



St Wilfrid's Catholic Primary School – RE Policy

| Academic Year | Designated Senior Person | Deputy Designated Senior Person | Nominated Governor | Chair of Governors |
|---------------|--------------------------|---------------------------------|--------------------|--------------------|
| 2014-2015 | A Weir | A Roberts | E Morrissey | E Morrissey |
| 2015-2016 | A Weir | A Roberts | T McGough | E Morrissey |
| 2016-2017 | A Weir | A Roberts | T McGough | E Morrissey |
| 2017-2018 | A Weir | J McEniff | T McGough | E Morrissey |
| 2022-2023 | J McEniff | P Harkness | E Morrissey | E Morrissey |
| 2024-2025 | J McEniff | P Harkness | E Morrissey | E Morrissey |

| Review Date | Changes made | By whom | Date ratified with FGB |
|----------------|--------------|-----------------|--|
| March 2016 | Yes | RE Coordinator | March 2016 |
| November 2017 | Yes | RE Coordinator | March 2018 |
| September 2019 | - | - | November 2019 |
| September 2022 | Yes | RE Coordinators | November 2022 |
| September 2024 | Yes | RE Coordinators | Approved by SAC Committee in January 2025. Awaiting FGB Ratification in March 2025 |

MISSION STATEMENT

*"I have come that they may have life,
and have it to the full."*

John 10:10



*At St. Wilfrid's we love one another,
show respect and accept responsibility.*

*Embracing opportunity and nurturing creativity
we share in the joy of Jesus.*

St Wilfrid's Religious Education Policy

Rationale

At St Wilfrid's School, we are fully committed to providing opportunities for all children to know, love and serve God, in such a way that will enrich their own lives and help them to understand their Catholic Faith traditions, in an ever-changing world and within the multicultural society in which we all live.

Each child is recognised as unique, a child of God, with individual needs which we accommodate in our teaching and organisation.

We provide a broad, balanced, relevant Mission Curriculum to help each individual to achieve their full potential. We aim to live out our Mission Statement and school values daily. Through our teaching and by leading by example enhance the Spiritual and Moral development of our children as young, Catholic Christians.

Our principal aim is that children leave St. Wilfrid's Catholic Primary School understanding that they have a mission and with a wide range of happy and rich memories in RE; formed through interesting and exciting experiences driven through an engaging, comprehensive and creative curriculum enabling them to develop a living and *personal* faith in Jesus Christ and allowing them to know and love God.

RE is the foundation of the entire education process and permeates all areas of the curriculum and school life. Parents, family members, friends (of whatever faith) and parishioners will attend Masses and religious celebrations within both school and our Church and pupils will participate in parish activities outside of school time; promoting good links with the Parish of St John Vianney. Children, and their families, will develop their knowledge and understanding of how we encounter Jesus through the Sacraments.

We seek to enable each child to experience faith in action, as members of a caring community, and walk with them on their journey through life.

Aims:

- To foster a love of God through Knowledge and Understanding of the Catholic faith from Scripture and doctrine.
- Through prayer, encourage a personal relationship with God.

- To develop respect for truth and for the views of others
- To help our children to be aware of and respect other faiths.
- To develop reflection, thinking and listening skills.
- To encourage our children to study, investigate and reflect.

RE Curriculum: organisation

Through our carefully planned RE curriculum, we aim to guide the children to become religiously literate young people who will have the knowledge, understanding and skills to think spiritually and theologically, and who are aware of the demands of religious commitment in our everyday lives.

At St Wilfrid's we fulfil our aims, we comply with the new Religious Education Directory (RED 2023) or the previous Religious Education Curriculum Directory (RECD 2012) as directed by the Diocese of Shrewsbury (See Appendix 1). This is supported by the primary resource 'The Vine and the Branches' in Years 1, 2, 3 and 4 and the 'The Way, the Truth and the Life' in Years 5 and 6. Year R (EYFS) is part of the Diocese working party planning and writing a curriculum to meet the requirements of the RED for this age group.

The RED (2023) follows a six-branch structure- Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, Desert to Garden, To the Ends of the Earth and Dialogue and Encounter.

Within each branch children will study Catholicism through the 'Knowledge Lenses'- hear, believe, celebrate, live, dialogue and encounter.

The 'Knowledge Lenses' set out the object of study for pupils; they indicate what should be known by the end of each age-phase.

They are referred to as lenses, since they are the things we are looking at and they divide the content of the programme of study into four systematic subsections for the study of Catholicism and two additional lenses for the study of religions and worldviews, which together comprise the six knowledge lenses.

The 'Ways of Knowing' set out the skills that pupils should be developing as they progress through their curriculum journey.

The three ways of knowing are: understand, discern, and respond. They are represented in the programme of study by icons: head (understand), heart (discern), and hands (respond).

Religious Education: Curriculum Time Allocation

The time allocated for Religious Education is 10%: This equates to

KS1 - 2 hours per week

KS2 - 2.5 hours per week as a minimum.

In addition, time is also given to prayer and liturgy.

Wherever possible visits to places of worship, retreats and visits from our Parish Priest, Fr. Paul or others will be organised to enhance the learning experience.

In addition, we celebrate special days within the liturgical year with prayer trails, days of reflection, assemblies and Masses. We also supplement the curriculum with a programme of Catholic Social Teaching (CST) to give our children a rich and fulfilling Catholic Education. The Year 4 children follow a sacramental programme, 'With You Always' to prepare them for their First Reconciliation and Holy Communion.

Home/School/Parish partnership

St Wilfrid's relies on links with home and parish to enrich the lives of our children in their faith.

Father Paul takes an active part in school life through regular visits. The link between school, home and parish is particularly visible in sacramental preparation.

The school website, our social media platform and RE Newsletter also offer parents an insight into their child's education, where they can view photographs and information about learning in RE and the Catholic Life of the school.

Good work is shared with parents/carers via social media and celebrated during weekly assembly. Parents are kept up to date with topics covered on the school website, RE Newsletter and by staff sharing on social media.

Children at St Wilfrid's are enthusiastic members of Mini Vinnies and CAFOD Club. They meet monthly, turning concern into action.

St Wilfrid's supports many charities locally, nationally and internationally with particular commitments to the Northwich foodbank, the Joshua Tree children's cancer charity, CAFOD, Mary's Meals and the Caritas, Good Shepherd Fund.

Equal Opportunities and Inclusion

A central message of the Catholic Faith is that although we are all different, God loves each one of us equally, regardless of background, gender or ability. It is therefore vital that we recognise and cater for the individual needs of children, acknowledging that all children have different talents and gifts and that these should be celebrated.

The planning, organisation and implementation of the curriculum allows pupils with special educational needs to enjoy equality of opportunity through adjustments to meet the needs of the individual. It is recognised that those pupils with learning difficulties require tasks that are adapted to meet their ability, giving them achievable goals and enabling the teacher to monitor progress without narrowing the learning offer.

Children with English as an additional language (EAL) will be supported through adjustments made to the curriculum as necessary for them to have parity of access.

Catholic Social Teaching (CST)

The principles of Catholic Social Teaching are at the heart of our daily school life at St Wilfrid's.

As members of the Catholic Church, we are all called upon to preserve the dignity of all human beings, to care for creation, and to reach out to our sisters and brothers in need.

These principles form part of Catholic Social Teaching, a body of work developed by Church leaders over the centuries. Pope Francis emphasises that it is our duty to work together to bring about a more just and peaceful world: to put love into action.

It is vital that our children can articulate the connection between Jesus' teaching and doing good deeds.

Over the year, every child in every year group will learn about each of the Catholic Social Teaching principles at their own level. We dedicate each half term to a CST principle that has been chosen to fit in with liturgical and school seasons.

Other Faiths

At St Wilfrid's, pupils will be prepared for life in a multi-faith society by fostering respect for and understanding of rich cultural diversity. Our own school community welcomes children from diverse backgrounds and we celebrate our rich cultural heritage. In RE, children will develop the skills to encounter, make links and connections, engage and respond, analyse and evaluate using sources of evidence.

We aim to develop the children's knowledge and understanding of other faiths and a willingness to empathise with people who hold beliefs that are different to our own. We help the children to learn *from* religions as well as *about* religions.

Assessment and Moderation

Religious Education is a core subject in the Catholic school. Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

Assessment of standards is carried out according to Diocesan guidelines, EYFS/ Year 5 and Year 6 using the criteria within the Progression Grids and Understand Grids.

Year 1 to 4 will use the RED where each age-phase has a prescribed set of outcomes that will indicate what pupils are expected to know, remember, and be able to do, using the language of the ways of knowing and applying it to the discrete knowledge within each lens.

Teachers refer to the prescribed outcomes for the branch. These will form the foundation of assessment as they are what pupils are expected to know by the end of that phase.

Knowledge lenses set out the object of study for pupils; they indicate what should be known by the end of each age-phase.

Ways of knowing set out the skills that pupils should be developing as they progress through their curriculum journey.

Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing.

Assessment also takes place using:

- Sticky squares review at the start of each lesson to retrieve and consolidate prior knowledge
- Planned Understand, Respond and Discern activities to promote deeper thinking and provide opportunities for the children to demonstrate their knowledge and understanding
- Marking and feedback identifies misconceptions and promotes challenge and next steps

The work of a sample of pupils is moderated during termly staff meetings and moderation records are held centrally.

A child is assessed whether they are at Working Below, Expected or Exceeding age-related expectations at the three assessment points of the year. Teachers make their formative judgement and record on O'track in line with other core subject areas. This is then monitored and analysed by the RE Leads and Senior Leadership Team.

To ensure our assessments are correct, in addition to internal moderation held termly throughout the academic year we also take part in annual moderation with our local Catholic cluster schools.

Progress and achievement in Religious Education is reported to parents/carers during Parents' Evenings and in a written report at the end of each academic year.

Marking

Marking in RE is completed in line with whole school marking policy.

Marking and feedback is approached positively and constructively so that it affirms and celebrates success and encourages future learning/Next Steps when appropriate.

Teachers continually make assessments using **strategies** such as:

- Looking at children's recorded work
- Teacher observations of children during lessons
- Speaking and listening contributions during lessons
- Discrete observations during prayer

Monitoring of teaching and learning

The Subject Leaders review children's work every term and report back to the staff on any issues e.g. match of work to expected outcomes, constructive marking and appropriate outcomes achieved.

The monitoring of teaching and learning involves lesson visits, learning walks, work scrutiny, interviews with pupils and HT/RE Lead learning walks.

In order to monitor the teaching and learning of Religious Education, at least one formal lesson visit or learning walk per year is carried out by the Subject Leader and or the Head Teacher/Link Governor.

A Book look is also carried out regularly by the Subject Leaders or SLT/ RE Governor.

Planned 'Pupil and staff voice' are carried out annually. In addition, we gather the views of parents via a parental questionnaire.

Prayer Areas

(See Prayer and Liturgy Policy)

Resources

Each class has the relevant resources for The Way, The Truth and The Life/ The Vine and the Branches, a copy of Church Story and God's Story, Jesus Calling and other liturgical materials.

Good News Translation Bibles are kept in each classroom.

Artefacts, icons, statues, candles etc. are also placed proudly around the school.

Management of the subject

Mrs Lyndsey Bold and Mrs Lara Cannavan, RE Leads have responsibility for leading, managing and supporting the delivery of and training in Religious Education and Prayer and Liturgy. *(See Appendix 2)*

The Religious Education link governors meets with the RE Leads in order to review and monitor the subject, including action planning, discussing curriculum developments, looking together at standards of teaching and learning in the

subject and outcomes for pupils. The subject link governor will then share this with the rest of the governing body.

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed and updated by RE Leads, SLT and governors every 2 years.

APPENDIX 1

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 1 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|--|
| | Branch 1 Creation and Covenant | Branch 2 Prophecy and Promise | Branch 3 Galilee to Jerusalem | Branch 4 Desert to Garden | Branch 5 Ends of the Earth | Branch 6 Dialogue and Encounter |
| EYFS RED | The whole of creation shows God's love for us. | Mary was called to be Jesus' mother. Jesus was born in a stable. | The Magi visited Jesus with gifts. | Easter is a celebration that Jesus is still with us. | Jesus went back to his Father. The Holy Spirit was sent to look after us. | Friends of Jesus. The story of Peter and Paul. |
| Year 1 | That all that is comes from God. Prayer is a way to draw closer to God | The Christmas story reveals God's love by sending Jesus his Son. | Jesus encountered lots of people in His life and changed their lives for the better | The events of the last week of Jesus' life. | The narrative sequence of the life of Jesus Christ. | To understand the Christian belief in One God. Jewish belief in One God |
| Year 2 | God makes a covenant with Noah to save all living things. Understand the term 'stewardship'. The Sacrament of Baptism | The Annunciation to Mary. Advent. The Birth of John the Baptist. The birth of Jesus. | John the Baptist prepares the Way. The Baptism of Jesus. Temptation in the Wilderness. Jesus and His Apostles | Lent and Reconciliation. Holy Week. | Jesus ascends into heaven. Pentecost. The fruits of the Holy Spirit. Conversion of Saul. | To understand the Christian family works locally and globally to serve others. Jewish religious laws, beliefs, worship and life. |
| Year 3 | Humans are made in the image of God. The story of Creation. Stewardship and Social Teaching about human dignity. | Sunday is a holy day. Celebration of Mass. That the angel brings God's message. Advent. | The visit of the Magi. The kingdom of God. Miracles of Jesus. Knowledge of parables. The 'Our Father' | Events of Holy Week. How Jesus showed his love at the Last Supper celebrating the first Eucharist. Liturgy of the Eucharist. | Links between scripture and Mass. The mystery of God as Trinity. Importance of Mary. Life of Jesus in the Gospels. | Exodus and the Last Supper. How Jewish people celebrate the Passover. Links and connections between some Islamic religious laws, beliefs, worship and life |
| Year 4 | The story of Abraham. Joseph and his family. Links between virtues and the way a person lives. | Prophets waken an expectation of the coming of the Messiah. Jesus's ancestry. Advent. | Jesus' miracles. The Sacrament of Reconciliation. The Sacrament of the Sick. | God's mercy and forgiveness. Events in Holy Week. | The resurrection. The narrative of St Peter. The Church in the world. Mary, Mother of the Church | Life and work of St Paul. Universal Catholic Church. Five pillars of Islam. |
| Year 5 and 6 are continuing to use The Way, the Truth and the Life | | | | | | |
| Year 5 WTL | 5.1 Creation | 5.2 God's Covenants | 5.3 Inspirational People | 5.4 Reconciliation | 5.5 Life in the Risen Jesus | 5.6 People of Other Faiths |
| Year 6 WTL | 6.1 The Kingdom of God | 6.2 Justice | 6.3 Exploring the Mass | 6.4 Jesus, the Messiah | 6.5 The Transforming Spirit | 6.6 Called to serve |

APPENDIX 2

The Role of the Leader for Religious Education

The Religious Education Leaders will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson visits and work scrutinies according to school practice
- Organising and maintaining the school portfolio of pupils' work
- Organising in-house moderation of standards meetings
- Self-evaluation to identify strengths and areas for development
- Ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests
- Attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff
- Organising and leading in-house staff training and development
- Identifying training needs of staff to ensure their suitability to teach effective Religious Education
- Supporting and advising colleagues in the delivery of Religious Education
- Liaising with the Headteacher, Governors, parents, the *Office for Education & Schools* on matters relating to Religious Education
- Auditing, managing and developing resources within a given budget