



Cheadle Catholic Junior School
"Following in the footsteps of Jesus"

Religious Education

Policy

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Cheadle Catholic Junior School

'Forward in Faith - following in the footsteps of Jesus'

Our Mission Statement

At Cheadle Catholic Junior School we strive to:

- Nurture all children to follow in the teachings of Jesus.
- Develop a love for learning for all of our school family.
- Provide a rich, varied and stimulating curriculum full of exciting learning opportunities.
- Communicate and demonstrate high expectations so that good behaviour is evident in all aspects of school life.
- Recognise that everyone is unique, each with their own skills and talents and celebrate this uniqueness.
- Create a positive, happy, stimulating and purposeful atmosphere in all aspects of school life, nurturing individuals to feel confident and safe.
- Work together in close partnership with parents, governors and the wider community.

Our Children's Aims

- *We Grow in Faith*
- *Respect Everyone*
- *Celebrate differences and goodness in others*
- *Challenge ourselves*
- *Engage ourselves and others through Jesus' example*

Rationale of Religious Education:

- At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education. Therefore, we believe that Religious Education is never simply one subject among many, but the foundation of the entire educational process.
- We believe Religious Education is, then, the core subject in a Catholic school.
- Religious Education contributes to evangelisation and catechesis but its specific contribution to the Catholic Life of the school is primarily educational and so Religious Education will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.
- We understand Religious Education to be the systematic study of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold.

'The outcome of Religious Education is 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.

The Aims of Religious Education

- to promote knowledge and understanding of Catholic faith and life
- to promote knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose
- to promote the skills required to engage in examination of and reflection upon religious belief and practice

Curriculum time allocation:

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

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 Way the Truth and the Life* programme is used as recommended by the Diocese.

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.
- 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.

Methodology

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

[Teaching and Learning Policy](#)

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines.
- Each teacher keeps a class record of assessed work and records of pupils' progress.
- The school portfolio of pupils' work contains six samples of work from each teacher for each assessed topic covering a range of abilities.
- An in - house moderation meeting is held at least termly.
- The school portfolio of assessed samples of work is available for inspection.
- Monitoring of teaching and learning is undertaken on a regular basis as part of the whole school monitoring schedule. 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 are taught in accordance with the Diocesan guidelines.

Management of the subject.

The RE Co-ordinator/Subject Leader has responsibility for leading, managing and supporting the delivery of and training in Religious Education.

The Role of the Co-ordinator for Religious Education

The Religious Education Co-ordinator will be responsible for:

- Working with senior leaders on monitoring teaching and learning, planning and standards through lesson observations and work scrutinies according to school practice.
- Organising and maintaining the school portfolio of pupils' work.
- Organising in-house moderation of standards meetings.
- 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.

Policy review

This policy will be monitored, evaluated and reviewed at least every 2 years.