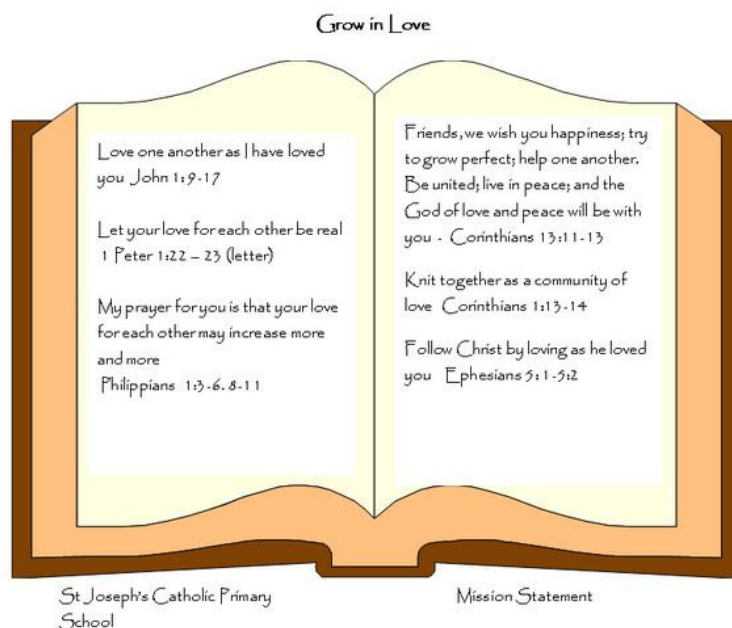


# 1. Religious Education Policy

**Policy Valid until Spring 2024**

**Policy owned by Religious Education Curriculum Postholder**



**For and on behalf of the  
Board of Governors**

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**Headteacher**

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**Date:**

.....

### **Policy status**

This policy is reviewed on a Tri-annual basis.

### **Consultation**

This policy was established and reviewed by the all school staff in consultation with the governing body.

### **Purpose**

At St Joseph's school Religious Education is as a core subject and we take very seriously the duties and obligations placed upon us as teachers in a Catholic school. We recognise the unique position of a catholic school within the Church and wider community. Religious Education is not limited to time tabled Religious Education lessons but permeates the life and curriculum of our school community

- To hand on the Truths, Beliefs and Traditions, of the Catholic faith, we are one part of the world wide church.
- To support and develop each child along their personal 'faith journey', recognising that each child will be at a different stage along that journey.
- To promote the significance of each child as an individual child of God and a unique creation.
- To enable each child to develop and to experience a variety of forms of prayer, worship and celebration which provide opportunities for sharing our faith.
- To support the Home and Parish in the preparation of the children for the Sacraments of Reconciliation and Holy Communion.
- To provide a structured quality Religious Education programme

### **Roles and responsibilities of Curriculum Leader/Headteacher**

- To take the lead in policy development and the production of schemes of work, designed to ensure progression and continuity in this subject throughout the school, in consultation with the Diocesan Team.
- Support colleagues in their development of detailed work plans and implementation of the schemes of work.
- At the end of the school year, collate individual class subject reports and provide necessary documents for self-evaluation processes.
- As part of the 3 year cycle of review, or if the subject is identified as a priority area for further development following self-evaluation, produce a subject action plan for inclusion in the School

#### Development Plan.

- Monitor progress in the subject and advise the Headteacher and governors on action needed.
- Take responsibility for the purchase and organisation of central resources for the subject.
- Keep up to date with developments in the subject and disseminate information to colleagues as appropriate.

#### **Roles and responsibilities of other staff**

- Class teachers are responsible for implementation of the schemes of work.
- They will plan effectively to develop skills within and across all curriculum subjects in accordance with schemes of work.
- They will monitor and assess the progress of skills and report to parents in line with school procedures.
- Teachers will use a wide range of methods in the teaching of this subject.
- In planning, Feasts, Holy Days and School/Parish celebrations are also taken into account.
- Other faiths are studied at specific times of the year depending on the age of the pupil.

#### **Roles and responsibilities of the Governing Body**

- The governing body is responsible for monitoring this policy.
- A member of the governing body will be designated to liaise with the Curriculum Post Holder to monitor the way the subject is taught.
- The designated governor will work with the Curriculum Post Holder to ensure that this policy is reviewed and shared with the governing body according to review schedule.

#### **Implementation**

Where appropriate the development of subject skills are incorporated in the planning and delivery of other subjects and themes and we will endeavour to exploit other school activities throughout the year to further develop learning in this subject e.g. workshops, outdoor adventurous activities, school trips and competitions etc.

## **Religious Education in the Foundation Phase**

Through Religious Education in the Foundation Phase children will be encouraged to be curious, demonstrate wonder and awe, and find out for themselves. They will be given opportunities to explore their own experiences, questions and priorities and those of other people, reflect on the value of life and be encouraged to act responsibly towards living things.

The skills developed through Religious Education largely match those in the Knowledge and Understanding of the World, Personal and Social Development, Well-Being and Cultural Diversity and Creative Development Areas of Learning and adhere to the experiential learning that children should have access to in the Foundation Phase.

The range as exemplified in the People, Beliefs and Questions section of the Religious Education framework lends itself to the holistic approach to curriculum development embedded in the Foundation Phase. Links should be made with all other Areas of Learning in the Foundation Phase whenever possible to ensure that children experience a holistic learning experience.

Children will learn about religion and have knowledge and understanding of

- beliefs, teachings and sources,
- celebration and ritual
- social and moral practices and way of life

Children will learn from Religion: reflection on meaning

- engagement with own and others beliefs and values
- engagement with questions of meaning and purpose

## **Key Stage 2**

Children will learn about religion and have knowledge and understanding of

- beliefs, teachings and sources,
- celebration and ritual
- social and moral practices and way of life

Children will learn from Religion: reflection on meaning

- engagement with own and others beliefs and values
- engagement with questions of meaning and purpose

## **Equal Opportunities**

All children have access to a broad and balanced curriculum. The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (see Strategic Equality Plan)

### **Additional Learning Needs**

Pupils recognised as having additional learning needs are given close attention. When monitoring these children's progress, less weight will be given to the standard of their written work, and ephemeral evidence of progress will be looked for and recorded. In the teaching and learning of more able and talented children staff will support and guide the pupils to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.

### **Curriculum Cymreig**

In this subject pupils should be given opportunities, where appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

### **Literacy, Numeracy and ICT**

Opportunities are provided, through group and individual tasks in this subject, for pupils to acquire, develop, practise, apply and refine their literacy, numeracy and ICT skills at a developmentally appropriate level. These opportunities are identified in planning Pupil progress in literacy and numeracy skills is assessed as recommended by the Welsh Assembly government.

### **Personal and Social Education**

Learners are given opportunities, where appropriate;

- to promote their health and emotional wellbeing
- to promote their moral and spiritual development
- to become active citizens
- to promote sustainable development
- to prepare for lifelong learning

The School continues to implement the EPR policy document and scheme of work promoted and approved by the diocese.

All elements of the PSE Framework and Sex and Relationships Education in Schools are covered.

### **Sacramental Preparation**

In each year group the sacraments of Baptism, Confirmation, Eucharist and Reconciliation are explored through specific topics in the Religious Education scheme. The Sacrament of Anointing the

## St Joseph's Catholic Primary School

Sick, Holy Orders and Marriage are presented in stories offered as appropriate.

Pupils at St Joseph's school come from a number of parishes. School has established a programme for sacramental preparation outside school hours with parish catechists and school support.

The catechists present a structured programme of lessons on the Sacraments of Reconciliation and Eucharist. The clergy from the feeder parishes complement this according to individual parish circumstances.

**This policy is available on the school website, and in translation, on request.**