



ACHIEVING EXCELLENCE TOGETHER

Inspiring independent learners with Jesus by our side

RELIGIOUS EDUCATION POLICY

"The family is the first school of virtue, and the Catholic school is its essential partner in forming young people in truth, faith, and love."

Cardinal Joseph Ratzinger (later Pope Benedict XVI)

Religious Education lies at the heart of our Catholic school. Inspired by the words of Christ, *"I am the vine, you are the branches"* (John 15:5), we understand our school community as a living expression of the Body of Christ. In partnership with parents, the first educators in faith, we nourish each child's spiritual, moral, and intellectual growth.

Through Religious Education, children are invited into a deeper relationship with God, to know His love, and to live as disciples in the world.

This policy supports the General Norms of the Religious Education Directory Article 1 – 8 (App 1)

AIMS

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 pupils' 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.

OUTCOMES

The outcome of excellent religious education is religiously literate and consciously engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.

To achieve this we:-

- provide a welcoming atmosphere where personal relationships flourish and where each person has the opportunity to explore their own capabilities and potential in the knowledge that they have the support and encouragement of a caring community rooted in mutual trust and openness
- recognise the importance of interaction between home, parish and school in fostering true Christian attitude and helping to develop in each child a deeper understanding of Gospel values
- extend a warm welcome to clergy, Governors and other visitors for formal and informal visits
- encourage staff and pupils to be involved in the various activities in the life of the Parish e.g. celebrations of Sacraments of Forgiveness and Eucharist, Altar Servers
- recognise the importance of prayer, liturgy and liturgical prayer in the development of faith of each person in our school community
- encourage all pupils and staff to contribute appropriate skills and talents in a spirit of offering and sharing, whilst being sensitive to the personal, social and religious needs and abilities of everyone
- spread the Gospel through the ethos, pastoral care and the general curriculum developed in our school
- recognise that there are differences in the stages and levels of faith experienced by individual members of our school community
- live out the Gospel in the form of celebration, liturgy, prayer and social interaction, to help to nurture and develop an already existing faith and lead pupils to participate more fully in the life of the Church
- are involved in initiatives to further improve liaison with link schools St Nicholas Catholic High School

COMMUNITY LINKS

We recognise that the home is the domestic church. Our RE provision builds on the foundation laid in the family and is strengthened through partnership with parents/carers.

We actively involve families through:

- Regular communication about RE topics and home learning links.
- Collective worship open to families and parishioners.
- Supporting sacramental preparation in collaboration with the parish.
- Responding to appeals through prayer, action or fundraising eg. The Good Shepherd, CARITAS, CAFOD, FAIRTRADE, Foodbank collections

The school works closely with the local parish priest and catechists to ensure a seamless link between school and parish life.

At St. Bede's Catholic Primary School we believe that the teaching of Religious Education is of paramount importance to guide and support the child within a Catholic environment, in line with the mission statement of our school. All pupils receive 10% curriculum RE indicated on timetables providing adequate opportunities to learn about the faith of the church, as part of a full education, within a Catholic environment. In addition, there are daily opportunities for Celebration of the Word, which is outlined in the Prayer and Liturgy Policy.

Programme of Study

It is our policy to teach the Religious Education Directory Model Curriculum (RED 2023) with *The Vine and Branches* as the core resources as directed by Shrewsbury Diocese.

'The Vine and Branches' follows the RED cycle of six branches which are particular to each year group. RE lessons constitute 10% of curriculum time in all key stages.

'The Vine and Branches' scheme supports:

- Systematic catechesis rooted in Scripture and Tradition.
- A clear structure for learning about the Church, Sacraments, morality, and liturgy.
- Age-appropriate engagement with the life of Jesus, the role of Mary, the saints, and the seasons of the Church year.
- Creativity and reflection through art, drama, music, and written work.

Implementation (Appendix 3 for LTP)

2024 - 25:

Y1 – 4 core scheme Vine and Branches; Y5-6 The Way, the Truth and the Life; EYFS RED

2025 - 26:

Y1 – 6 core scheme Vine and Branches; EYFS RED

2026 - onwards:

Reception – Y6 core scheme Vine and Branches

Planning

The six curriculum branches taught each term are:

- Creation and covenant
- Prophecy and promise
- Galilee to Jerusalem
- Desert to garden
- To the ends of the earth
- Dialogue and encounter.

Each branch includes opportunities for pupils to UNDERSTAND – DISCERN – RESPOND ‘The Ways of Knowing’. As pupils revisit each branch each year, they come to a deeper understanding of its significance for Catholic belief and practice, allowing them to make links between the four knowledge lenses (hear, believe, celebrate, live) within the context of the narrative of salvation history.

Assessment and Reporting in RE

The assessment of standards is carried out using the criteria set out in the RED

The expected outcomes are a synthesis of the content outlined in the **knowledge lenses** and the skills described in the **ways of knowing** - what pupils are expected to know, remember and be able to do. It is against these expected outcomes that pupil progress is assessed both formatively and summatively. The expected outcomes are presented around the key concepts in each of the knowledge lenses. The curriculum includes a range of opportunities for pupils to engage in creative and critical thinking (discern) and personal reflection (respond) and to make meaningful connections between scriptural texts (hear), Catholic beliefs (believe), prayer and liturgy (celebrate), and the relationship of faith to life (live). (p40 RED)

Early Years

Pupils in Reception are assessed against the EYFS Religious Education Learning goals (RELG) which link to six of the seven prime and specific areas of learning, with RE end of year expected outcomes.

Marking is approached positively and constructively so that it affirms and celebrates success and informs future learning. Comments are used to develop pupils understanding and

The RE leader will monitor the teaching of RE within the school monitoring programme.

Assessment of curriculum RE takes into consideration the following statements:

- it is a judgement of achievement not about grading a child
- it focuses on the unique contribution to pupil development
- it is integrated into the whole education process –planning, teaching strategies and learning.

The positive outcomes of such assessment will

- enable pupils to reflect on their achievements
- help pupils to know their next step in learning
- enable teachers to monitor progress

- enable teachers to communicate effectively with interest about pupils' achievements

Formal Assessment and Reporting

- A baseline assessment for Reception pupils is completed on entry to the Reception class in autumn 1. This assessment is then repeated at the end of Reception.
- The expected outcomes for UNDERSTAND and DISCERN are used to support the assessment of each branch
- Annual reports to parents/carers include a written statement for RE and an achievement grade against age related expectations.

Tracking

- Data collected termly on to the e-tracking grids (SONAR) and ongoing pupil performance is monitored. This data is compared with achievements in English (reading and writing) and compared to national attainment in English.

RE Leadership

Curriculum RE is led by the RE subject leader who:

- Ensures high standards of teaching and learning.
- Provides support and CPD for staff.
- Liaises with the parish, governors, and the diocese.
- Oversees liturgical events and Catholic Life.

All staff, regardless of faith background, are expected to support the Catholic ethos and values of the school.

Monitoring / Evaluation

- Curriculum RE is monitored by the Headteacher and the RE leader in line with the school monitoring policy and school development plan. Observations of teaching, scrutiny of planning, pupils work and pupil voice inform future planning, resource issues and professional development.

Resources to support the teaching of curriculum RE

- Vine and Branches Scheme: online resources annual subscription required (login required)
- RE TODAY RE Ideas resources (staff room)
- Additional resources for curriculum RE are identified by Class teacher and purchased in line with the annual budget allocation. A record of purchases is maintained by the main office (admin)
- Physical resources are stored centrally (hall, staff room) whilst others are distributed and displayed around the school. Electronic resources are stored in Staff Share.

Policy reviewed by staff: Autumn 2025

Agreed by Governors: Autumn 2025

APPENDICES

Appendix 1

RELIGIOUS EDUCATION DIRECTORY GENERAL NORMS (p6-9)

Article 1

Oversight of religious education Formation and education provided in schools is subject to the authority of the Church (can. 397, 806). It is for the Episcopal Conference to issue general norms concerning formation and education in the Catholic religion and for the diocesan Bishop to regulate and watch over it (can. 804).

Article 2

The aims of religious education are:

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Article 3

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to their age and capacity – to reflect spiritually, and think ethically and theologically, and who recognise the demands of religious commitment in everyday life.

Article 4

1. Religious education is the core of the core curriculum and is to be the source and summit of the whole curriculum.
2. Religious education is an academic discipline with the same systematic demands and rigour as other disciplines.
3. Religious education is to be delivered within a broad and balanced curriculum, where it informs every aspect of the curriculum. Every other subject is to be informed by religious education and have a strong relationship with it.
4. In each year of compulsory schooling, religious education is to be taught for at least 10% curriculum time within each repeating cycle of the regular school timetable.

Article 5

1. The Religious Education Directory includes the programmes of study approved by the Bishops' Conference for the various age groups. The competence for approving these programmes of study is currently exercised by the Department of Education and Formation, but the Bishops' Conference can delegate this function to another department, commission, or committee of the Conference.
2. Catholic schools are required to comply with the Religious Education Directory.

Article 6

1. Religious education is to be properly organised, coordinated, taught, and resourced.
2. In primary schools there is to be a Coordinator of Religious Education who is to have at least parity in status and remuneration with those of any other curriculum area.
3. The religious education department in secondary schools is to have at least parity of status and resourcing with any other subject department. The department is to be given the highest possible status. This is to be reflected in the status and remuneration of the person leading that department.

Article 7

Interpretation 'School' means a Catholic school as understood in canon 803, and includes all Catholic maintained schools, independent schools (including academies), non-maintained special schools, and sixth form colleges.

Article 8

1. This Religious Education Directory replaces all previous norms from 1 September 2025.
2. Until 1 September 2025, in any aspect within the scope of this Directory, schools may choose to comply with this Directory or the Religious Education Curriculum Directory 2012.
3. These transitional provisions do not derogate from any requirements which do not derive from this Religious Education Directory or the Religious Education Curriculum Directory 2012

APPENDIX 2

References/Reading List

- Religious Education Directory Model Curriculum – introduction
- The Vine and the Branches Scheme
- The Catechism of the Catholic Church
- Curriculum Directory
- What are we to teach? (CES)
- Documents of Vatican II
- The General Directory for Catechists
- The Catholic School in the Third Millennium
- Publications and magazines that are subscribed to by St. Bede's eg. RE Today
- Music
- Websites: Cafod; Mission Together

Abbreviated publications link to RED references

- CCC – Catechism of the Catholic Church
(https://www.vatican.va/archive/ENG0015/_INDEX.HTM)
(<https://www.usccb.org/sites/default/files/flipbooks/catechism/>)
- CCCC – Compendium of the Catechism of the Catholic Church
(https://www.vatican.va/archive/compendium_ccc/documents/archive_2005_compendium-ccc_en.html)
- CSDC – Compendium of the Social Doctrine of the Church
(https://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html)
- CJC – Code of Canon Law 1983
- CCEO – Code of Canons of the Eastern Churches 1990
- YC – YouCat
- DC – DoCat
- YCfK – YouCat for Kids;
- Shrewsbury Diocesan Website (Access planning materials)

APPENDIX 3

Long term plan implementation of The Vine and the Branches (2024 – 2026)

2024/25	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception RED	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the earth	Dialogue and encounter
Year 1 – 4 Vine & Branches	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the earth	Dialogue and encounter
Year 5 WTL	Creation	God's Covenant	Inspirational People	Reconciliation	Life in the Risen Christ	Other faiths
Year 6 WTL	The Kingdom of God	Justice	Exploring the Mass	Jesus, The Messiah	The Transforming Spirit	Called to Serve

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception RED	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the earth	Dialogue and encounter
Year 1 – 6 Vine & Branches	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the earth	Dialogue and encounter