St Antony's Catholic Primary School

Religious Education Policy

Mission Statement

God is at the heart of our school. With the help of our community, we will strive to learn, love and achieve.

Policy	*RE Policy*
Date Agreed	
Date of Review	*September 2026*
Chair of Governor's	*Dr Iain McLay*
Acting Headteacher	*Ms Pampellonne*
RE Leader	*Mrs. A. Davis*

Aims:
We aim to provide a Catholic Religious Education, central to the ethos of the school derived from our Mission Statement.

God is at the heart of our school. With the help of our community, we will strive to learn, love and achieve.

We aim to develop religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life. We also foster an understanding and respect for those with different faiths and beliefs.

Working in partnership with the family and Parish we seek to live and share our Catholic faith. This faith perspective is integral to the whole life of the school and all aspects of the curriculum.
Religious education is not confined to the R.E. lesson. Throughout the whole of the curriculum, topics arise which raise specific moral and religious issues. An informed response will be given, in the light of teachings of the church.

Intent

At St Antony's R.C. Primary School we are following theReligious Education Directory and its program " To know You More Clearly".
Since 2023 this has been rolled out across the school, and will continue throughout 2026 and 2027.

To Know You More clearly is an innovative and enriching new Religious Education program that seeks to deepen the spiritual journey of our children by fostering a complete understanding of Catholic teachings and values.
This program goes beyond the traditional curriculum, encouraging our pupils to explore their faith through lens of curiosity. Through engaging lessons, thoughtful reflections and interactive activities, " To Know You More Clearly" creates a learning environment that encourages our pupils to connect with their spirituality on a personal level.

This program not only imparts knowledge, but also cultivates a genuine and enduring relationship with God, which contributes to the spiritual development of our children.
Scripture is the foundation of each Branch and will develop knowledge, understanding, skills, compassion and awe and wonder across the curriculum.

The Ways of Knowing: EYFS – Y6

The ways of knowing describe the skills that pupils develop as they progress through the Religious Education curriculum These are to:

Understand - See

In this way of knowing the aim is to help pupils understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs and rites.

Discern - Judge

In this way of knowing the aim is to help pupils ne able to judge wisely in response to different interpretations of the meaning, significance and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good and what is beautiful.

Respond - Act

In this way of knowing the aim is to help pupils reflect personally and with integrity on what they have learnt and consider the implications for action these may have in their own lives and the world in which we live.

Knowledge Lenses

The Knowledge Lenses indicate what should be known by the end of each phase. They are referred to as lenses since they are what we are looking at.

Hear

The first knowledge lens is called ‘Hear’ and discusses the human capacity for God, Divine Revelation, and its transmission, Sacred Scripture, and the human response to God’s invitation. It is called ‘hear’ because it focuses on the Word of God which we hear.

Believe

The second knowledge lens is called ‘Believe’ and deals with the contents of the Creed. It is called ‘believe’ because it focuses on the content of the Church’s own profession of faith. In this lens we look at those doctrines that constitute our faith: trinity, incarnation, the Holy Spirit, the communion of saints, the role of the Blessed Virgin Mary.

Celebrate

The third knowledge lens is called ‘Celebrate’ and is an exemplification of the Catechism that deals with liturgy and prayer. It is called ‘celebrate’ because it deals with the liturgy in which the Church celebrates the Paschal mystery of Christ. In this lens we look at prayer, liturgy, and sacrament, sacraments of initiation, the Eucharist, sacraments of healing, sacraments at the service of communion, and other liturgies and sacramentals.

Live

The fourth knowledge lens is called ‘Live’ and is an exemplification of Catholic social teaching and deals with the ways in which the disciples of Christ are called to be in the world. It is called ‘live’ because it focuses on the impact of faith on how Christians live. In this lens we look at the dignity of the human person; freedom, conscience, and virtue; law, grace, and sin.

The Study of other Religions and World Views

Dialogue

The fifth knowledge lens is called ‘Dialogue’ and is an exemplification of the Church’s teaching on the relationship between Catholicism and other Christian traditions along with Catholicism and other religions and worldviews. It is called ‘Dialogue’ as this is the only authentic way of living faithfully in a world that accepts difference.

Encounter

The sixth knowledge lens is called ‘Encounter’ and is when children engage in a discrete study of other faiths, religions and worldviews. It focusses is on the importance of loving out neighbours and respecting other cultures and learning how to live peacefully with difference.

Organisation and Content

Other faith topics are explored termly. This year Judaism is to be explored in the Autumn Term, Islam in the Spring term and Hinduism is to be explored in the Summer Term.

The child's own knowledge and understanding is increased by the acquisition of the following skills in both key stages.

Investigation skills

These skills are basic to the acquisition of knowledge in all subjects. They can only be developed by the primary resources and discovery methods of learning. They are of limited value unless employed with other categories of skills.
Pupils should be taught to:

- Identify and ask relevant questions
- Observe accurately
- Listen carefully
- Follow procedures
- Know where to look for evidence
- Gather relevant data from a variety of sources – texts, artefacts, art, symbols, customs
- Read a variety of scripture, prose and poetry
- Find references in texts – Scripture, etc.

Interpretation skills

These skills are employed to understand the meaning or significance of information and data. These are difficult for some pupils to acquire, yet they are essential in Religious Education for religious and other world views are in fact interpretations of life and experience.
Pupils should be taught to:

- Categorise and classify
- Interpret the language of religion, signs and symbols
- Develop hypotheses
- Reflect on and interpret one's own experience
- See life from another person's point of view

Communication skills

These skills are dependent on the above. They enable pupils to clarify and order their own thinking. They enable them to express clearly and, therefore, make evident what they feel, know and understand.
Pupils should be taught to:

- Make a sensible and ordered presentation of information
- Use a variety of media to express ideas

- Express themselves through factual and creative writing
- Express themselves through drawing and painting
- Design diagrams, charts or models
- Express themselves orally
- Know religious language and use it appropriately
- Exercise imagination through role play

Critical skills
Pupils should be taught to:

- Question their own point of view
- Form reasoned opinions based on evidence
- Express their opinions in debate
- Weigh evidence
- Assess arguments
- Make connections between life and faith
- Differentiate between objective and subjective judgements

Affective and social skills
Pupils should be taught to:
- Relate well with others
- Work in a group
- Exercise empathy
- Participate in community prayer and celebration
- Accommodate social, cultural and faith differences
- Be aware of national and global issues

Evaluation skills
Pupils should be taught to:
- Distinguish between rules and principles, opinions and beliefs
- Make reasoned value judgments
- Make responsible choices

<u>Corporate Act of Worship</u>
Our acts of Collective Worship are an important means of expressing our commitment to our faith and to promote the spiritual and moral development of the children in our care. Whole school Assembly on a Monday morning is focused on the Gospel reading from the previous Sunday. On a Wednesday and Thursday mornings KS2 and KS1, gather on their respective days, to come to gether in worship. The children are encouraged to participate as much as possible, with the intention that they will be confident enough to lead it.
We recognise that for many of our children, school is the only place where they may hear the Word of God and we should therefore make it meaningful for them.

In our assemblies and collective Worships we endeavour to offer children experience of their own faith, and raise awareness of self, others and the world in

general and lead pupils to develop self-respect and empathise with others. By gathering together we create a context within which worship is possible. We enable children to experience a feeling of belonging to a community, the class, the school and the wider world. Prayers, hymns, silence and reflective moments are important elements of assemblies so that all children are involved.

Sacramental life of the school

In addition to celebrating major festivals and Holy Days of the Church's year, whole school masses are held on other occasions as well. We celebrate mass with our Year 3 children when they have all received their First Holy Communion and the Year 6 children lead their leavers mass at the end of year. There are also masses for all year groups throughout the year, as well as St Antony and St Francis.

Reconciliation services are held during Advent and Lent when the children are encouraged to fully take part by offering up their admissions of failure and commitment to try again.

Display

Children's work is celebrated in both classrooms and around the school. There is a display area in each classroom dedicated to the current RE topic and also a dedicated Whole School RE display within the school.

Community

We invite the community to witness our love of Christ by attending our services. We take part, when invited, in other services in the local area, for example: Carol Singing at the local Old People's home and the parish fete etc.
We also support charities such as CAFOD, Brentwood Catholic Children's Society, Redbridge Night Shelter and others focusing on the need to help God's family in other places.

Equal Opportunities

All pupils are given access to the full R.E. curriculum regardless of gender, race, cultural or financial background. Religious Education is understanding and knowledge of the highest order activity of the human race, i.e. the quest for God. It should therefore, always promote values of respect, equality and reverence for all people, everywhere, whether or not they have faith.

Special Educational Needs

All pupils have as full access to the R.E. curriculum as possible. R.E. is concerned with the acquisition of a wide range of skills and every child has the opportunity to develop these and be supported at their own level. Work is differentiated according to the ability of the individual in the same way as in other subjects.

Assessment, Recording and Reporting

Progress in R.E. is reported to parents annually at the end of the year. Children's progress in RE is discussed in half-termly progress meetings and progress is recorded.

Resources

R.E. resources are monitored to ensure that there is adequate provision within the school to support the delivery of creative, spiritual and enjoyable lessons. Curriculum expenditure reflects the status of the subject. Resources are kept in designated places and include posters, books and artefacts from the Christian and other faiths.

Assessment, Recording and Reporting in Religious Education

"The purpose of assessment, recording and reporting in religious education is to ensure effective learning, to celebrate growth and achievement and enable further progress."

NBRIA 1997

Rationale

At St. Antony's we recognise that assessment, recording and reporting are a natural part of teaching and integral to the learning process. They are continuous processes requiring a close partnership between teachers and pupils, and the involvement of others as appropriate. They are the responsibility of all teachers. We believe that assessment is at the heart of good teaching.

Practice

- Good assessment procedures will be at the heart of all planning.
- All planning will take into account the concepts, attitudes, skills and knowledge highlighted in the "Religious Education Curriculum Directory for Catholic Schools" 2024.
- Teachers' long, medium and, where applicable, short term planning will be a collaborative process which assists continuity and progression.
- All teachers will use the agreed planning document.
- Marking pupils' work will be approached positively and constructively so that it affirms and celebrates success and encourages future learning.
- Recording will recognise the distinct nature of religious education.
- Records will provide evidence of what pupils have done and can achieve.
- Regular use will be made of pupil evaluations.

- The process of recording will enable us to provide evidence of the quality of teaching and learning for ourselves as teachers and governors and for parents and pupils.

Reporting in Religious Education will provide feedback to pupils on their achievement and progress. It will be a means of information for parents which contributes to our partnership with them. It will offer opportunities for discussion and collaboration developing the part played by both in a child's education.

Role of the Religious Education Leader

- The subject R.E. leader monitors the teaching of R.E. in the school as well as the worship carried out in the classroom.
- It is important that the R.E. leader keeps informed of developments in the teaching of R.E. particularly through contact with BRES.
- The R.E. leader is responsible for the purchasing of resources.
- The policy for Prayer and Liturgy is the responsibility of the Prayer and Liturgy Leader.
- The R.E. leader is responsible for presenting these policies to governors for approval and reviewing when necessary.