



RE Policy

2024-2025

Policy Owner	RE Lead
Governing Body Committee	Mission
Version no.	2
Issue Date	May 2025
Last Review Date	July 2024
Next Review Date	July 2025
Signed	
Date	

This policy is available at
<http://www.stpatricksbristol.org.uk>

St Patrick's Catholic Primary School is fully committed to compliance with the requirements of the UK General Data Protection Regulation and Data Protection Act 2018. The school will therefore aim to ensure that all employees, contractors, agents, consultants, or partners of the school who have access to any personal data held by or on behalf of the school, are fully aware of and abide by their duties and responsibilities under the Regulations.

St Patrick's Catholic Primary School
Blackswarth Road, Bristol BS5 8AS
Tel: 01173772387
Email: school@stp.newmancatholictrust.com
www.stpatricksbristol.org.uk

Mission Statement

“God knows me and calls me by my name” - Cardinal John Henry Newman

St Patrick’s School aims to create a Catholic Christian environment, which is inspired by the life and teachings of Jesus. Following His example, we have built our school community up on the Gospel values of love, equality and inclusion.

At our school, we recognise that God has a unique plan for us all and so celebrate the individual. We know that each member of our school community brings their own special gifts and talents.

We wish to provide all members of our school family with a chance to experience and respect Catholic values and put them into practice at home, in the parish and in the wider community. We also try to respect, understand and value those of other faiths and none and appreciate the diversity that is provided for our school community.

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

Vision Statement

At St Patrick's we work in partnership with parents, the parish and the local community to ensure each child develops academically, spiritually, physically and socially. Children are valued as individuals and encouraged to strive for self-improvement whilst remaining sensitive to the needs of others.

Aims:

To create a non-judgemental environment where children can explore and develop the concept of, and their relationship with, God.

To form and develop an independent mind in relation to moral and social issues.

To encourage self-reliance, self –discipline and self-respect.

To have respect of ways of life, opinions and ideas different from one's own. Including other cultures and religions.

To relate all the above to the Catholic ethos of the school, home and parish community.

Guidelines:

We use the God Matters Scheme in Years 2,4,5 and 6. Reception and Year 3 classes started using the Religious Education Directory (RED) in 2023 and Year 1 began to use RED materials in Term 4, 2025. The Trust will be implementing the new RED from September 2025 in each year group across the Trust.

The Liturgical Year permeates throughout the life of the school.

There are regular class masses each term prepared in conjunction with the Parish priest.

The study of other faiths is regularly embedded.

We teach Sex and Relationship education using the programme "Live Life to the Full" (Please see Sex and Relationships Education Policy).

Leadership of Religious Education

Religious Education is the responsibility of the RE subject leader and the Headteacher. Their role is to monitor and assess the RE curriculum throughout the school to ensure continuity and progression. They also ensure that the aims and learning outcomes in the Curriculum Directory are identified and fulfilled. A school governor has specific responsibility for RE and liaises closely with the staff of the school to fulfil their monitoring duties.

Religious Education in the Classroom:

We recognise two aspects of Religious Education in the school:

- a) Implicit – those opportunities which arise in the course of the school day to lead pupils through curriculum content or through relationships to religious understanding of their implications.
- b) Explicit – Those timetabled or planned periods of time to teach Curriculum RE.

RE is a core subject in the school. RE is not only taught as timetabled but is also part of many other subjects and in our following of the Celebrations of the liturgical year. The teachers realise that the children see them as witnesses to the Christian faith and must conduct themselves accordingly. They must help the children to know, understand and appreciate Catholic doctrine, as befits their age, to respect the different faiths and beliefs of others, and to make them aware of the wider community. Time devoted to teaching curriculum RE is 10% of our timetable.

The concepts, skills and attitudes connected with RE:

The school aims in its Religious Education to:

- a) Foster feelings of wonder, awe, delight, joy, mystery and sense of ritual;
- b) Provide example through scripture, the stories of saints and important figures;
- c) Offer children the regular experience of worship in their classrooms and in the wider community of the school and parish.

Skills and Attitudes

RE is not simply the attainment of knowledge and understanding; it requires the acquisition of basic skills essential for increasing knowledge and understanding. These include thinking skills (as contained in the pack found in God Matters), the ability to make links between illustrative stories and their own lives and those of other people. There are also emotional skills, such as empathy, adaptability and resilience.

Resources and Assessment

In subjects which are included in the National Curriculum, teachers are required to assess and record the performance and progress of pupils.

While RE is not included in the National Curriculum in our school it has the status of a core subject and should be allocated time and resources equivalent to other core subjects. Teachers observe, assess and record knowledge, concepts and skills and attitudes, which have been taught and learned in RE lessons. We use the assessment guidance issued by the diocese in September 2017; teachers assess whether children are working towards the expected standard, working at the expected standard or working at greater depth at the end of every unit. This will be subject to review on the implementation of the new Curriculum Directory date tbc.

CONTENT OF RE IN OUR SCHOOL

RE should present our pupils with the same academic demands and challenges as any other curriculum area.

It should promote knowledge and understanding of the Catholic faith; its relevance to the ultimate questions of life and the skills required to engage in religious thinking.

Our scheme of work follows the programme "God Matters" which has as its point of reference, "The Catechism of the Catholic Church" and the Curriculum Directory. It follows the guidance of the RE Inspectors and Advisers in "Broad Areas of Attainment in RE" and "what are we to teach?" This will be subject to review on the implementation of the new Curriculum Directory which becomes statutory in September 2025.

The Process of Teaching

We adhere to the Areas of Study recommended in the Curriculum Directory of Revelation, The Church, Celebration and Life in Christ and use “God Matters” to do this. Each Area of Study is explored through a range of “God Matters” Units and is revisited in different year groups with an age appropriate content. For example, the Celebration Area of Study is related largely to the “God Matters” Units “Sacraments” and “Prayer, Saints and Feasts”, with in depth study of each sacrament taking place at an appropriate age (Sacraments of commitment in upper KS2). Sacraments relating to Christian Initiation, notably Baptism and Eucharist, are frequently revisited.

Assessment Guidelines

Assessment is an on-going process during which teacher’s make professional, informed judgements. Informal, intuitive assessments are a valid part of the assessment process. Effective assessment in RE will be:

- Diagnostic – informs the teacher of what the child knows and understands.
- Formative – helps to decide what the child needs to learn next
- Summative
- Show progression
- Communicative
- Evaluative – shows effectiveness of teaching and learning

The following approaches may be used:

Assessment through observation:

Informal, professional assessments can be made by observing the child’s ability:

- To listen
- To ask questions
- To respond to questions
- To interact with others
- To work with others
- To be still
- To understand
- To remember

Observation will enable the teacher to ascertain that the task:

- Is understood
- Is appropriately differentiated
- Enables learning
- Presents challenge to pupils

Reception and Key Stage 1:

General Observation

- To listen
- To ask questions

Key Stage 2

Pupils are on task
Pupils are taking part in discussion

- | | |
|---------------------------|---|
| • To respond to questions | They are co-operating with each other |
| • To interact with others | They are selecting their own resources |
| • To work with others | Preparing a liturgy |
| • To be still | To be still |
| • To be understood | To be understood |
| • To remember stories | To recall stories and events with increasing detail |

Assessment – End of Task Review

Pupils are able to assess the work they have done. Suggested questions:

- Have I understood the task?
- How far have I got?
- What do I know and understand now?
- How well have I worked with others?

Assessment – End of Lesson Review

End of lesson review:

- Specific questions are asked to confirm that learning objectives have been achieved. The children are encouraged to reflect on and share what they have learnt during the lesson as individuals and as a class. This enables the teacher to assess both the quality of teaching and learning.

Assessment – End of Topic Review

End of topic review:

- Assessment may be made on the work done by the children individually and as a class through:
- Displays of pictures
- Models
- Celebration
- Written work – moderation against unit criteria

Assessment – Marking and Commenting on Work

A personal verbal dialogue between teacher and pupil is encouraged whenever possible. (See marking guidelines)

Marking in RE should:

- Be consistent with the Marking Policy
- Be positive and constructive so that it affirms and celebrates success
- Encourage pupils to reflect
- Encourages high standards

- Relate to the RE content/learning objective
- Draws attention to key vocabulary
- Encourages future learning. Consistency of approach across the key stage is important

Reporting

- To pupils – provide feedback to the pupils on their achievements and progress
- To colleagues – achievement of pupils and area studied by class
- To parents – open evenings and annual report
- To Governors - meetings with Link Governor, Catholic Life Report and Principals report to Governors

Differentiation

Planning a differentiated approach so that all children have access to the whole curriculum and providing effective learning opportunities for all children of all abilities necessitate a flexible approach, including:

- Using a variety of teaching styles to meet children's different learning styles
- Using a variety of resources
- Pace of lesson
- Knowledge of child's previous learning experiences
- Identifying individual strengths

Suggested ways of differentiating

By Presentation:

Pre teaching of vocabulary and key content

Scaffolded work where required

Increased visual aids

Demonstration

Different aspect of a problem, dramatic representation

By Task:

Planning of pupil's work to take into account the differences in ability and aptitude. This will address the needs of both the more and less able pupil in the class.

By Outcome:

Open ended tasks:

Quality of response and teacher's expectation in individual pupils;

Pupils know what is expected of them

By Resources:

There are a range of resources available to support the less able pupils and those with English as a second language.

This policy will be reviewed in two years, or earlier if necessary.

Monitoring and Reviewing

As part of the school's monitoring programme:

- Lesson observations and Learning Walks are undertaken by the Headteacher, Deputy Headteacher and RE subject lead
- Book looks and Pupil Voice interviews are completed by the RE subject lead.
- A report is completed following each of these levels of monitoring and distributed to all staff.
- The RE subject lead and HT creates an annual action plan which highlights priorities for the academic year.

Inclusion and Equality

All children regardless of their ability and individual needs are taught Religious Education appropriate to their developmental stage and need. Learning opportunities are provided that enable all pupils to make good progress. Staff work hard to meet the needs of the pupils with Special Educational Needs and those with learning English as an additional language. Work is differentiated where necessary and classroom assistants are used to support the work of individuals or groups of pupils.

Appendix

The Role of the R.E Co-ordinator

1. CURRICULUM DESIGN
 - 1.1 Formulating a scheme of work and written policy for the curriculum area.
 - 1.2 Ensuring that the curriculum area reflects cross-curricular concerns such as Multi-cultural issues, equal opportunities and personal and social education.
 - 1.3 Organising the integration of information technology and computer assisted learning within the curriculum area.
 - 1.4 Devising teaching and learning activities appropriate to the full ability range.
 - 1.5 Fostering curriculum continuity, consistency, balance, match and progression.
 - 1.6 Stimulating cross-curricular approaches
 - 1.7 Organising whole school themes/activities
 - 1.8 Contributing to the formation of the School Development Plan
- 2 COMMUNICATION
 - 2.1 Communicating effectively within the school.

- 2.2 Acting as consultant to colleagues
- 2.3 Encouraging positive attitudes towards the curriculum area.
- 2.4 Informing newly appointed colleagues of school policy in the curriculum area.
- 2.5 Communicating with parents, governors and the parish community
- 2.6 Liaising with the Diocesan RE Centre
- 2.7 Liaising with other phases
- 2.8 Attending cluster meetings

3 ASSESSMENT AND MONITORING

- 3.1 Assessment and evaluation of the curriculum area, ensuring consistency with the school's policy.
- 3.2 Monitoring standards with the curriculum area – with the help of the Portfolio
- 3.3 Observing, on occasions, the teaching of the agreed curriculum
- 3.4 Having oversight of and developing record keeping in liaison with the Assessment/Recording/Pupil Profiling co-ordinator.
- 3.5 Informing the Principal of standards and developments within the curriculum area

4 RESOURCES

- 4.1 Evaluating existing resources
- 4.2 Managing the purchase and deployment of resources
- 4.3 Budgeting efficiently

5 PROFESSIONAL DEVELOPMENT

- 5.1 Arranging and organising school-based in-service activities
- 5.2 Keeping up to date by personal reading
- 5.3 Attending appropriate in-service courses and reporting back.

This policy will be replaced by a Trust wide policy in 2025-2026.