

GUARDIAN ANGELS' RCPS RELIGIOUS EDUCATION POLICY

Policy approved by: Governors	Date: March 2026
Last reviewed: March 2024	
Next review: March 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

In order that we might have life in all its fullness, our school family will:

Follow Jesus' example of loving God with all our heart, loving others as Jesus loves us and reaching out to those in need **(Catholic Life and Mission)**

Learn about the life of Jesus and know Him through the teaching and modelling of the Gospel Values **(Religious Education)**

Grow in Faith through worshipping, talking and listening to God to strengthen our relationship with Him. **(Prayer and Liturgy)**

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our school's Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God.

Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Aims of Religious Education

The aims of religious education are:

1. To engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. To present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. To stimulate pupil's imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

(Religious Education Directory 2023)

Teaching and Learning of Religious Education

RE is a core subject of the curriculum. In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does not include Prayer and Liturgy. All children will study RE for 2hrs 15 minutes per week in Key Stage 1 and 2 hrs. 30 minutes per week in Key Stage 2.

Religious Education Curriculum overview

Religious Education is taught in line with the Religious Education Directory. The model curriculum presents the expected outcomes in six curriculum branches that correspond to the six half-terms of a school year. The model curriculum is rooted in the narrative of salvation history and leads pupils on a journey in each year of schooling that gives a sequence to the learning.

As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice, which allows them to make links between the four knowledge lenses (hear, believe, celebrate and live) within the context of the narrative of salvation history. The six curriculum branches are: creation and covenant, prophecy and promise, Galilee to Jerusalem, desert to garden, to the ends of the Earth, and dialogue and encounter.

The Diocesan chosen scheme for teaching SMSC is 'Caritas in Action'. We time table a rolling programme of units through the year and deliver the programme through themed days.

Methodology: Planning and resourcing

The RE Lead creates a whole school long term plan to match the liturgical calendar and incorporates important feasts throughout the year. We use 'Lighting the Path' scheme for EYFS and KS1 and this will be introduced into KS2 when it is published in the summer of 2026. For these year groups, lesson plans, resources and PowerPoints are provided for each lesson within a branch which is taught for a half term.

For each year group is KS2, we continue to use the scheme 'Come and See'. There are medium term and 3 weekly plans which have been downloaded and centrally saved from the 'Come and See' website. These downloads means that all the resources needed to teach the scheme are available on the central school server accessible to all staff. There are also resource sheets and power points have been created by school for each topic. Additional resources are available in the RE cupboard. Each lesson taught ensures the full involvement of all children.

Assessment

At Guardian Angels', assessment takes place to enable staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative RE assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the Religion knowledge and understanding that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In Religious Education, pupils will record their learning in the following ways:

- RE books
- Photographs on the class page
- Videos on the class page
- I-pads/Laptops
- EYFS- Individual Learning Journey (this may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent. (Use of Seesaw / website)

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the Religious Education Directory are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion and Equality:

The governing board have wider responsibilities under the Equalities Act 2010 and will ensure that our schools strive to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children. All pupils in our schools, irrespective of ability, faith and background will have appropriate adaptations and modifications to access the Religious Education programme. Planning is creatively adapted by the class teacher to meet the needs of all the children.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.