

Pope Paul Catholic Primary School

'Learning in the Light of Christ'



RE POLICY

Mission Prayer

We believe that we are all God's work of art.

**We strive to respect and care for each other
and to use our talents to do our best to build a better world.**

By doing this, we are:

'Learning in the Light of Christ.'

Amen.



RE POLICY

Pope Paul Catholic School

'Learning in the Light of Christ'



Validation grid

Title	RE Policy
Author	Catherine McNamara
Associate Author/s	Liz Heymoz
Target Audience	All staff & Governors
Stake holders consulted	All staff & Governors
Curriculum / non curricular	Curriculum
Associated Policies / Documents	PSHE RSE policies
New Policy or Review of existing policy.	Review
Date of Submission	February 2026
Date for Review	February 2028
Date ratified by Governors	10 th February 2026

Signed *E Heymoz*..... Headteacher

Signed Chair of Governors

1. Rationale

At Pope Paul School, we believe that:

Catholic schools are fully Catholic because they participate in the Church's universal educational mission to proclaim the Gospel of Jesus Christ. This imperative to evangelise embraces all (RED Para 2.1.1.1)

2. Aims

In Pope Paul School we strive to actively support the parents of our children in their role as those children's first educators in faith by:

- Leading the children to a deepening knowledge and understanding of our Catholic Faith.
- Providing opportunities for the children to develop a loving relationship with God and their neighbours.
- Providing an outstanding Catholic education that fully develops our pupils' religious literacy and fully meets the requirements of the Curriculum Directory.
- Developing in our pupils' skills of reflection, reasoning, justifying and debate.
- Providing learning experiences that develop excellent religious literacy.
- Promoting outstanding pupil achievement in religious education by providing excellent teaching and meaningful and relevant learning opportunities that allow pupils to make outstanding progress from their starting points.
- Developing in our pupils' respect for and understanding of the traditions and beliefs of other major world faiths.
- Providing a wide range of opportunities to experience the richness of a Catholic way of living and believing.
- Promoting the primacy of religious education as the core of our school's curriculum.
- Providing outstanding resources of time, staff, accommodation, resources and budget to allow our pupils to fully develop spiritually.
- Providing outstanding experiences of awe and wonder.
- Providing a wide range of opportunities for our pupils to take part in and learn about prayer and liturgy
- Delivering opportunities for our pupils to engage in our commitment to the Common Good.
- Develop a responsibility for God's creation as stewards of the world.

To achieve these aims, the school focuses on two key areas: Curriculum Religious Education and the Catholic Life of the School.

3. Curriculum R.E.

The curriculum, in all its aspects, must reflect the fact that the person of Christ, and the message which the Church has received from Him, is the foundation of the whole educational enterprise in a Catholic school.' (Philosophy of Catholic Education: Statement, 1999)

The Religious Education Directory (RED) is the key document which informs all teaching and learning in Curriculum Religious Education in our school.

The school uses the scheme Day by Day in conjunction with the model curriculum laid out in the RED as its main teaching resource. These frameworks serve two purposes:

- a) They provide a model of how the RED is implemented in school
- b) They provide a basis for the continuing professional development of staff.

In addition, the school uses planning provided by the Diocese of Westminster Education Service. As required by the Bishops' conference, 10% of overall curriculum time is devoted to Curriculum RE.

Religious literacy and skills are taught from the Early Years using practical activities based on the children's own experiences of the world around them and the use of everyday, familiar objects that the children can relate to. As they develop the ability to deal with more abstract concepts, they are introduced to more formal learning experiences, whilst still being offered opportunities for practical learning and creativity.

We also acknowledge the importance of teaching our pupils respect for the traditions and beliefs of other faiths as this is vital in preparing our pupils for life beyond school.

Each class is taught about Judaism throughout the year and we have second focused topic week on another major faith in which pupils are given rich learning experiences through visits to places of Worship and visits from people of faith.

4. Catholic Life of the School and Prayer and Worship

As well as providing Curriculum Religious Education, the school strives to be a strong Catholic community where all have a rich experience of a Catholic way of living and believing. We do this by:

- Committing significant budget to ensure that high quality resources and experiences are available for our pupils. For example: subsidised visits to religious places to support their learning; provision of age-appropriate artefacts.
- Ensuring that the school environment reflects the Catholic ethos of the school through quality displays, prayer areas, artefacts, music and visual resources.
- Ensuring that pupils and staff have access to a wide range of opportunities for prayer, liturgy and the sacraments. For example: the Sacrament of Reconciliation during Lent; attending Mass in school and in the Parish Church; regular Collective Worship, usually prepared and led by pupils; regular prayers throughout the school day.
- Ensuring that pupils learn traditional prayers of the Church.
- Providing a range of opportunities for pupils to engage regularly in Church traditions throughout the liturgical year, such as: Stations of the Cross; Rosary in October and May; The Crowning of Mary in May; celebration of Saints' days, especially those of our House Saints and of St Paul.
- Developing the legacy of St Paul VI our school patron.
- Teaching our pupils about issues of justice and peace and providing opportunities for them to engage in service to others. For example: reading at Church; singing in the School Choir for the community; raising money for charities in Advent and Lent; supporting Fairtrade initiatives to maintain our accreditation as a Fairtrade school; promoting care for creation by engaging in initiatives to be more sustainable
- Promoting the key principles of Catholic Social Teaching and linking them to the liturgical year and major feasts.

In all of this, we seek to actively involve parents and carers.

5. Assessment, Monitoring and Target Setting

Assessment in Religious Education is carried out in line with the school's Assessment Policy.

Formative assessments are carried out through regular observations and assessment for learning activities (AfL). Summative assessments are carried out by teachers evaluating the child's overall understanding throughout a unit of work.

Summative assessments are recorded electronically on the school's data management system. Children's individual progress is monitored by the RE Leader and the Senior Leadership Team. They also monitor whole class/school trends and track pupil progress through whole school distribution sheets. Planning for whole school improvement is then informed from results shown.

Children are given regular feedback through developmental marking (see the Marking Policy) in order to develop their religious literacy.

The RE Team, under the direction of the Head teacher, is responsible for the monitoring of the RE curriculum and the Catholic Life of the school. This is done through planning scrutiny, data analysis and lesson observations and other self-evaluation activities. In addition, work books are regularly monitored and the views of pupils sought through pupil conferencing. Developmental feedback is given to teachers from all monitoring activities.

A range of moderation opportunities allow staff to develop a secure understanding of the Age Related Standards.

6. Equal Opportunities and Inclusion

We work to provide stimulating, challenging learning opportunities for all children regardless of creed, ability, age, race and gender.

When a teacher identifies a specific ability or difficulty in a pupil, they inform the Senco (Special Educational needs co-ordinator,) who investigates further assessments to establish their level of need in accordance with the SEND Policy.

7. Cross Curricular Links

The skills, knowledge and understanding that children develop in Curriculum RE may be linked to other subjects in our school's curriculum.

Cross curricular skills are particularly developed through:

- The use of reflection and reasoning to help us make sense of the world that is beyond us as well as around us.
- Presentation skills: writing in different genres and styles for different audiences; speaking and listening; debate and drama.
- Technical religious language used in particular and discrete contexts.
- PSHE and Sex and Relationship Education Policies link with this policy.

8. Home, School and Parish

It is through strong links between home, school and parish that pupils are best led to a loving relationship with God and with one another.

Parents are invited to attend all assemblies and acts of worship and liturgies.

The school supports parents and the Parish in the preparation of pupils for the Sacraments of Reconciliation and Holy Communion in their respective parishes.

The Wednesday Word is sent home each week electronically for families to reflect on the Gospel message for that week.

Parents receive an overview of the curriculum at the beginning of the school year and an outline of current Curriculum RE topics each term,

The school supports the Parish by reading at Sunday Masses on a regular basis and writing the bidding prayers for a monthly inclusive Mass.

The Parish provides theological and material resources to support the school in the delivery of the curriculum and Catholic life of the school.

9. Home Learning

Pupils are provided with opportunities to extend their learning in Curriculum RE through regular home learning tasks. Once a term we have a whole school home learning opportunity related to the liturgical year or the current unit of study.

10. School Self-Evaluation

Self-Evaluation activities are carried out in collaboration with the Head Teacher, Staff, children and Governors. The staff and governors contribute to the writing of the Diocesan CSED (Catholic Self-Evaluation Document) through participation in a two yearly development meeting. The Head Teacher and RE Leader complete the Diocesan CSED and review this at least annually. Key documents for self-evaluation are the Diocesan Inspection Handbook and the Diocesan Framework for Inspection.

The RE Team is responsible for producing a strategic Development Plan which identifies the priorities for improvement in this area. It includes details of action to be taken, success criteria and time scale.