



Religious Education

Date	Review Date	Coordinators	Nominated Governor
October 2023	October 2025	Jade Cahill	Fr Derek

Our Religious Education Policy is very much a reflection of our Mission Statement. At Our Lady & St Joseph's Primary School Our Mission is to foster the Gospel values of Jesus Christ and provide a high standard of education with equality of opportunity for all.

We aim to achieve this by...

- Creating a safe and loving environment for the whole school community.
- Enabling everyone to grow spiritually, intellectually, emotionally and physically.
- Valuing each member of our community by recognising the gifts and needs of every individual.
 - Encouraging self discipline and treating everyone with respect and courtesy at all times.
- Working in open and honest partnership with families, the Church and the wider community

Our school motto:

Is to ask our children to always
'Shine with love kindness and respect'

1. Introduction

The primary purpose of Religious Education and OLSJ is to come to know and understand God's revelation, which is fulfilled in the person of Jesus Christ and to give insight to the importance of faith in the wider world and its impact on moral thinking and collaboration with others.

Religious Education is a core subject in Catholic schools and our aim is for the children to know God in a personal relationship and we foster this through our mission statement.

2. The aims of Religious Education

Our aims in teaching Religious Education are to enable children:

- To develop children's understanding of RE and scripture in a creative, broad, engaging and inspiring way.
- To equip children with the knowledge and skills to construct arguments, answer challenging questions and explore different beliefs, values and traditions whilst making links to different sources of revelation.
- To remember that Jesus Christ is at the heart of everything we teach and learn as we are all created in God's image.
- To nurture, guide and spiritually enrich our children on their Faith Journey.
- To encourage the children to develop self-respect, respect for others and God's creation.
- To develop the children's awareness of their responsibility in the local and wider community.
- To help the children to develop a sense of responsibility for their actions and enable them to develop a spiritually informed conscience and sound moral judgements.
- To acknowledge, respect and learn about other faiths and cultures, leading pupils to a deeper knowledge and understanding of their religious traditions.
- To ensure that Religious Education continues to have a central place in the curriculum, permeating every aspect of school life. The school's direction stems from its motto ***'Shine with love, kindness and respect.'***

3. Religious Education Curriculum

At OLSJ, we follow the requirements of the Religious Education Curriculum Directory set out by the Bishops of England and Wales. 10% of teaching time is dedicated to the teaching of R.E. Lessons are faith-filled and stimulating where each child feels they belong. Children and staff participate in class or whole school worship each day and also attend school Masses. We strive to ensure that the Christian values are not only shown in R.E lessons, but in all other aspects of life.

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At OLSJ, we follow the 'Come and See' Religious Education scheme from Year 1 through to Year 6. Our pupils are inspired by exceptional teaching and consistently high expectations across the school through this scheme of work. The process for delivering the topics in 'Come and See' has three stages - Explore, Reveal and Respond which enable the pupils with the development of knowledge, understanding, skills and the fostering of attitudes.

In EYFS we introduced the new RED curriculum. This is divided into six branches, one for each half term: Creation and Covenant; Prophecy and Promise; Galilee to Jerusalem; Desert to Garden; To the Ends of the Earth and Dialogue and Encounter. The children are introduced to the teaching and learning of RE through stories from the bible. They learn the meaning these stories carry in the life of Catholics. To make them more accessible to young children, we use 'Godly Play', which uses simplified language and puppets or images. It also allows time for children's personal response through open questions and discussions.

Each focus area is built around a 'Big Question' which children work towards learning about and answer at the end of the topic. Once they have completed their learning, the children complete a 'Check It' answering the Big Question. This allows for religious literacy to be developed to a high level as well as assessment opportunities.

Autumn Term

Module Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domestic Church Family	Creation and Covenant (RED Branch 1)	Creation and Covenant (RED Branch 1)	Beginnings God at every beginning. <i>Who made the world and everything in it?</i>	Homes God's dream for every family. <i>What makes a house a home?</i>	People The family of God in Scripture. <i>Why was Jesus' family important?</i>	Ourselves Created in the image and likeness of God. <i>We are made like God. How can we love like God loves?</i>	Loving God who never stops loving. <i>Do you have to earn love?</i>
Baptism/ Confirmation Belonging			Signs & symbols Signs & symbols in Baptism. <i>What are the signs and symbols used in Baptism?</i>	Promises Promises made at Baptism. <i>Why do we make promises?</i>	Called Confirmation: a call to witness. <i>What does it mean to be called and chosen?</i>	Life choices Marriage commitment and service. <i>Is commitment important?</i>	Vocation & commitment The vocation of priesthood and religious life. <i>What does it mean to be committed?</i>
Judaism	Special Days/Rituals objects Hanukkah (Chanukah) The feast of lights	Stories Abraham and Moses	Prayer/home Shabbat	Places for worship The Synagogue	Holy Books The Torah	Beliefs and Festivals Pesach	Belonging and values Yom Kippur
Advent/ Christmas Loving	Prophecy and Promise (RED Branch 2)	Prophecy and Promise (RED Branch 2)	Preparations Advent: preparing to celebrate Christmas. <i>What is the best way to prepare for Jesus' coming?</i>	Visitors Advent: waiting for the coming of Jesus. <i>Are visitors always welcome?</i>	Gift God's gift of love & friendship in Jesus. <i>What's so special about gifts?</i>	Hope Advent: waiting in joyful hope for Jesus; the promised one. <i>What does it mean to live in hope?</i>	Expectations Jesus born to show God to the world. <i>Should we have expectations in life?</i>

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Spring Term

Module Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Local Church Community	Galilee to Jerusalem (RED Branch 3)	Galilee to Jerusalem (RED Branch 3)	Books The books used in Church. <i>How is the Bible the word of God?</i>	Journeys Christian family's journey with Jesus. <i>Is life a journey?</i>	Community Life in the local Christian community: ministries in the parish. <i>What makes 'community'?</i>	Mission Continuing Jesus' mission in diocese (ecumenism). <i>Do we all have a mission in life?</i>	Sources The Bible, the special book for the Church. <i>How is the presence of God in the words of Scripture?</i>
Eucharist Relating			Thanksgiving Mass: a special time for saying thank you to God for everything, especially Jesus. <i>Why should we be grateful people?</i>	Listening & Sharing Jesus gives himself to us in a special way. <i>What's so important about listening and sharing?</i>	Giving & receiving Living in communion. <i>How does the Eucharist challenge and enable living and growing in communion?</i>	Memorial sacrifice The Eucharist: the living memorial of Jesus' sacrifice. <i>Why do we need memories?</i>	Unity Eucharist enables people to live in communion. <i>How does Holy Communion bring unity?</i>
Islam	Special Days/Rituals objects Prayer Mats	Stories Muhammad	Prayer/home Prayer at home	Places for worship The Mosque	Holy Books The Qur'an	Beliefs and Festivals Ramadan and Pilgrimage	Belonging and values Guidance for Muslims
Lent/Easter Giving	Desert to Garden (RED Branch 4)	Desert to Garden (RED Branch 4)	Opportunities Lent: an opportunity to start a new order to celebrate Jesus' new life. <i>How does Lent offer opportunities to do good?</i>	Giving all Lent: a time to remember Jesus' total giving. <i>How is Lent an opportunity for me to give to others?</i>	Self-discipline Celebrating growth to new life. <i>What do I wonder about Jesus' suffering and death and the Resurrection of Jesus to new life on Easter morning?</i>	Sacrifice Lent: a time of aligning with the sacrifice already made by Jesus. <i>How did Jesus give himself for us?</i>	Death & new life Celebrating Jesus' death & resurrection. <i>Can any good come out of loss and death?</i>

Summer Term

Module Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pentecost Serving	To the Ends of the Earth (RED Branch 5)	To the Ends of the Earth (RED Branch 5)	Spread the word Pentecost: a time to spread the Good News. <i>Why should we spread the Good News?</i>	Energy Gifts of the Holy Spirit. <i>What is the power of the Holy Spirit?</i>	New life To hear & live the Easter message. <i>How can the Holy Spirit work in people everyday?</i>	Transformation Celebration of the Spirit's transforming power. <i>How can we use the energy from earth in a fair way?</i>	Witnesses The Holy Spirit enables people to become witnesses. <i>What do I want to witness in my life?</i>
Hinduism	Special Days/Rituals objects Diwali	Stories Krishna and Ganesh Raksha Bandan	Prayer/home Prayer at home Puja	Places for worship The Mandir	Holy Books Vedas and Bhagavad-Gita	Beliefs and Festivals Brahman Belief in one God Pilgrimage	Belonging and values Karma
Reconciliation Inter-relating	Dialogue and Encounter (RED Branch 6)	Dialogue and Encounter (RED Branch 6)	Rules Reasons for rules in the Christian family – Sacrament of Reconciliation. <i>Do we need rules?</i>	Choices The importance of examination of conscience – Sacrament of Reconciliation. <i>How is God always forgiving?</i>	Building bridges Admitting wrong, being reconciled with God and each other - Sacrament of Reconciliation. <i>How are decisions about friendship informed by beliefs and values?</i>	Freedom and responsibility Commandments enable Christians to be free & responsible. <i>How do rules bring freedom?</i>	Healing Sacrament of the Sick. <i>How does the Sacrament of Anointing bring comfort to those who are sick?</i>
Universal Church World			Treasures God's treasure: the world. <i>Why is God's creation so wonderful?</i>	Special Places Holy places for Jesus & the Christian. <i>Why do Christians want to keep the world a special place?</i>	God's people Different saints show people what God is like. <i>What are the qualities you admire in others?</i>	Stewardship The Church is called to the stewardship of Creation. <i>How can I show respect for the environment each day?</i>	Common good Work of the worldwide Christian family. <i>How can we work together to build a just and fair world?</i>

The 'Come and See' programme provides:

- opportunities for celebration, prayer and reflection.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- opportunities to explore the beliefs, values and way of life of the Catholic tradition.
- opportunities to make links between own experiences and with universal experiences.
- adults with the skills, knowledge and vocabulary involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The content of curriculum religious education meets all the requirements of the Curriculum Directory.

We follow the Age-Related Standards from Reception to Year 6. All children have the attainment targets for their age group stuck at the front of their RE books which teachers use as an assessment tool to tick off when children achieve the attainment target. Children progress as they go to different year groups and achieve the age related standards. These are linked to the driver words which teachers use in OLI and Success Criteria. These are age specific, e.g. '*recognise/retell*' for Early Years/KS1 and progressing to more challenging skills such as '*make reasoned judgments*' in UKS2. Please refer to the Age-Related Standards document for an outline of the key vocabulary for each year group.

4. Time allocation

In line with the recommendations of the diocese, we devote 10% of the teaching week to Religious Education. (Foundation Stage / Key Stage 1 - 2 ¼ hours per week, Key Stage 2 .5 hours per week). This excludes whole school and key stage assemblies, daily prayer, Mass and other forms of worship.



5. Other Faiths

Respect for traditions and beliefs of other faiths are important in our multicultural community. Each term, one week is given over to the study of another faith. The school has chosen Judaism for the autumn term and in the spring and summer term we will alternate between Islam, Buddhism and Hinduism because of the wider community in which we live. Resources are bought for the whole school to be able to participate at the same time. In this way the pupils are introduced to the background and beliefs of people of other faiths and to recognise God at work in them.

6. Display/Resources

Each classroom has a RE/prayer focus area which reflect the Liturgical year and include:

- Our school's Mission Statement
- Crucifix
- Bible
- Candle
- Act of Worship resources
- Prayer table box (including statues, cloths etc).
- Liturgical year calendar.
- Key stage prayers.

Other resources in the classroom include:

- A class set of Bibles (KS2)

7. The commitment and contribution to the Common Good

As Religious Education is an integral part of OLSJ, the Common Good underpins relationships and behaviours throughout the school and beyond within the wider community. In each pupil, student, member of staff and visitor, are called to see the richness of God's creation and to undertake our work knowing that in each unique person we see Jesus Christ. This gives those of us who lead and work in our schools an awesome responsibility to develop everyone's talents to the full, seeing and responding to Christ in one another. For Catholic schools Christ taught us that our neighbourhood is universal: so loving our neighbour has global dimensions.

8. Inclusion and Equal Opportunities

Our children, staff and community place Jesus at the centre of all that we do and say. We believe our children have a clear understanding of our core values and our mission as pupils in our school and as they move on in each stage of their life. Our aim is to prepare them for life in the wider community, demonstrating respect, tolerance and equality. We measure this not just by the work our children produce, but in the attitude and behaviours we see each and every day in all learners through daily interactions with staff, other adults and their peers.

Inherent in our RE policy is the importance of the contribution made by each child and member of the staff towards a happy and caring environment in the school, by showing respect for and appreciation of each person as an individual, regardless of colour, culture, origin, sex, or ability. We aim for all children to have equal access to the RE curriculum, so that they are encouraged to strive for academic excellence and develop their full potential in recognition that we are all children of God.

We aim to have a Catholic ethos, which provides the context and stimulus for the growth of each child, as an individual and as a member of the school and wider community. Our teaching and beliefs show the children that all people are of equal importance in the sight of God.

9. Induction of New Staff

New members of staff meet with the RE subject leader to find out about the school's approach to RE as part of their induction programme. They are also sent on relevant training days run by the Diocese for example, INSET days for ECTs and CPDs for staff and governors.

10. Assessment and Record Keeping



At OLSJ, we strive to ensure that our children's attainment in R.E is in line with or exceeding their potential, taking into consideration the varied starting points of children. We measure this carefully using a range of materials, but always considering age related expectations. At the end of each Come and See focus area, each child completes their 'Check It', answering the Big Question that was introduced at the beginning of their learning. As a school, we monitor the progress of our children in R.E through formative and summative assessments. The teachers use meaningful and relevant marking, giving appropriate, individual feedback to the children and providing them with areas for development. Assessment tasks serve as part of the evidence used to support the 'best fit' level of attainment achieved by each child. Children with SEND are given appropriate support with their learning in RE. For example, lessons are differentiated and Teaching Assistants support during lessons.

All pupils at OLSJ produce good quality work across religion, which they are proud of. Within their age expectations, children are able to define, describe and discuss areas of RE. They will confidently use skills such as retelling, describing, comparing, giving reasons, explaining the meaning of biblical stories and considering the impact of beliefs. The majority of children are working at age related expectations by the end of EYFS, Key Stage 1 and Key Stage 2.

The RE Co-ordinator takes part in regular Deanery and Diocesan moderation.

11. Staff Responsibilities

The Subject Leader(s) will:

- Take the lead in policy development.
- Disseminate Come and See plans and assessments and keep the Religious Education portfolio updated.
- Support colleagues in their organisation of curriculum time and planning of Come and See.
- Lead staff meetings and support with Key Stage planning meetings
- Attend regular Diocese of Westminster training courses. Keep up to date with developments and disseminate to colleagues.
- Take responsibility for the purchase and organisation of resources for Religious Education.
- Liaise with Parish priest to organize mass, liturgies and class visits.
- Alongside SLT monitor books and plans in Foundation Stage, KS1 and KS2, identifying strengths and areas for development.
- Alongside SLT, consult with stakeholders to annually update the Religious Education CSED and submit to the Diocese.

The Class teachers will:

- Organise their timetable to allow for 10% of curriculum time to be given to the teaching of Religious Education.
- Be responsible for the planning and teaching of Religious Education in line with the Come and See. Programme of study including clear differentiation so all children are appropriately supported and challenged.
- Be responsible for the levelling of the assessment tasks at the end of each term, then recording of levels on the tracking grid and submit examples of work for moderation.

12. Monitoring this policy

This Religious Education policy will be reviewed by the headteacher and the co-ordinator at least annually, or more frequently, if needed. At each review, the policy will be approved by the governing

Headteacher:	Aoife O'Grady	Date:	
Chair of Governing Body:		Date:	

