and Promise, Galilee to Jerusalem, Desert to garden, To the Ends of the Earth, Dialogue and Encounter.

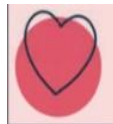
- Knowledge lenses are the four parts to the learning:



- Ways of Knowing breaks down the success criteria:



KS1 and 2: Understand
EYFS: See



Discern
Judge



Response
Act

- The children are grouped according to age in mixed ability classes. Their religious experience and background vary considerably.
- Teachers aim to encourage an enjoyment of RE by using stimulating and engaging methods.
- RE teaching is inclusive of all learning styles and abilities so that all children can make progress.
- The children are encouraged to take ideas and apply them in new situations and in different ways.

Planning, Monitoring, and Assessing.

Planning:

- The elements of the Religious Education Programme are: Doctrine, Scripture, Prayer, Liturgy/Worship and Moral Values.
- Teachers follow the RED – New RE curriculum
- Teachers plan a weekly entitlement of 10% of the curriculum timetable for the teaching and learning of RE, which includes two, 2-hour lessons and 1 half an hour reading lesson.
- Each year group has a different faith to explore for the year (see timetable in appendix 1)
- Each classroom has a prayer area which links with the topic studied.
- Our school provides daily collective worship either in a whole school, key stage or class setting.
- Each class has a timetabled session in the chapel, which is planned by the children.
- Once a term each class joins in with a daily Mass in church.
- Both Eucharistic and non-Eucharistic services will take place as part of our Prayer Life. Governors, priests, parents and parishioners are invited to support and, where appropriate, come together to celebrate the achievements of the children as they move through each stage of their Catholic education.
- The Chaplaincy Team plan and carry out session in the chapel throughout the year.

Monitoring

- Curriculum walks
- Lesson/Key Stage Liturgy observations
- Book look
- Talking to the children
- Records of topic quiz scores
- Record of teacher assessment – twice a year, (Spring and Summer)
- SEF 48

Assessment

- Each topic starts and ends with a quiz.
- The data is then used to help the teacher understand the progress the children have made.
- At the end of each topic the children write an essay based on their learning. The children plan the essay using a structure strip.
- End of topic essays are differentiated so all children are able to assess them.

- Lessons have a clear WALT and success criteria, in which the children assess their learning at the end of a lesson.
- Catholic Social Teaching is incorporated into the success criteria.
- Teachers use this evidence to make a class data assessment in Spring and Summer.
- In Annual Reports teachers report on the achievement and attainment of all pupils in RE.

Cross Curricular Links

- Literacy
- ICT
- Art, music and DT
- Drama
- PSHE
- Reading

Resources

- All classrooms have a selection of cloths linked to the Liturgical year.
- All classrooms have statues for their prayer areas.
- Upper Key Stage 2 classrooms have a set of Good News Bibles for whole class work.
- Lower Key Stage 2 and Key Stage 1 have children bibles.
- Each class has a cross for their RE working wall.
- All classes have a set of Rosaries.

Health and Safety

- Please refer to Health and Safety policy

ICT

- Children use the internet to find information.
- Films and music are used to enhance lessons.

Equal Opportunities

- Differentiation is achieved through support, clozed sentences, supported group work, supported sentences.

Disability Equality

At St Joseph's, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At St Joseph's, we undertake the duties, including in relation to this policy:

- Not to treat disabled pupils less favorably for a reason which relates to their disability.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy.

This Policy was reviewed in line with the Disability Discrimination Act.

Appendix 1:

Multi-Faith Timetable

EYFS	Year1	Year2	Year3	Year4	Year5	Year6
Places of Worship – across different faiths	Judaism	Sikhism	Islam	Judaism	Sikhism	Religion and world views