St Augustine's Catholic Primary School

Policy for Religious Education

Approved by:	Head Teacher	**Date:**	September 2025
Last reviewed on:	September 2024		
Next review due by:	July 2027		

St Augustine's Catholic Primary School
Mission Statement

At the heart of our Catholic faith, we pursue the truth and strive for excellence. The more we recognise and appreciate the beauty and goodness in ourselves and others, the more we come to recognise God.

At St Augustine's School, we share the Light of Christ with each other and feel a sense of belonging to the family of the Church.

Our school is a place of order, stability, tolerance and love, where we foster good relationships between home, school, parish, local and wider community.

Together we will make this school a place where everyone is nurtured, supported and valued while being circled by God's love.

When God's love enters our hearts, we grow in wisdom and understanding.

Introduction to the Policy:

St Augustine's Catholic Primary School's Mission Statement is the foundation upon which the school's curriculum is constructed and is the policy embracing and directing every aspect of the school's being - it is the bedrock of our existence as a growing, learning, Christian community. Religious Education is taught throughout the school in such a way as to reflect our overall aims, values and philosophy.

Rationale of Religious Education:

- The primary purpose of Catholic Religious Education is to come to know and understand God's revelation which is fulfilled in the person of Jesus Christ. In the person of Christ, the deepest meaning of what it is to be human — that we are created by God and through the Holy Spirit united with Christ in his Incarnation — is discovered. This revelation is known through the scriptures and the tradition of the Church as taught by the Magisterium. Religious Education helps the pupil to know and experience the meaning of this revelation in his or her own life and the life of the community which is the Church.[1]
- Religious Education is a core subject in the Catholic school.
- For some in the classroom, Religious Education may well be received as catechesis, deepening and enhancing their personal faith; for some it will be evangelisation, the first time they will have been presented, personally, with the truths of living faith. Nevertheless, its primary purpose is the step by step study of the mystery of Christ, the teaching of the Church and its application in daily life. The criteria by which it is to be judged are educational.[2]
- Religious Education is planned, taught, assessed and monitored with the same rigour as other core curriculum subjects.

The outcome of Religious Education is 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.[3]

The Aims of Religious Education:

1 To present a comprehensive content which engages pupils and is the basis of knowledge and understanding of the Catholic faith;
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 so that pupils can make a critique of the underlying trends in contemporary culture and society;
4 To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
5 To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
6 To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;

---

[1] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 3
[2] Religious Education in Catholic Schools, a statement from the Catholic Bishops' Conference, 2000, p. 8-9
[3] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

7 To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
8 To bring clarity to the relationship between faith and life, and between faith and culture.[4]

Roles and Responsibilities:

All staff who teach RE will:

- be prepared to witness to what they teach;
- understand that they share in the teaching office of the Church exercised in the person of the local bishop and enshrined in the trust deed of the school;
- fulfil their professional responsibilities with regard to all that develops and enhances the life of the Catholic school;
- have high expectations of all their pupils;
- take care continually to deepen their own knowledge and understanding of the Catholic faith

The **Headteacher** will:

- appoint staff suitable and qualified to teach Religious Education;
- provide appropriate resources and opportunities for training;
- ensure that 10% of the curriculum is devoted to Religious Education.

The **Governors** will:

- Nominate an RE Governor to support and encourage the teaching of RE;
- scrutinise reports on RE and the Catholic life of the school at Learning and Achievement Committee meetings.

The **R.E. Co-ordinator** is responsible for:

- working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutiny according to school practice;
- organising in-house moderation of standards meetings and maintain the RE Co-ordinator's file;
- self-evaluation to identify strengths and areas for development;
- ensuring the curriculum offered is appropriate, suitable and relevant to pupils' needs and interests;
- attending appropriate training and keeping up to date with current thinking, policy and developments and feeding back to staff;
- organising and leading in-house staff training and development;
- identifying training needs of staff to ensure their suitability to teach effective Religious Education;
- supporting and advising colleagues in the delivery of Religious Education;
- auditing, managing and developing resources within a given budget.

[4] *Religious Education Curriculum Directory*, Catholic Bishops' Conference, 2012, p. 6

The RE Co-ordinator is **Mr. M. Kincaid**.

Curriculum time allocation:

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. This does ***not*** include Collective Worship.

Programme of Study:

To fulfil the above aims and to address the 4 areas of study outlined in the Curriculum Directory – Revelation, Church, Celebration and Life in Christ. The 'Come and See' programme is used across Key Stage 2.
EYFS, Years 1 and 2 are using the new Religious Education Directory. This is being phased in across all year groups to be ready for all staff to be teaching this in September 2026. The training is being organised by the Diocese of Westminster.

Process:

Our starting point in Religious Education is **Revelation**. God is always the initiator in the history of our creation and redemption; it is his revealing of himself that makes classroom religious education possible. To begin with revelation ensures that we respect the revealed nature of Christian faith.

From revelation we move onto Church; in other words, we consider how revelation gives life to the Church. The Church is the bearer of God's revelation and the means by which human beings live out their response to revelation, enlivened by the Holy Spirit.

From here we focus on two aspects of the Church's response to God's revelation; Celebration – the liturgical and sacramental life of the Church and Life in Christ – the moral life and the pursuit of holiness.

However, attempts to make clear connections between the truths of faith and the pupils' experience of life are essential.'[5]

Methodology:

Teaching in Religious Education should help people be attentive to the meaning of their experiences, illumined by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It 'serves in the examination and acceptance of the truths which are contained in the deposit of Revelation.'[6]

A variety of teaching and learning strategies will be used from across the curriculum adapted appropriately to the needs and learning styles of pupils.

---

[5] *The Way, the Truth & the Life*, Teacher Book 4, CTS, 2004, p. 4
[6] *Briefing*, 26 May 1994, quoting *General Directory for Catechesis*, 74b

Assessment, Monitoring, Recording and Reporting:

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by Bishops' Conference.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- An in - house standardisation meeting is held every term. Copies of the assessed work are kept in the RE Co-ordinator's file. The RE Co-ordinator attends the annual Diocesan moderation meeting.
- Monitoring of teaching and learning includes lesson observations and work scrutiny by the RE co-ordinator and other SLT members.
- The electronic assessment system 'Target Tracker' is used to monitor and analyse progress across year groups and for specific individuals and groups.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.

Other Faiths:

Other faiths form part of Religious education, both formally and informally. Each year group undertakes two units of study from the 'Come and See' programme on other faiths, one of which is Judaism. Visitors and trips to explore the faith and practise of the wider local community are encouraged. For example, when learning about Judaism, Ruth Jampal from Judaism for Schools visits St Augustine's on an annual basis.

Equal Opportunities:

All teaching and non teaching staff at St Augustine's Catholic Primary School are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress. All children have equal access to the RE Curriculum, teaching and learning throughout one
year. General monitoring is the responsibility of the Headteacher and RE Co-ordinator.

SEND Provision:

All children should have access to a broad, balanced curriculum which includes RE and should make the greatest progress possible. Provision for children with SEND in relation to RE is the responsibility of the class teacher, support staff and SEND Coordinator as appropriate.

Right to Withdrawal:

St Augustine's recognises the parental right to withdraw their child from RE.
This includes:

- An unconditional right to withdraw in whole or in part from the RE provided by the school in its basic curriculum;
- The right to a specific religious education for their children, either provided by the school, another school, a faith community or themselves in school time.

For any child who is withdrawn from RE, St Augustine's recognises the responsibilities laid upon us by statute, our:

- responsibility as part of the basic curriculum to provide RE for all registered pupils;
- responsibility to provide the religious education desired by parents in line with the provisions set out in current legislation and at no cost to the LEA or school;
- Responsibility to supervise their pupils adequately and to ensure that any entitlement does not negatively impact on a pupils attendance.

St Augustine's follows a procedure by which parents wishing to withdraw their child/ children from RE are given the opportunity to explore what constitutes RE in the schools basic curriculum.

Should withdrawal be requested parents ought to contact the Headteacher, Mr Kincaid and the chair of governors, Mr, John Creak.

Policy review:

This policy will be monitored, evaluated and reviewed by the SLT and governing body *and* updated every 2 years, unless changes are made to the curriculum and school structure.