



St Richard's VC Academy

Religious Education Policy

Aspire, Learn, Serve and Grow in Christ



ST RICHARD'S
VC ACADEMY

Policy reviewed and updated: February 2026

Policy due to be reviewed: September 2027

Vision for Religious Education at St Richard's School

We believe Religious Education to be: *'the core of the core curriculum.'*

We believe Religious Education is central to the educative mission of the Church.

We are aware that evangelisation and catechesis are happening in our school for some pupils, we are clear that the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

We acknowledge and concur with the Bishops' view of the importance of high quality religious education: *"Excellence in religious education, then, will be characterised by clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, and achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*

We understand Religious Education to be the systematic study of the teaching of the Church and the mystery of Christ.

'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school.... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'

Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. As such it is to be taught, developed and resourced with the same commitment as any other subject.' Classroom Religious Education has as its outcome: "religiously literate and 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 are aware of the demands of religious commitment in everyday life.

The Aims of Religious Education as stated in the Curriculum Directory, are:

- 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;
- to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- 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;
- 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;
- to develop the critical faculties of pupils so to bring clarity to the relationship between faith

and life, and between faith and culture;

- to stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

Intent:

As stated in the Curriculum Directory, "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."

Religious Education in the Classroom and Curriculum Time Allocation:

Since the total curriculum in our school is based on the values of the Gospel and because we see all education as revealing the mystery of God, we recognise two aspects of Religious Education in the school:

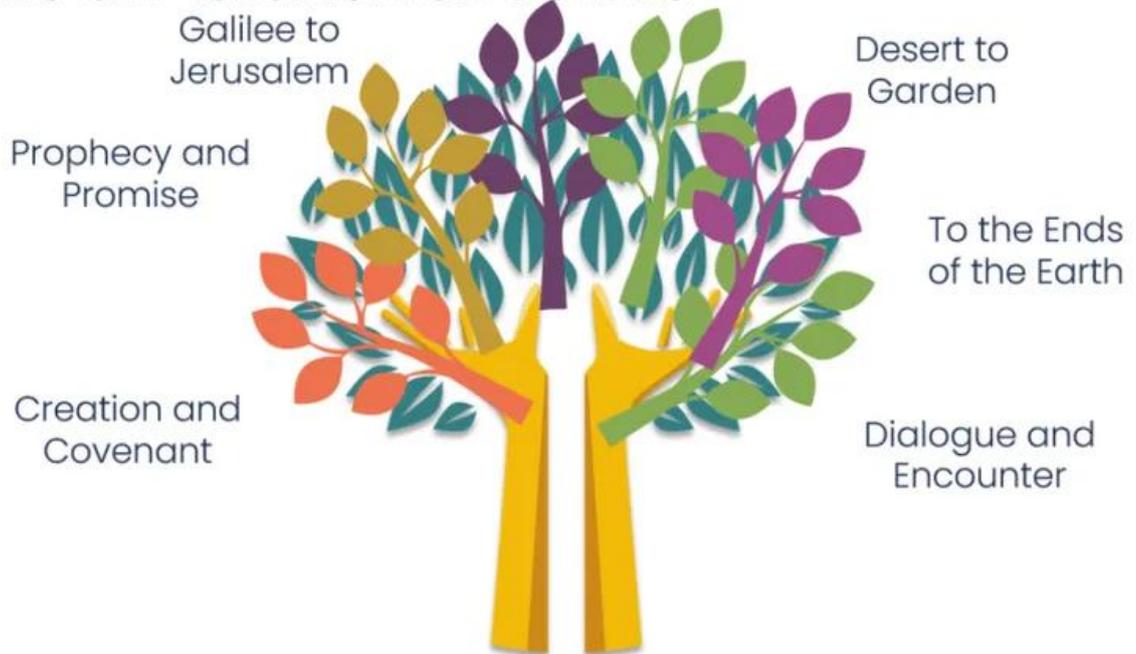
- (a) Implicit, or unstructured Religious Education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
- (b) Explicit, or Curriculum Religious Education – those time tabled or planned periods of time given to an explicit consideration of Religious Education in the classroom. It is the policy of St Charles to allocate 10 % of curriculum time to Religious Education. This does not include daily acts of prayer and liturgy.

Programme of Study:

The programme of study for Religious Education is stipulated in the Religious Education Curriculum Directory (2023) Within this directory, the framework sets out four structural elements: knowledge lenses, ways of knowing, expected outcomes and curriculum branches.

- Knowledge lenses set out the object of study for pupils; they indicate what should be known through hear, believe, celebrate, live, dialogue and encounter.
- Ways of knowing sets out the skills which we aim to develop as children progress through their curriculum journey: understand, discern and respond.
- Expected outcomes are a synthesis of the content outlined in the knowledge lenses and the skills described in the ways of knowing.
- Curriculum branches are the way this programme of study presents its model curriculum. These branches correspond to the six half terms within the school year.

The six-branch structure



Each branch has a core theme and invites pupils to learn about an aspect of Revelation, Scripture, life in Christ, and life in the Church, and to discern what their learning means academically and experientially enabling them to see, judge, and act through a deeper knowledge of the Christian faith.

Process

In EYFS and KS1, the programme, 'Lighting the Path' is used. In KS2, a Trust approach to teaching the content of the RED is employed ensuring consistency across our classes and schools.

Methodology

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately and responsively to the learning needs of pupils. There is an emphasis on ensuring religious literacy through a creative curriculum. We use drama, role play, music and art to enrich our teaching and provide opportunities for speaking, listening and reflecting.

Feedback and Marking

Feedback and marking in Religious Education is in-line with the feedback policy. Children should have the opportunity to edit work and respond to any written feedback, where it has been felt necessary to give it. Any feedback reflects the learning outcome for that lesson.

Inclusion

All pupils in our school, irrespective of ability, faith and background will have appropriate differentiated access to the Religious Education programme.

Other Religions

Through the sixth branch of the RED, Encounter, children will learn about and from other world faiths: Judaism, Islam and Sikhism.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria set out in the expected end of age-phase outcomes in the Curriculum Directory.
- Following each branch, children complete a short assessment which is used throughout the Trust to support shared understanding of expectations and outcomes.
- Each term, teachers use the assessment guidelines in order to input children's attainment.
- An in-house moderation meeting is held every term and following data drops, pupil progress meetings are held.
- Termly, a cross section of work is presented at Trust RE Meetings in order to quality assure judgements.
- At the end of each year, annual reports are sent to parents with progress and attainment in RE commented upon.

Management of the Subject.

Frances Frankish,, the RE Co-ordinator has responsibility for leading, managing and supporting the delivery of and training in Religious Education. The RE Co-ordinator works closely with the Head of School and School chaplain as part of the school's RE team.

Policy Monitoring and Review.

This policy will be monitored, evaluated and reviewed by the RE team and updated every 2 years.